Crossgates Primary School Behaviour and Relationships Policy

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1. Aims

This Behaviour and Relationships Policy sets out Crossgates Primary School's approach to creating a safe, inclusive, and supportive environment where children can thrive. It provides clear guidelines on behaviour expectations, rewards, and sanctions, ensuring consistency and fairness across the school community. Our values of Growth, Effort, Compassion, and Community are embedded within this policy.
This policy aims to:

- Promote high standards of behaviour and respect for each other
- Nurture each child's personal development and academic success
- Foster a positive, safe, and nurturing environment that supports the learning and wellbeing of all
- Provide a consistent framework for managing behaviour with a focus on: reflection, self-improvement, empathy and accountability
- Encourage a partnership between children, families, and staff to maintain a culture of mutual respect and shared responsibility

Behaviour is the way we act and respond to people and to situations we find ourselves in. At Crossgates, we consider 'behaviour' to be 'communication'; a response to feeling, experience or stimulus. Behaviour is also an individual's response to their own perception and/or interpretation of a situation or event.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

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

3. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. At Crossgates Primary School we use the acronym 'STOP'- Several Times On Purpose to support us in remembering the repetitive nature of bullying.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Emotional bullying involves using verbal, or psychological tactics to hurt, control, intimidate, or manipulate someone, causing them significant distress.
Physical	Physical bullying is a form of aggression that involves intentionally harming someone's body or damaging their property through actions like hitting, kicking, shoving, tripping, or stealing.
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Prejudice-based and discriminatory bullying is repeated, unwanted aggressive behaviour motivated by hostility towards an individual's identity, such as race, religion, sexual orientation, gender, or disability. It includes acts like verbal insults, name-calling, physical assault, and cyberbullying, but it is specifically driven by prejudices and biases against someone's perceived or actual differences.
Sexual	Sexual bullying happens when someone uses unwanted words or actions with a sexual element to hurt, scare, or humiliate another person. This includes making sexual comments or spreading rumours, sharing nude or semi-nude images, sharing unwanted sexual pictures or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), inappropriate touching, and pressuring someone to do sexual things they don't want to.
Direct or indirect verbal	Direct bullying is obvious, face-to-face physical or verbal behaviour, like hitting or name-calling, where the bully is identifiable and the target is aware of the action as it happens. Indirect bullying is more covert and socially targeted, such as spreading rumours, social exclusion, or damaging someone's reputation, and can be harder to identify
Cyber-bullying	Cyberbullying is the use of technology like phones and computers to harass, threaten, or embarrass another person by sharing hurtful, false, or mean content online (such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or content generated by artificial intelligence). It can include sending abusive texts, posting embarrassing photos or videos, spreading lies, or creating a negative online presence for someone, causing them distress and humiliation.

Crossgates Primary School has a policy for preventing and addressing bullying. The Anti-bullying policy is available on the school website. Paragraph 32 of 'Keeping Children Safe In Education, 2025' makes it clear that it is essential that all staff understand the importance of challenging inappropriate behaviours between children,

many of which are listed above, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Crossgates Primary School takes suspected bullying incredibly seriously. Any suspected bullying will be investigated. Suspected bullying is a category on CPOMS and after investigation it must be reported on CPOMS with either the tag 'substantiated' or 'unsubstantiated'

Any substantiated and unsubstantiated cases of bullying will be reported to governors at least 3 times a year.

4. Roles and responsibilities

The governing board

The governing board is responsible for:

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

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour logs (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Supporting pupils to meet the school's expectations

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

Parents and carers/families

Parents and carers/families should:

- Get to know the school's behaviour policy and school values
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Engage in discussions with school regarding any behavioural concerns and work in collaboration with school to support appropriately
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Children

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

- The expected standard of behaviour they should be displaying at school along with why this is necessary
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

5. School behaviour curriculum

At Crossgates Primary School, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect our children to demonstrate. We want to support our children to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as children practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year alongside the National Curriculum. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. Routines are taught explicitly and the children are involved throughout this process i.e. knowing what a 'good one looks like' and what the routine looks like when it is not meeting expectations. Teachers also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up routine should be taught in the classroom but then must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Mechanisms of predictability and self-reflection are built into the daily routine at Crossgates Primary School. Zones of Regulation is used at least twice a day to enable the children to think about their presentation/emotions, how they can be supported to regulate and what they can do to remain regulated.

Our three school rules are clear and simple, be: 'Ready, Respectful and Safe'. It is expected that staff and children know these rules and refer to them when discussing both positive and negative behaviour.

Ready- ready to listen, ready to follow instructions, ready to start learning.
Respectful- respectful words and actions, respectful to property and rules, respectful to opinions, effort and ideas.
Safe- safe behaviour towards our school and everyone in it, including ourselves.

Children are supported in being '**Respectful**' in our school; as part of this support, children are taught about the protected characteristics under the Equality Act 2010 (including: *race, disability, sex, age, religion or belief and sexual orientation*). No form of discrimination is tolerated in our school and any incidents of derogatory language are taken seriously and dealt with in-line with this policy.

Our school values (Growth, Effort, Community, Compassion) underpin our behaviour strategy and work alongside these 3 rules.

Children are expected to:

- Behave in an orderly, safe and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

We recognise that where individual children are engaging in continuing disruptive behaviour this can be due to unmet social emotional and mental health needs. If such needs are identified, we will do all we can to ensure that the child receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of children with SEN and/or disabilities. Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children. An individual behaviour plan will be developed for children whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed at regular intervals.

6. Mobile phones policy

Please refer to our Mobile Phones Policy

7. Responding to behaviour

There is a consistent approach to supporting, and managing, behaviour during lesson time, playtimes, lunchtimes and school trips. Procedures are followed by all staff encouraging children to 'behave like no one's watching'. On arrival, supply teachers are also informed of the agreed behaviour for learning strategies, rules and procedures of the behaviour system. It is essential for all staff, including cover and supply, to adhere to Crossgates Primary School's values and policy in relation to the management of behaviour. Shared understanding and consistent application of policy/rules will ensure clear boundaries are established and a common approach to behaviour management maintained. Crossgates Primary School sets high expectations in terms of child achievement, progress, and behaviour.

We believe that building positive relationships within our school community is essential in order to ensure positive behaviour and effective teaching and learning. We have identified four key relationships that need to be carefully fostered and developed to achieve the success we want: staff-child relationships, child-child, staff-family, staff-staff. At Crossgates Primary School, relationships are key.

Relationships:

Staff-child	The purpose of this relationship is to ensure that children can grow and develop in a supportive positive atmosphere, feeling nurtured and secure. The relationship develops trust and fosters confidence and a willingness to face challenges. The relationship is a key tool for adults to model a range of positive behaviours. We achieve positive relationships by inspiring children with good teaching; class community charters are used to clarify high expectations and are referred to consistently. Adults adopt a positive attitude and use positive language, showing genuine pleasure in being in children's company, listening to them, showing empathy, and creating time to communicate. Adults recognise that a secure nurturing relationship creates a sense of safety, enabling children to 'have a go', make mistakes and thrive.
Child-child	Fostering child-child relationships enables our children to grow and learn together as responsible, inclusive citizens and caring and supportive friends. These relationships provide support and encouragement for learning and help children to develop as happy and confident members of society. Children's relationships should also be opportunities for them to have fun, enjoy life and explore new horizons in a safe manner. They will learn how to empathise and resolve conflict. We achieve positive relationships by offering opportunities for children to build relationships in both structured and unstructured ways. Class community charters are used to clarify high expectations and skills for achieving these expectations are actively taught.
Staff-family	Having secure staff-family relationships enable all to foster a deeper understanding of our children and the communities they come from. We aim to promote greater understanding of the school's expectations and create consistency between school and home. We wish to develop parents as co-educators of their children and support families to improve attendance and punctuality. We achieve positive relationships by communicating clearly with parents, ensuring positive news is conveyed as well as any concerns. Staff will invest time and energy into building good relationships with parents,

	ensuring they are thanked for their involvement, supported with challenges and embraced as active partners in children's learning.
Staff-staff	Good working relationships between staff members enable us to work effectively as a team. We aim to develop strong, supportive relationships throughout our staff team, which make the very best use of diverse talents and expertise. We strive for a team where relationships between staff members are strong, people enjoy working alongside each other, feel safe to step out of professional comfort zones and provide positive role models for children and the wider community. We achieve positive relationships by sharing knowledge of individuals' skills and expertise. Communication is clear and effective. We are honest, open, courteous and trusting of team members; we support each other and strive to develop our practice as a result of these firm relationships.

7.1 Classroom management

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

They:

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

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to families via a phone call or written correspondence
- Values certificates
- Positions of responsibility, such as: School Council, Eco Team, Play Leaders
- Whole-class rewards (focus agreed by the class alongside the teacher prior to implementation e.g. lining up) in response to all working on an agreed goal

NB: Once a child has earned a reward e.g. a sticker (whether that be on their clothing, in their book or on a personalised reward chart), this should not be taken away from them as a consequence for negative behaviour.

7.4 Responding to misbehaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, will be used to help prevent further behaviour issues arising.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future. Supported reflection with a logical consequence is a key part of our strategy, in order to support our children in being independent, empathetic and lawful citizens now and in the future.

Where issues between peers and/or a child and staff have not been resolved, a restorative conversation needs to take place between the two parties when everyone is emotionally ready. This is crucial to building safe and respectful relationships. Staff must take the lead on following up and making efforts to 'repair' this relationship. This could be supported by another colleague or line manager. This should take the form of a coaching conversation for the child and the visual reflection folder can be used to support.

Sanction escalation regarding classroom/indoor behaviour:

Stage	Actions	Communication to family
1. *General expectation reminder*	Staff will remind all children at the start of each lesson about expectations. Non-verbal cues may be used.	No communication required.
2. *Verbal reminder*	Staff provide a calm and direct verbal reminder to redirect behaviour and reinforce expectations.	No communication required.
3. *Classroom based sanction in response to ongoing disruption*	A change of learning area within the classroom to enable the child to refocus/reflect, child to return when ready.	No communication required unless this is an ongoing concern.
4. *1:1 reflection, out of classroom*	1:1 with Unit Lead to reflect upon behaviour and how to repair the situation. Child to return to class when ready.	Parent informed by class teacher.
5. *Supervision with a member of SLT*	Child is supervised by SLT for an agreed time (to be agreed by SLT in response to the	Parent informed by member of SLT.

	incident) away from the classroom environment.	
6. *Short Fixed Term Suspension (1-2 Days)*	Headteacher or delegate determines suspension (in response to serious breach of behaviour policy e.g. violence towards peers or staff).	Formal written notification and reintegration meeting with parents.
7. *Longer Fixed Term Suspension (3-4 days)*	Longer suspension period decided by the Headteacher.	Formal written notification and reintegration meeting with parents.
8. *Permanent Exclusion*	Permanent exclusion decision made by the Headteacher.	Formal written notification and legal processes followed.

Sanction escalation regarding playtime/lunchtime/outdoor behaviour:

Stage	Actions	Communication to family
1. *Verbal Reminder*	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	No communication required.
2. *Change of scene*	A change of movement to a different area of the playground	No communication required.
3. *Loss of Time*	Child is required to spend 5 minutes stood next to an adult whilst engaging in a reflective conversation	Communication not typically required unless behaviour persists
4. *Sent to SLT*	Child sent inside to a member of SLT	Phone call to family to explain the situation (by an allocated member of staff).

Where a child shows persistent struggles with their behaviour, the following will be implemented:

Meeting	Who	Content
A	A meeting with family and class teacher	Class teacher to share concerns and work alongside the family to support the child in improving behaviour. If, after a period of review (maximum of 3 weeks) there is no improvement, there will be an escalation to meeting B.
B	A meeting with family, class teacher and Unit Lead	Review behaviour since Meeting A. Concerns to be shared and a plan implemented to support the child in improving behaviour. A report card or individual behaviour plan may be implemented. If, after a period of review (maximum of 3 weeks) there is no improvement, there will be an escalation to meeting C.
C	A meeting with family, class teacher, Unit Lead and SENCo	A review of meeting A and B and the outcome of plans to support. Referrals for external support may be implemented at this stage. Strategies to support and next steps to be agreed. If, after a period of review (maximum of 3 weeks) there is no improvement, there will be an escalation to meeting D.
D	A meeting with family, class teacher, Unit Lead, AHT or DHT	A review of previous meetings and the outcomes of strategies/ plans/referrals. Next steps agreed alongside the family, these may include: individual risk assessment, positive handling plan, daily reporting to SLT.

E	A meeting with family, Unit Lead and Headteacher.	A review of previous meetings and the outcomes of strategies/ plans/referrals. Next steps to be agreed in order to meet the needs of the child and to ensure the safety of the school community.

7.5 Reasonable force

There are circumstances where it is appropriate for staff at Crossgates Primary School to use reasonable force to safeguard pupils and maintain a safe and orderly environment. Reasonable force is defined as using no more force than is necessary to prevent harm or disruption.

Staff may use reasonable force to:

- Prevent a child from committing an offence
- Prevent a child from hurting themselves or others
- Prevent a child from damaging property
- Maintain good order and discipline within the school or during school activities
- Conduct a lawful search for prohibited items, including knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, or pornographic materials

All members of staff at Crossgates Primary School have the legal power to use reasonable force. This power extends to individuals temporarily placed in charge of pupils (e.g. volunteers or cover staff) where reasonable force is deemed essential in order to ensure the safety of the child/those around them.

Before using reasonable force, staff must consider:

- The specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions
- Whether the use of force is proportionate to the situation
- Alternative strategies to de-escalate the situation wherever possible

Any use of reasonable force will be recorded and reported to the Headteacher. Parents or carers will be informed when reasonable force has been used, with details of the incident and the actions taken.
All incidents that require the use of restraint are reported to Governors through governing body meetings. All incidents that require the use of restraint are reported to parents/carers following the incident. All incidents that require the use of restraint are logged and recorded.
Staff will receive appropriate training to understand when and how to use reasonable force effectively and safely. Regular updates will ensure that all staff remain confident in applying the policy in line with statutory guidance.
The Headteacher will monitor the use of reasonable force to ensure that it is applied fairly and consistently across the school. Records of incidents will be reviewed periodically to identify any patterns and to ensure compliance with statutory guidelines.

7.6 Searching and confiscation

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

Confiscation

Any prohibited items (*knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, dangerous chemicals, laser pens and anything else that a member of staff reasonably suspects is being used or could be used to commit and offence or cause injury or damage*) found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child.

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

If the child refuses to agree to a search, the member of staff will contact a parent to explain the situation and can give an appropriate behaviour sanction if deemed appropriate.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the child is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 7.6, but not to search for items that are only identified in the school rules.

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

An authorised member of staff may search a child's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

Searching children's' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 7.6) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7.6
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 7.3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

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

Communication and record-keeping

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

7.7 Knives, offensive weapons and serious violence

Crossgates Primary School treats any concern involving a knife, bladed article, offensive weapon or any other item intended, or likely, to cause injury as both a serious behaviour matter and a safeguarding concern. The safety of children and staff is the immediate priority.

The school will follow Rochdale Local Authority's Weapons Protocol for Primary / Secondary Schools and Post-16 Provision. The Rochdale guidance applies where a child brings a weapon into school, whether with intent to use it or when found carrying it, and is designed to ensure a consistent, multi-agency response. The school will also have regard to current Department for Education guidance on safeguarding, behaviour, searching, screening and confiscation.

Where a member of staff knows, suspects or receives information that a child may be carrying a knife or other weapon:

- The member of staff must not place themselves or others at unnecessary risk or attempt to physically disarm the child where doing so would increase risk.
- The Headteacher, Designated Safeguarding Lead (DSL) or a member of SLT must be informed immediately. The DSL must be informed without delay of any weapons-related safeguarding concern.
- If there is an immediate threat to life or a risk of serious harm, staff will call 999, follow police instructions and take reasonable steps to move other children and adults away from danger.
- Any search will be undertaken only by an authorised member of staff and in accordance with section 7.6 of this policy and current statutory guidance. Where the risk cannot be safely managed by school staff, police assistance will be sought.
- Any knife, offensive weapon or item that is evidence of a suspected offence that is found or confiscated will be secured safely and passed to the police as soon as reasonably practicable. It will not be returned to the child or their parent/carer.

All weapons-related incidents will be recorded promptly on CPOMS and reported to Rochdale Local Authority through the relevant tier of the current Weapons Protocol. Education Safeguarding, Educationsafeguarding@rochdale.gov.uk, will be notified in line with Rochdale's current reporting arrangements. The school will preserve relevant evidence and will not take action that could compromise a police investigation.

A behaviour response will always sit alongside a safeguarding assessment. The DSL will consider the circumstances in which the child came to possess or carry the weapon, including whether there may be coercion, criminal exploitation, peer conflict, bullying, fear, threats or other vulnerabilities. Appropriate multi-agency support or referral may include Early Help, Children's Social Care, Police and other relevant services.

Possessing, using, threatening to use, or supplying a knife or other weapon is a serious breach of this policy. The Headteacher will consider an appropriate sanction, which may include suspension or permanent exclusion, in accordance with statutory guidance and the individual circumstances of the case. A sanction will not replace any safeguarding action or support required for the child or others affected.

Following a weapons-related incident, the school will complete an individual risk assessment and safety plan are required before the child returns to, or continues in, school. This will consider the safety and support needs of the child concerned, other children, staff and any identified victim, and will be reviewed as circumstances change.

7.8 Off-site misbehaviour

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

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

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

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

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

7.9 Online misbehaviour

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

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

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

7.10 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher (or member of SLT that this role has been delegated to) will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy on our school website for more information.

7.11 Malicious allegations

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

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy on the school website for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information that can be found on the school website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

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

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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

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

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

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing children for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s) and their family is also included. In addition, staff members hold transition meetings with an agreed agenda.

To ensure behaviour is continually monitored and the right support is in place, information relating to a child's behaviour issues are transferred to relevant staff at the start of the term or year.

12. Training

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

- The proper use of restraint
- Trauma informed practice
- The needs of the children at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log is kept up to date upon completion of CPD.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, children, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by SLT.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term

- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Exclusions policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Mobile Phone Policy

Appendix 1: written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to our children at all times
- The behaviour policy is understood by children and staff and used consistently
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Children are helped to take responsibility for their actions; they know how to be '***Ready, Respectful and Safe'***
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and children's home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2 – PACE Script/ Logical consequence examples

PACE was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma) more than 20 years ago as a central part of attachment-focused family therapy. It was created with the aim of supporting adults to build safe, trusting and meaningful relationships with children and young people who have experienced trauma, however it is a nurturing response for all. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security. PACE is a way of thinking, feeling, communicating

and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step-by-step process. Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.

Playfulness-

Sometimes a child has given up on the idea of having good times and doesn't want to experience and share fun or enjoyment. Additionally, some children don't like affection or they reject hugs.

A playful stance can allow closeness but without the scary parts. Playful moments reassure children and young people that their conflicts and separations with adults are temporary and will never harm the strength of their relationship. A playful stance adds elements of fun and enjoyment to day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their discipline. While such a response would not be appropriate at the time of major misbehaviour, when applied to minor behaviours, playfulness can help keep it all in perspective. Ideas for how to incorporate playfulness:

- Use a light tone of voice, like you might use when story-telling, rather than an irritated or lecturing tone.
- Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so as not to tower over them.
- Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition.

Acceptance/Acknowledgement-

Acceptance communicates that the child's inner life is safe with you; that you are interested in it and will not judge or evaluate it. The child's inner life is not right or wrong, it simply is. Acceptance is at the core of the child's sense of safety. Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. You can limit the behaviour while at the same time understanding and accepting the motives underlying the behaviour. Through acceptance, it's hoped that the child learns that while the behaviour may be criticised and limited, this is not the same as criticising the child's self. The child then becomes more confident that conflict and discipline focuses on the behaviour, not the relationship with adults nor their self-worth.

Examples for how to express acceptance:

- For example, a child may say "I know you hate me". It is tempting to respond with "that's not true" or "don't say that" but this may leave the child feeling that you really don't understand what it's like for them. Instead, through using PACE we could respond with "It must be hard feeling that I hate you, that must feel awful, no wonder you are angry with me," or "I didn't realise that you feel like that, I'm sorry it feels that way to you."
- "I hear that you are feeling that this is unfair; you wanted to play longer."
- "You probably think that I don't care about what you want,"
- "You were letting me know that you were really scared when you ran away from me."
- "I can hear you saying that you hate me and you're feeling really cross. I'll still be here for you when you are ready."

Curiosity-

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. Curiosity, without judgment, is how we help children become aware of their inner life and reflect upon the reasons for their behaviour. Curiosity is wondering about the meaning behind the behaviour for the child. With curiosity, the adults are conveying their intention to simply understand why and to help the child with understanding. The adult's intentions are to truly understand and help the child, not to lecture or convey that the child's inner life is wrong in some way. Curiosity must be communicated without annoyance about the behaviour. Being curious can, for example, include an attitude of being sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot. As the

understanding deepens, the child can discover that their behaviour does not reflect something bad inside of them, but rather a thought, feeling, perception, or motive that was stressful, frightening, or confusing that could only be expressed through their behaviour. If an adult can stay curious about why the child is behaving as they are, the child and adult are less likely to feel cross or frustrated. As the adult begins to understand the needs underlying the behaviours, the child's feelings about the behaviour may change, with less defensiveness and shame but more guilt, leading to less of the behaviour.
With PACE, the child can let others start to see them, get closer emotionally and start to trust. Being curious is different from asking the child, "Why did you do that?" with the expectation of a reply. It is not interpretation or fact gathering. It's just about getting to know the child and letting them know that. It can be about having a conversation, almost with yourself, with the child in the room, without anticipating a response.
Examples of curiosity:

- "I'm wondering if you broke the toy because you were feeling angry."
- "I'm thinking you're a little nervous about going back to school today, and that's why you didn't want to get ready this morning".
- "I've noticed that you've been using a really loud voice, and if you might be trying to tell me that you're angry with me."
- "I'm a little confused. Usually you love going for a walk with Pippa, but today you don't want to go. I'm wondering what's different about today".
- "When she couldn't play with you today, I'm wondering if you thought that meant she doesn't like you."
- Sentence starters - I wonder if…. Could it be…? I am trying to imagine…. Can you help me to understand…? Tell me if I'm getting this wrong… It sounds like you might really be struggling with… Is there a part of you that…? As you were talking I was starting to think that maybe… Does this make any sense…?

Empathy-
Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone. The adult is also communicating strength, love and commitment, with confidence that sharing the child's distress will not be too much for them. Together they will get through it.
It is about having compassion for the child and recognising that they are struggling to handle something difficult. It is about looking at the needs, motives and feelings underlying their behaviours, and recognising that they may be feeling distressed, hurt, annoyed, upset or so on.
Examples of empathy:

- "You are SO upset about this right now. That must be really hard!"
- "It hurt so much when she didn't ask you to play. You were probably thinking 'Why did she do that?' It was a real shock for you."
- "You wanted to have another turn so badly. You were so excited about it and it's so unfair that we ran out of time".
- "It seems to you like he hates you. That must be really hard. I know you like him a lot, so this is pretty confusing".
- "I know it's hard for you to hear what I'm saying." "Me saying 'No' has made you angry with me. I get why you don't want to talk to me right now".

Sentence starters:

- It sounds like it's been really tough…
- You have had lots of tricky times…
- I am so sorry it's been so hard for you…
- I can't even imagine how that was for you…
- I really want to hear how it's been for you…
- That must have been so painful…
- I think you are saying…

- I think I get it…
- I think I am starting to understand now…
- I think you might be letting me know that…
- If you had words for those feelings, I wonder what they would be…
- Let's make sure I've got that right…

Appendix 3 – Consequences/ Repair Cycle

It is important that whenever a child/children have displayed undesirable behaviours there is always a logical consequence for this. Crossgates Primary School does not advocate blanket consequences and punitive punishments and so staff, alongside pupils, will decide upon a consequence relating to the incident. Consequences should always be **non-blaming and non-shaming** where possible– connect first – then correct, and repair based – e.g. suggest that someone has been hurt/something has been broken and what can **we** do to fix it, so we are alongside them 'repairing' the situation and aiding their learning for the future.
Process shown in flow chart into implementing consequences:

Acknowledge and empathise (A & E of PACE)
Provides validation and helps them to feel heard and understood
Reminder of the rules using the word 'WE'

Connection
Listen to the child and be attuned and responsive to their needs

Correction
Consequences should be natural and logical with a focus on repair e.g. how to make the person feel better or fix what is broken

Reconnection
Resolving stories for them and the person that was affected. Reassure the child that the relationship is not broken.

Please note that there are 6 principles for repair and that this work must ideally happen with an adult the child trusts:

1. Keep possible stressors low
2. Keep shame possibilities low
3. Remain warm, open and engaged
4. Consider who else should be involved but keep the number as limited as possible; increasing the number of adults involved will increase the shame
5. Be actively involved as the key adult, so that anything completed is in partnership
6. Always repair 1:1 or 2:1; key adult together with young person, and when the individual who was offended/upset/hurt is ready

If a pupil doesn't engage in this process due to shame, lack of remorse or limited emotional or cognitive capacity, it will be important that the staff demonstrate this (e.g. apologising to the person who has been upset on the other child's behalf, ensuring that they are present to witness this interaction). We must not underestimate the value in **witnessing kindness/repair** for those young people who struggle to repair/with empathy. For children who struggle to repair they may need more kindness outside of incidents in order to enable them to give it to someone else.

It is important for **staff and pupils** to feel an incident has been **resolved**. This is incredibly important for our bodies, as although our logical brain can understand and make sense of hurtful behaviours, it is still dysregulating for lower parts of our brain and body and is therefore difficult to process.
If a logical example of repair is difficult to think of then these options may consider how a pupil could do something to help the school.

1. Using visuals- Providing postcards, notelets, a range of paper and pens so that pupils can be creative in how they say sorry. Some pupils may want to simply draw a picture of something the recipient likes, some may want to write something, some pupils will need a key adult to say sorry in their presence as they find it too difficult.
2. Repairing act of kindness- If a key adult and a pupil know a little about the person who has been offended/hurt you can think together of an act of kindness that they may really appreciate and carry this out together.
3. It may be important to payback time e.g. if a room has been destroyed when in a state of alarm/crisis we may think of how long it has taken adults to repair that room. Then, together with the child, we would determine what we could do using that same time frame, to pay back time e.g. sweeping the hall together (key adult and child) for the caretaker who has had to repair the damage caused.

Please note below are some examples of repair and consequences very much depend on the circumstances. However, ALL interactions should involve Acknowledgement of feelings/Recognition of struggle, Empathy towards their situation and repair.

Scenario 1:
A pupil has been distracting peers in class and is disruptive throughout maths. They have ignored instructions and have not completed their learning.
Support:
"You have really struggled to focus during maths today. It can be very hard to concentrate at times but we need to be ready and respectful. I wonder what we can do about the learning you have missed. Can we catch up? Let's complete your learning together over a breaktime; we can then talk about how I can support you in maths in the future and explore if something is on your mind that may have made maths tricky today."
NB: Child to be given choices where possible e.g. try to come to the consequence together, they choose which breaktime to miss.
Scenario 2:
A pupil has hit another child at lunchtime.
Support: "I think you must have felt really angry to hurt someone; managing our emotions can be hard. Are you ready to tell me what happened? (child gives their side if ready to).
We don't hurt people, it is not ok to hit even if we have big feelings. In order to keep you and others safe outside I need you to stay with me for the rest of lunchtime and during breaktime. We can work together to make this situation better; what can we do?"
NB:

- It is important to gain a full picture of both sides to inform actions
- Repair may involve a talk-through and facilitated discussion/apology (when both parties are ready)
- During staying in at breaktime the child may take part in emotional regulation support with an adult and/or explore triggers

Scenario 3:
A pupil comes into school upset, saying that they have had an argument with their mum before school.
Support:
"It can be really hard when we have had a bad start to the day. Let's sit and have a drink and some time to calm down; sit near me and we can have a chat when I have completed the register." Child then explains that they didn't listen to their mum this morning and didn't get ready for school on time.

"Oh dear, I wonder if you were tired this morning. I wonder if maybe you would like to draw a picture for mum to say sorry?"
NB: If child is showing signs of ongoing upset/distraction at the argument, it may be beneficial to facilitate a phone call home so the child knows things are ok and can therefore concentrate in school; (speaking to the mum first so she expects the call and the desired outcome)

Logical Consequence Crib Sheet (to be read in conjunction with 'Behavioural and Relationships Policy; escalation to be implemented if ongoing concern.

Example incident	What you may say	Logical consequence
A pupil comes into school upset	"It can be really hard when we have had a bad start to the day. Let's sit and have a drink and some time to calm down; sit near me and we can have a chat when I have completed the register." *Child then explains that they didn't listen to their mum this morning and didn't get ready for school on time so got in trouble.* "Oh dear, I wonder if you were tired this morning. Maybe you would like to draw a picture for mum to say sorry?"	NB: If a child is showing signs of ongoing upset/distraction at the argument, it may be beneficial to facilitate a phone call home at a manageable time so the child knows things are ok and can therefore concentrate in school; (speaking to the parent first so they expect the call and the desired outcome).
Pupil distracting/low level disruption	"You have really struggled to focus during maths today. It can be very hard to concentrate at times but we need to be ready and respectful. We need to be ready and respectful in our lessons."	We will need to talk about how we can help you to focus for a few minutes at break time so that we don't miss any more learning time. *Time with an adult at breaktime needs to be purposeful; what can we do to avoid this from happening again? How can I help you?*
Pupil ignoring instructions	"You have really struggled to focus during maths today. It can be very hard to concentrate at times but we need to be ready and respectful. I wonder what we can do about the learning you have missed. We will need to catch up. Let's complete your learning together over a break time; we can then talk about how I can support you in the future and explore if something is on your mind that may have made learning tricky today."	Complete learning with support in a break time that day if possible NB: Child to be given choices where possible e.g. try to come to the consequence together, child chooses which break time to miss.
Pupil refusal to complete learning	"I wonder why you are finding it difficult to complete your learning. I can help you now or we can spend some time together	Complete learning with support in a break time that day if possible

	at breaktime and you can complete it in a quiet space."	NB: Child to be given choices where possible e.g. they choose which break time to miss.
Pupil leaves the classroom	"I think you must have been feeling very overwhelmed to have left the classroom. I wonder what made you feel like that?" "Remember that I/we are here to support you in lessons. It is important that I know where you are to keep you safe; you cannot leave the room without telling me."	Spend time with the pupil in a break time that day if possible to explore the reasons why they left the classroom and implement provision if necessary e.g. sensory breaks for movement/leaving the classroom due to overwhelm/anxiety may require a card to inform teacher they are leaving and a safe space to go for an agreed period
Pupil swears at peer/staff	"It is not ok to swear in school; we all need to be respectful and to feel safe. Swearing can make us feel unsafe in school. I wonder how you were feeling when you said that? What can we do to stop that from happening again?"	Pupil 'makes it right' May miss some break time to have a conversation, apologise and/or make a card/brew etc for staff member/peer swore at. *During conversation 1:1 with a trusted adult, explore reasoning behind swearing; if linked to SEMH need liaise with SENCo as to how to develop provision.*
Pupil uses racist, homophobic, sexist, disablist language	I wonder if you have heard that language being used outside of school? Do you know what the word means? (ascertain whether education is needed here) I need to make it clear that we do not use that language in school; it is not respectful and can really upset people. I wonder how we can make it better?	Pupil 'makes it right' may miss some break time to have a conversation, apologise and/or make a card/brew etc for staff member/peer language was aimed at. *During 1:1 conversation with a trusted adult, explore the reasoning behind the use of this language and educate the child on what it means/ why it is not appropriate; if an ongoing issue, liaise with SENCo (if relevant) and SLT.*
Pupil damages school property	"I think you must have felt some very big feelings to do that. I wonder what I can do to help." (Then… when the pupil is ready) "We need to be respectful and safe in school, we cannot damage property. How can we make it better?"	Pupil tidies/repairs damage with support of trusted adult/s. It may be appropriate for the child to do something beneficial for the school e.g. weed flower beds, plant flowers (particularly if damage cannot be fully prepared).
Pupil damages property belonging to a peer	"I think you must have felt some very big feelings to do that. I wonder what happened."	A member of SLT to ring the parents/carers of the child who has caused the damage and explain the

	(Then… when the pupil is ready) "We need to be respectful and safe in school, we cannot damage property. How can we make it better?"	situation; discuss what they feel is an appropriate repair/logical consequence for their child e.g. contribute pocket money towards a torn coat. Member of SLT to liaise with the parent/carer of the child whose property has been damaged and inform them of repair that will take place in school. (If they want further compensation that is for them to seek independently). Repair to be facilitated in school between the pupils and key adults.
Pupil fight Apply first aid where necessary; attend to the child/ren who are hurt and separate children where possible	"When you are ready, we can talk about what happened. I wonder what caused you to feel so annoyed." (Then… when the pupil is ready) "We need to be respectful and safe in school, we cannot hurt others. How can we make it better?" "I am worried that you are not able to be safe outside at the moment; let's spend some time together at playtime to explore how we can prevent that from happening again."	Pupils may miss break due to unsafe behaviour – support given during this time to develop strategies/toolkit for handling social situations NB: ● It is important to gain a full picture of both sides to inform actions ● Repair may involve a talk-through and facilitated discussion/apology (when both parties are ready) ● During staying in at break time the child may take part in emotional regulation support with an adult and/or explore triggers
Child is disrespectful to adults	"I can see that you are frustrated; I wonder what made you feel that way…" "We cannot be disrespectful to adults in our school; I wonder what we could do to make this better?"	Child 'makes it right'. They may miss some break time to have a conversation, apologise, make a card/brew etc for staff member
Child assaults another	"I think you must have felt really angry to hurt someone; managing our emotions can be hard. Are you ready to tell me what happened? (child gives their side if ready to). We don't hurt people; it is not ok to hit someone even if we have big feelings. We need to be safe"	In order to keep you and others safe outside I need you to stay with me for the rest of lunchtime and during break time. We can work together to make this situation better; what can we do?" NB: ● It is important to gain a full picture of both sides to inform actions ● Repair may involve a talk-through and facilitated discussion/apology (when both parties are ready) ● During staying in at break time the child may take part in emotional

		regulation support with an adult and/or explore triggers
Pupil assaults an adult in school	A trusted adult to the child (different to the adult who has been assaulted unless all are calm and ready) "I think you must have felt really angry to hurt someone; managing our emotions can be hard. Are you ready to tell me what happened? (child gives their side if ready to). We don't hurt people; it is not ok to hit someone even if we have big feelings. We need to be safe"	● It is important to gain a full picture of both sides to inform actions ● Repair may involve a talk-through and facilitated discussion/apology (when both parties are ready)

All incidents should be logged on CPOMS (what happened? What was said? What actions were taken? What was the outcome? Has the family been informed? *If not, why?*)
NB: Staff should always inform parents/carers of incidents from stage 4 onwards.
Staff to use PACE model (Empathy prompts below)
Staff to use the Behaviour and Emotional Support Reflection visuals when appropriate
A 'Team Around the Child' approach to be adopted with ongoing issues
A report/choices card may be implemented by SLT to monitor behaviour over time and to focus the child
Staff can use 'child-friendly' policies when completing reflection/restorative time with children where necessary
Remember 'Time In with an adult' rather than 'Time Out'
NB: The scripts above will be too lengthy for EYFS/ some pupils with SEND but they are examples that can be adapted depending on the scenario. The empathy examples in PACE are relevant to all children.

NB: Avoid using 'I understand' or 'you're ok' as these can be very triggering to children as they may feel that you are not listening/validating their emotions (instead you could say 'it's ok, I'm here to help')