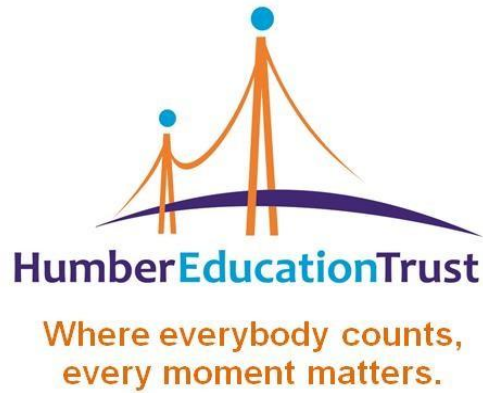




Bursar Primary Academy

Behaviour Policy



This policy was approved by the Local Governing Body September 2026

Siobahn Sylvester Chair of LGB

Adopted on 1st September 2023

This policy will be reviewed annually on or before 30th September 2027

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1 Introduction

- 1.1 Bursar Primary Academy's behaviour strategy and curriculum is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the school. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.

At Bursar Primary Academy, we want our Behaviour Policy to reflect our insight and understanding of the needs of our children and how this contributes to supporting children to be able to regulate their feelings and communicate in a positive manner so they can be ready to engage with their learning. At Bursar Primary Academy, we believe that developing relationships, responding and calming, and repairing and restoring relationships through a graduated response is what makes a difference to our pupils' behaviour. It is imperative we offer our children the security and strategies needed to meet their individual wellbeing and mental health needs and to guide them along their journey in becoming independent, resilient, life-long learners. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our children, some with complex needs. We consider that behaviours which challenge always happen for a reason and may, in that moment, be the only way a child can communicate. Children who display, or are at risk of displaying behaviours which challenge, may need support which involves both positive support and intervention and also some form of restorative practice.

- 1.2 This policy outlines the high behavioural standards that Bursar Primary Academy expects from all our pupils, the support and interventions used to address poor behaviour choices and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's exclusions and suspensions policy, anti-bullying policy, SEND, and safeguarding and child protection policy, all of which can be found on the School's website. It will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

At Bursar Primary Academy, we believe that:

- Our children want to manage their feelings and communicate their words in a positive manner.
- Behaviour is a means of communication – we must ensure that all children are supported to communicate their needs safely and appropriately using their preferred communication systems.
- Children are happy when their needs are understood and met and when expectations are clear.
- Children can learn to improve how they communicate their feelings and words.
- Learning new behaviours is a task, just like learning to read and write.
- Some children need a personalised approach to support them to manage their feelings and communicate their words respectfully. The more challenging pupils' behaviour becomes, the more personalised an approach the pupil requires.

- Mistakes are part of the learning process and the School recognises that pupils are at different stages of the developmental process. We don't make a judgement about it; instead we support and guide our children to get it right.

By setting high standards of expected behaviour, the school aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the School community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

- 3.1 This policy applies to all members of the School community. The School uses a graduated approach to behaviour (see Appendix 1). The school will apply sanctions within this policy for behaviour that takes place outside of school's premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or School.

4 Roles and Responsibilities

All members of the School community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the School community are set out in detail below.

4.1 Trustees

The Humber Education Trust's Trust Board will work with the CEO to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools.

The Scheme of Delegation, approved by the Trust Board, delegates the following responsibility to each school's Local Governing Body – 'to establish and keep under review school Behaviour Policy for pupils, monitoring the impact'.

4.2 The Chief Executive Officer

The CEO will ensure that all schools use the Trust's model policy to establish and keep under review school a Behaviour Policy for pupils, monitoring the impact. The CEO will report back to the Trustees on educational outcomes, behaviour management and support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Governing Body

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Head Teacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

4.4 Head Teacher

The Head Teacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the School's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by sharing behaviour expectations with children throughout the year; positively recognising good behaviour choices; Star of the Week assemblies; sharing positive behaviours with parents; following My Happy Mind PSHE curriculum.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log on CPOMS
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole School community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with parents;

- home visits;
- mentoring and coaching;
- report trackers;
- time with pastoral support staff;
- time in a pupil support unit;
- engaging with local partners and agencies to address specific challenges;
- consideration of whether a multi-agency assessment such as a Team Around the Family meeting or an Education, Health and Care Plan Request is appropriate
- designing a Positive Support Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality and about any concerns or problems that affect their child's work or behaviour;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour;
- inform the school in writing of any medication their child needs to take;
- support their child in homework and other opportunities for home learning;
- be responsible for monitoring their child's devices at home;

- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. The school offers a wide variety of positive reinforcement to support pupils to make good behaviour choices including:

- Class Dojo points are awarded for positive attitudes to learning, helping out in class, showing kindness, being a good friend, punctuality and engaging well with work. Children can spend their Dojo points in the Dojo shop which contains a wide range of products informed by pupil voice. Visits to the Dojo shop take place half termly where pupils can choose to save or spend their Dojo points;
- House points are awarded for children showing Bursar Values around school;
- Stickers are used throughout the school to visually recognise children's good work and positive behaviour choices;
- Wow cards are given to pupils to take home to share positive behaviour choices and good work with parents and carers;
- Bursar Values awards – at least one to be awarded weekly per value;
- Class Community Tree Challenge – 10 minutes extra play time when the 10th branch is reached;
- Star of the Week/ Headteacher's Star of the Week
- Headteacher's yearly recognition award

6 Sanctions

- 6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include giving closed choices, encouraging a child to leave the room for a discussion, using timers, using visuals, changing the adult, reducing the demand placed on the child. The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration

will be given to the pupil's age, any special educational needs or disability and any religious requirements. Where possible, the School will impose logical consequences which link closely to the behaviour displayed. For example, a child who has refused to attempt a piece of work will be asked to remain behind at playtime or lunchtime to complete this.

- 6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:
- verbal reprimand;
 - missing break time;
 - repeating unsatisfactory work if it does not meet the required standard;
 - loss of privileges – for instance, playtime
 - removal from a class or groups (partner class/ isolation);
 - internal exclusion (partner class/ MLT/ SLT/ isolation);
 - being placed “on report” for behaviour monitoring (white – early support, yellow – further support and monitoring, red – at risk of further sanctions);
 - education off-site for a designated period;
 - suspension or permanent exclusion.
- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the Emotional Wellbeing, Behaviour & Attendance Officer, Child Protection & Pastoral Coordinator, Designated Safeguarding Lead (Deputy Headteacher) and/or Headteacher making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The School recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary.
- 6.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on school property
- recording or taking images of pupils or staff without their express consent; including the creation of fake images using artificial intelligence (AI).
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Annex).

6.7 Removal from the classroom (isolation) for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other

behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regulate in a safe space.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment. This may include 1:1 work with the Emotional Wellbeing, Behaviour & Attendance Officer, CP/Pastoral Coordinator and/or the Headteacher or Deputy Headteacher. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

- 6.8 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Pupils with Special Educational Needs and/or Disabilities

- 7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

- 7.2 The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The School is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

A Positive Support Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies, where

necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed. *A bespoke provision plan may be necessary for some pupils; this will be personalised dependent on pupil need.* Please read the School's Special Educational Needs Policy and SEND Information Report for more information. *Please also see Appendix 5 for Des-escalation and Regulation Strategies.*

7.3 The school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find 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 conditions such as autism.

7.4 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, including Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 The School uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the School's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes and bags is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 9.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.
- 9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.
- 9.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.
- 9.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:
- knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - e-cigarettes, tobacco and cigarette papers;
 - fireworks;

- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

- 9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.7 When conducting a search, pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- 9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should 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 should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Head Teacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 9.9 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:
- the date, time and location of the search;
 - which pupil was searched;
 - who conducted the search and any other adults or pupils present;
 - what was being searched for;
 - the reason for searching;
 - what items, if any, were found; and
 - what follow-up action was taken as a consequence of the search.

- 9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these.

10 Mobile Phones and Electronic Devices

As set out in the academy rules, mobile phones and personal electronic devices must not be brought into the school building under any circumstances. Where they are, staff may confiscate or seize the device in accordance with section 9 of this policy.

For pupils walking to and from home alone, a member of staff will be standing on the KS2 gate each morning with 'the phone box', allowing pupils who need to bring a school with them on their journey to store it safely. 'The phone box' will be stored in the main office. Pupils must collect their phone from the office at the end of each day; the phone must remain switched off until the pupil has exited the school site.

11 Restrictive interventions including use of reasonable force

- 11.1 The school strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.
- 11.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises e.g. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time.
- 11.3 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:
- Giving first aid.
 - Guiding or escorting pupils, such as holding the hand of a pupil when walking around the school or on a school trip.
 - Comforting a distressed pupil.
 - Congratulating or praising a pupil, for example a pat on the back or a handshake.
 - Demonstrating how to use a musical instrument.
 - Demonstrating exercises or techniques during PE lessons or sports coaching.
- 11.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a pupil or limits their movement, and this may or may not

include direct physical contact. **The DfE statutory guidance states that holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. This will be avoided where at all possible.**

- 11.5 Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:
 - 11.5.1 Physically obstructing the pupil's way of leaving the place,
 - 11.5.2 Securing the place so that the pupil cannot leave it, or
 - 11.5.3 Causing the pupil to believe that they will be punished if they leave the place.
- 11.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:
 - 11.6.1 Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
 - 11.6.2 Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
 - 11.6.3 The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.
- 11.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.
- 11.8 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The school recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:
 - 11.8.1 Pupil (Positive Support Plan and/or pastoral support plan and/or individual provision maps).
 - 11.8.2 Risk assessments.

- 11.8.3 Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- 11.8.4 Distracting techniques.
- 11.9 The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.
- 11.10 Whole-school measures include:
 - 11.10.1 Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
 - 11.10.2 Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
 - 11.10.3 Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
 - 11.10.4 Development of working staff-pupil relationships and trust.
 - 11.10.5 Recording and analysing data on the use of restrictive interventions to inform improvement planning.
- 11.11 Individual approaches could include:
 - 11.11.1 Working closely with parents to support individual pupils
 - 11.11.2 Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a pupil has a disability, the school has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers
 - 11.11.3 Giving pupils time, space and strategies to calm down before their behaviour escalates
- 11.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the school's safeguarding system:
 - 11.12.1 Names of pupils and staff directly involved.
 - 11.12.2 Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
 - 11.12.3 Time, date, location and approximate duration of the intervention.
 - 11.12.4 A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and

(where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.

11.12.5A brief account of why the use of force was assessed as necessary in that instance.

11.12.6Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.12.7The pupil's account of what happened, as well as any witness accounts.

11.13 A report will also be made to parents where there is a significant use of force, apart from where:

11.13.1It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

11.14 A report of the incident made to parents will include the following details as a minimum:

11.14.1Time, date, location and approximate duration of the intervention.

11.14.2Brief account of why the intervention was assessed as necessary in that instance.

11.14.3Brief account of what type of force was applied, and the degree of force.

11.14.4Details of any physical injuries sustained, if applicable.

11.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

11.15.1Names of pupil and staff directly involved.

11.15.2Time, date, location and approximate duration of the intervention.

11.15.3Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.

11.15.4A brief account of why the intervention was assessed as necessary in that instance.

11.15.5Details of any physical injuries sustained, if applicable.

11.15.6Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.16 Apart from in the circumstances as set out in 11.13, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's Behaviour Support Plan. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

- 11.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.12-11.14 will be used, with parents not needing to be informed twice.
- 11.18 The school will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.
- 11.19 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.
- 11.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the school's duties under the Health and Safety at Work etc. Act 1974.
- 11.21 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

12 Bullying

- 12.1 The School will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The School has a separate Anti-Bullying Policy which should be read in conjunction with this policy. 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 12.2 The School wants to make sure that all pupils feel safe at Bursar Primary Academy and are accepted into the School community. The School's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 12.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The School practices a preventative strategy to reduce the chances of bullying, and the School's anti-bullying strategy is instilled in the School's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 12.4 If an allegation of bullying does come up, the school will:
- take it seriously;
 - investigate as quickly as possible to establish the facts;

- record and report the incident (Emotional Wellbeing, Behaviour & Attendance Officer) depending on how serious the case is; it may be reported to the Head Teacher/ and/ or the wider safeguarding team;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

12.5 The School believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the School community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

13 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The School will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

14 Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Head Teacher in accordance with the School's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Annex – Rights and Responsibilities of Pupils and School Rules

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

School Rules

- 1 Attend the school and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
- 2 Bring appropriate equipment such as: a suitable bag to carry books.
- 3 Keep your appearance smart and tidy, and wear specified uniform as set out in the School's uniform policy at all times to and from the school.
- 4 Follow the school's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- 5 Do not use rude, derogatory, racist or defamatory language.
- 6 Do not bully, belittle, or intentionally harm other pupils or staff.
- 7 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 8 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 9 Complete school work and homework on time and to the very best of your ability.
- 10 Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
- 11 Take care of school equipment.

- 12 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance to specific instructions).
- 13 Meeting expectations around sneezing and coughing including adhering to the “catch it, bin it, kill it” policy
- 14 Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the school.
- 15 Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
- 16 Report to the school office if you arrive late, feel unwell or need to leave for an appointment.
- 17 Do not bring into the school under any circumstances:
 - alcohol and drugs including “legal highs”;
 - e-cigarettes, vapes, cigarettes, matches, and lighters;
 - chewing gum;
 - weapons of any kind or instruments/substances intended to be used as weapons;
 - material that is inappropriate or illegal for children to have such as racist or pornographic material;
 - mobile phones/other non-authorised electronic or recording devices;
 - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
 - any article which 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).

Appendix 1 – Graduated Approach to Behaviour

Bursar Primary Academy:

A Graduated Response to Behaviour



Phase 1

Stage	Consequence	Staff action needed
1	Verbal warning – explanation of what needs to change. Controlled choices given.	
2	Final warning – explanation of what needs to change. Controlled choices clearly showing further consequence.	
3	Time in – next playtime missed in a calm area of the school to reflect on behaviour choices with Miss Hambling or Mrs Melhuish (outside SF/VH office).	Check in with the child, try to discover any underlying reasons for their behaviour. At the end of the playtime, reiterate their choices. Log on CPOMS tracker.
4	Partner Class – child taken to Partner Class with work to complete/ reflect. All playtimes missed that day.	Log on CPOMS tracker. Restorative conversation with child to positively move forward. Parents to be informed by class teacher.
5	Time with SLT - child taken to SLT with work to complete/ reflect. All playtimes missed all week.	Log on CPOMS tracker. Parents to be informed by class teacher.

Bursar Primary Academy:

A Graduated Response to Behaviour



Phase 2

Stage	Consequence	Staff action needed
1	White report – monitoring and support to make the right choices. Each lesson is monitored.	Mrs Melhuish to log on Report Tracker. Class teacher to inform parents. Support the child and ensure they check in with appropriate Phase Lead at breaktimes/ end of the day. Final check with Mrs Finney (HT) or Miss Follan (DHT) at the end of the week.
2	If after a review of a week on White report, behaviour is still not improving, a child will be escalated to a Yellow report. Yellow report – further monitoring and support to make the right choices.	Mrs Melhuish to log on Report Tracker. Class teacher to inform parents. Support the child and ensure they check in with appropriate Phase Lead at breaktimes/ end of the day. Final check with Mrs Finney (HT) or Miss Follan (DHT) at the end of the week.
3	Red report – monitoring and support to make the right choices. If after a review of a week on Yellow report, behaviour is still not improving, a child will be escalated to a Red report. Red report – further, more targeted monitoring and support to make the right choices. If no improvement, possible suspension.	Mrs Melhuish to log on Report Tracker. Class teacher to inform parents. Support the child and ensure they check in with appropriate Phase Lead at breaktimes/ end of the day. Final check with Mrs Finney (HT) or Miss Follan (DHT) at the end of the week.

Bursar Primary Academy:

A Graduated Response to Behaviour

Phase 3



Stage	Consequence	Staff action needed
1	Insolation – 1 or 2 day depending on severity of the offence/ whether this is the first or second offence – see Incident Tracker.	Overseen by Mrs Melhuish (Emotional Wellbeing, Behaviour and Attendance Officer) – see Incident Tracker.
2	Suspension – fixed term as decided by Mrs Finney (Headteacher)	SLT to CPOMS information, update Arbor 'Behaviour' section, inform parents verbally and in writing, inform the Trust and LA including suspension letter. Meeting with parent/carer required for reintegration meeting.
3	RAP referral	SLT to CPOMS information. Liaise with Trust (BM). Meeting with parent/carer required to complete the form.
4	Permanent exclusion	SLT to CPOMS information. Liaise with Trust (BM). Meeting with parent/carer required to discuss next steps.

Appendix 2 – Visual Graduated Approach to Behaviour Displayed in Classrooms and around School

1. Verbal Warning	
	
2. Final Warning	
	
3. Time In	
<u>Next playtime missed -></u> Please send pupils to Miss Follan's/ Miss Hambling's office – top corridor	
4. Partner Class	
<u>All playtimes missed -></u> Please send pupils to Miss Follan's/ Miss Hambling's office – top corridor	
Parents must be informed at this stage – via telephone call or Dojo message	
	
5. Time with SLT	
All playtimes, <u>all week</u> missed -> spent with a member of SLT – outside of Miss Follan's/ Miss Hambling's office/ Mrs Finney's office	
	

Appendix 3 – Behaviour Curriculum

Gaining the Attention of the Class

Our staff use a signaller to gain the attention of the class. This is done by ringing the bell and a hand signal.

When children hear this, they should respond by being silent and responding by:

- ✓ Sitting or standing up straight
- ✓ Looking ahead
- ✓ Listening carefully to the next instruction
- ✓ Holding up their hand, mirroring the adult

Walking Round the School

We walk around school using WOW Walking.

Know that WOW Walking means:

- ✓ Facing forward
- ✓ Walking in a straight line
- ✓ Walking on the left if in the corridor
- ✓ Hands by side
- ✓ Without talking
- ✓ Stopping at appropriate points to ensure the whole class stay together in the line
- ✓ Without leaning on walls whilst waiting

Know that we use Wow Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around the school.

Great Listening

We use Great Listening in class. We do this by:

- ✓ Sitting or standing up straight
- ✓ Looking ahead
- ✓ Ensuring our hands are free of pens and other objects
- ✓ Giving attention at all times
- ✓ Showing respect towards others

Know that:

- ☐ We all do Great Listening to ensure everybody is able to learn without distractions
- ☐ Pupils who do not follow school rules will have a consequence for this.

Great Contributing

We expect all children to contribute in class. Great Contributing means:

- ✓ Listening to the class teacher or whoever is speaking
- ✓ Considering my responses before sharing
- ✓ Waiting until my teacher invites me to contribute during whole class discussions
- ✓ Sharing answers/contributions in a clear voice using full sentences (using sentence stems where appropriate)
- ✓ Building on what others have said (using our ABC techniques)

Transitioning within a lesson and at the end of a lesson

Know that:

- ✓ When the teacher signals (1) I should stop what I am doing.
- ✓ When the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.
- ✓ When the teacher signals (3) I should move to my table/line up
- ✓ When I am lining up, I should be quiet

Using Good Manners

Know that:

- ✓ I should always say 'please' when I am asking for something
- ✓ I should always say 'thank you' when I receive something or someone does something nice for me
- ✓ I should say 'Good morning/afternoon' to adults if spoken to
- ✓ I should say 'Pardon?' rather than 'What?'
- ✓ It is important to show gratitude to others by thanking people for what they have done for me
- ✓ A calm and polite tone is respectful at all times

Assembly

Know that:

- ✓ I line up silently in my classroom in my line order when my teacher tells me to
- ✓ I walk to the hall for assembly using Wonderful Walking
- ✓ I enter the hall silently and sit down when my teacher signals for me to do so
- ✓ Assembly is a time for quiet reflection and I sit silently listening to the music before the assembly begins
- ✓ I sit silently through the assembly using Great Listening
- ✓ I contribute using Great Contributing if I am asked
- ✓ At the end of assembly, I sit silently, listening to the music and thinking about preparing myself to start my learning for the day
- ✓ I stand up silently when I am asked to
- ✓ I return to my classroom using Wonderful Walking in the corridor

Playtime Behaviour

Know that:

- ✓ I must walk from my classroom out to the playground
- ✓ I do not crowd into the cloakroom but wait for a space to go to my peg
- ✓ I must play safely without hurting anyone
- ✓ I do not 'play fight' or put my hands around someone because I may hurt someone by accident
- ✓ I must be kind, by including people in my games and sharing equipment
- ✓ If I am not happy with what is happening, I will say "Stop. Please don't do that as I don't like it"
- ✓ Someone who is kind behaves in a gentle, caring, and helpful way towards other people
- ✓ I will only be inside the building if I am going to the toilet or I have permission to be there
- ✓ On the first shake of the tambourine, I must stop my activity; on the second shake, I must return any equipment and line up straight away
- ✓ I must walk back into my classroom using Wonderful Walking.

Eating in the Dining Hall

Know that:

- ✓ I use WOW Walking when walking to the dining hall I go into the dining hall and sit down at the table allocated by my teacher
- ✓ I need to line up silently in the corridor outside of the dining hall
- ✓ When told, my table will go up to the server, I will collect my food and then sit down straight away
- ✓ I should use a normal talking volume when in the dining hall and will talk with the others on my table- I should not be raising my voice or shouting across to other tables
- ✓ I should use a knife and fork correctly

- ✓ I use good manners by saying 'please' and 'thank you' when someone serves me my food or a drink
- ✓ I should not leave my seat once I have sat down
- ✓ Once I have finished, I put my knife and fork together on the plate
- ✓ I need to sit silently and listen to my teacher so that I know when to leave the dining hall
- ✓ I need to leave the dining hall silently when I have finished eating
- ✓ To correctly use the in and out doors
- ✓ I use Wonderful Walking when walking back to the classroom.

Completing Work in Books

Know that:

- ✓ I should always work on the next available page unless told otherwise
- ✓ I should date every piece of work (year group/ability specific)
- ✓ I should leave a line before writing the title or starting the piece of work
- ✓ If I am writing a title, I must underline it with a pencil and a ruler
- ✓ I should always write neatly and clearly, with joined up handwriting (year group/ability specific)
- ✓ I should always start writing from the margin
- ✓ In maths I should use one digit per box
- ✓ In maths I should always leave a one square space between calculations
- ✓ Whenever I am drawing lines, I should use a pencil and a ruler
- ✓ To correct mistakes I should: put a small cross next to the work that I wish to change (Year 3) draw a neat line with a pencil and ruler through the work I wish to change (Year 4- Year 6)

End of the Day Routine

Know that:

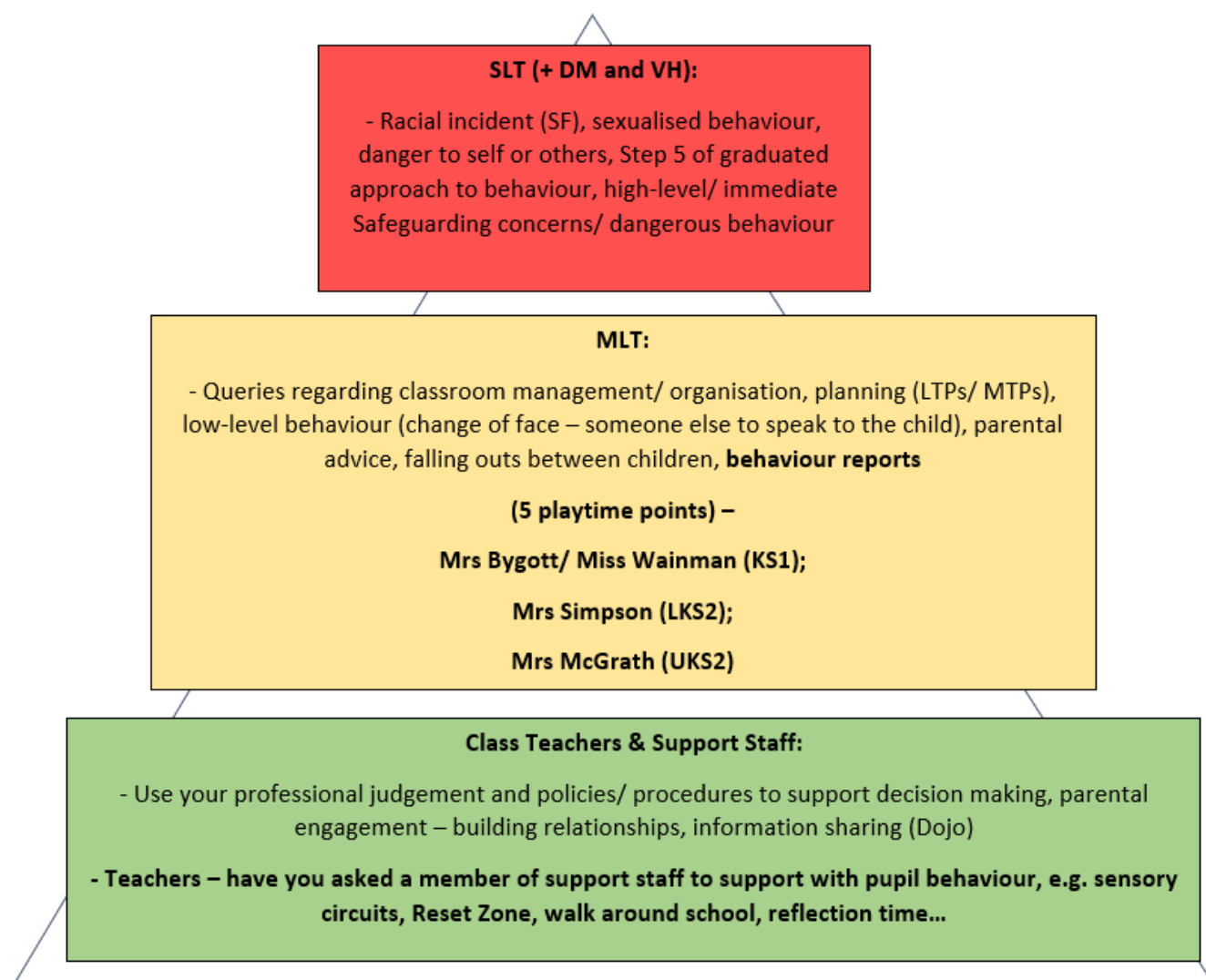
- ✓ when my teacher signals (1) I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table (dependent on age/year group)
- ✓ When the teacher signals (2) to my table/my group/me individually, I should stand up and tuck my chair in or stand up if on the carpet
- ✓ When the teacher signals (3) to my table/my group/me individually, I should leave the classroom calmly and quietly
- ✓ I should wait quietly whilst my class is dismissed

General Classroom Expectations

Know that:

- ✓ I should not be leaving my seat during a lesson unless I have asked to do so or I have permission to do so
- ✓ I should be using the toilet at break and lunchtime so as not to interrupt learning time
- ✓ I should not have any objects on the table that distract me from my learning
- ✓ It is my responsibility to keep my basket/cubby clear from clutter
- ✓ I have a responsibility to ensure that the classroom is kept tidy
- ✓ I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning

Appendix 4 – Leadership Structure



Appendix 5 – De-escalation and Regulation Strategies



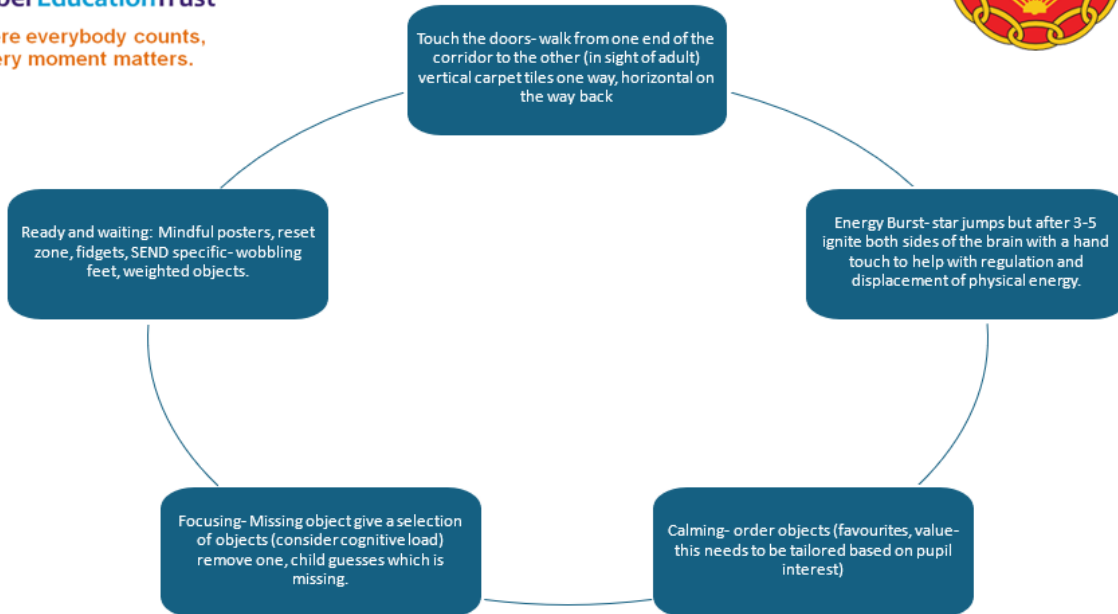
Bursar Primary Academy

De-escalation Strategies

- Verbal advice
- Clear directions
- Negotiation
- Limited choices
- Distraction
- Reassurance
- Planned ignoring
- Change of adult
- CALM talk/stance
- Withdrawal offered
- Withdrawal directed
- Humour
- Reminder of consequences
- Success reminder

Adopted from Team Teach Accredited Training.

Bursar Regulation Strategies



Appendix 6 – Playtime Behaviour Points



Break and lunchtime behaviour

For 5 or 10 points children should be sent to SF/VH Office. Please knock on their window.



Date:	Name and <u>Class</u>	Which playtime? am, lunch or pm	Incident	Staff member initials dealing with Incident

1= For these behaviour incidents give the child a verbal warning first. Being bossy, not playing nicely.

2= Name calling, winding others up/unkind words, spoiling games, ignoring instructions.

3= Misuse of equipment, screaming in faces pushing/shoving. Damaging equipment, threatening words.

4= Swearing, rude to staff, disrespecting staff and/ or property.

5= Rough play. This is without INTENT.
*(Child sent to SLT. Loss of playtimes for **full day**). Please inform teacher.*

10= Violent acts with INTENT, inc. damage to school property with intent.
*(Child sent to SLT. Loss of playtimes **full week**). Please inform teacher.*