

Fosse Multi Academy Trust



Behaviour and Relationships Policy

Date: February 2024

Fosse Multi Academy Trust Ethos

Fosse Multi Academy Trust is an inclusive family of schools committed to the well-being, development and progress of all children, families and employees. We recognise and respect the social, economic and cultural diversity within our community and in society, and strive to remove barriers and disadvantages to ensure everyone feels included and valued.

SERVE – GROW – ACHIEVE

Our schools do not discriminate against any child, young person or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage or civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. Restorative practices aim to build our community and to repair and strengthen relationships within our community within the framework of our Christian values.

Our schools embrace Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom and in the community, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We will strive to encourage all of our pupils within our schools to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and in doing so, make a positive contribution to the lives of others

In our schools we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

We believe that strong relationships between all staff and pupil underpin good behaviour.

Pupils and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The pupils and adults are responsible for their own actions and the choices that they make and held accountable for them through the use of restorative circles and conferences.

Restorative conversations are encouraged as the first point of call and can be instigated by children and adults.

Aim

As a well-mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- Encourage all pupils to be proud of themselves and our schools
- Encourage good manners and self-discipline in a secure environment
- Promote respect and acceptance at all levels

- Build self-esteem in all pupils through our restorative community and our shared Christian values
- Provide opportunities for all pupils to experience success
- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our Restorative Practice
- Attend to the needs of the whole child and young person. This will look and feel different for every individual
- Provide equal opportunities for all and strive to be a fully inclusive organisation.

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

- Behaviour in Schools 2022
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Searching, screening and confiscation in schools
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- SEND Code of Practice
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Equality Act
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Supporting pupil with medical conditions in schools
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The responsibility of each school community

In order to ensure that all pupils are safe, can learn and be respected, all members of staff have a duty to make sure that the school code of behaviour is applied consistently.

There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE: Behaviour in Schools: Advice for headteachers and school staff (September 2022). Whilst following this policy, each school has its own site specific arrangements set out in the Appendices.

Roles and Responsibilities

The School Leadership Team will ensure that the school environment encourages positive behaviour and that staff approach behaviour calmly, consistently and without judgement. Senior Leaders will monitor how staff implement this policy to ensure consistency.

ALL Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviours
- Leading on restorative conversations
- Providing a personalised approach to the specific needs of some pupils
- Accurate recording and reporting

Pupils have a responsibility to understand the wider implications of their actions and that disruption in a classroom can affect the learning opportunities of others.

Parents and carers are expected to:

- Support their child in adhering to best conduct
- Inform the school of any changes in circumstances that may affect a child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a pupil with behaviour difficulties.

Promoting Responsible Attitudes

The principles of Restorative Practices are promoted by the school community. The deed will be separated from the doer and pupils are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/ other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.

Pupils are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others.

Best Conduct

First attention will always be given to best conduct.

Pupils are expected too:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the building and school property with respect
- Take part in restorative conversations when needed.

Relationships are most successful when staff use positive, consistent strategies to reinforce appropriate behaviour and follow up inappropriate behaviours with restorative conversations. Encouragement works far better than sanctions alone.

See Appendix 1 Steps using Positive Framing, Appendix 2 Restorative Conversations and Appendix 3 School Specific Arrangements

ALL staff are responsible for setting the tone and context for behaviour and relationships within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's values
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/ at the start of the lesson
 - 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 an appropriate tone of voice and appropriate volume
 - Using positive reinforcement as their initial response to managing behaviour.

Unacceptable Behaviour

All behaviour is a form of communication. Staff will use restorative practices to explore why unacceptable behaviour has occurred and work with pupils and parents/carers to support pupils to make the right choices.

Serious interruptions to learning or the safety of self or others could include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited or dangerous items.

Within our schools, there is no place for violence, bullying (including cyber bullying), harassment, vandalism, rudeness, or bad language. This will not be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the trust's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident. Pupils take a leading role regarding information about bullying and prevention.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with Restorative Practice principles, pupils who are misbehaving are given, where possible, choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and an opportunity for the 'wrong doer' to repair harm.

We aim to work in partnership with parents and so involve parents early in the process.

General Note

1. At every stage the child should be involved in or informed of the action taken.
2. Urgent or serious incidents should be referred straight to senior leaders within the school.
3. Refer also to the Anti-bullying/E safety/ Safeguarding policies
4. Entries in logs should be factual and action/follow up should be recorded. Behaviour logs should be used to keep updated records and submitted to CPOMS (where used).

Child on child abuse

We believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. Full details are found in the Safeguarding Policy.

These behaviours should never be tolerated or passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from Warwickshire Front Door or Warwickshire Police.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

Behaviour Beyond the School Gates

Staff have the power within reason to sanction pupils for misbehaving outside of the school premises (see Behaviour in Schools DfE guidance September 2022)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Staff may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school- related activity
- Travelling to or from school
- When in school uniform
- When in some other way identifiable as a pupil at the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the staff member can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

If a child leaves the school premises at the wrong time, the school office and senior leaders should be informed immediately.

Lunchtimes

Our schools have the highest expectations of behaviour at lunchtime. Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, staff should follow the procedures outlined in this policy statement and use Restorative Practice.

Using reasonable force to control or restrain pupils

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- Committing a criminal offence.
- Risking the safety of self and/or others.
- To maintain good order and discipline in the classroom
- To prevent damage to property

Guidance can be found in Use of Reasonable Force – advice for school leaders, staff and governing bodies (July 2013). ‘Reasonable force’ is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme

circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Staff are trained in Team Teach and Positive Handling. Team Teach focuses on de-escalation techniques, which are always used prior to any handling of the pupil. When an incident occurs, reasonable force/ handling must:

- Always be the last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book, pink form completed and parents/carers informed.

Screening, Searching and Confiscation

Detailed guidance can be found in Searching, screening and confiscation at school (July 2022).

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil)

an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Behaviour expectations and pupils with Special Educational Needs and/ or Disability (SEND)

Our schools consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole school approach based on Restorative Practices meeting the needs of all the pupils, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. Calm environments benefit all pupils, especially pupils with SEND, enabling them to learn.

Some behaviours are more likely to be associated with particular types of SEND. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of the support being provided.

The Equality Act 2010 and the Children and Families Act 2014 place a duty on our schools to avoid any substantial disadvantage to a disabled pupil caused by the school's policies and practices, and must use their best endeavours to meet the needs of those with SEND.

If a pupil has an Education Health Care Plan, the provision set out in that plan must be secured and the school must co-operate with the local authority and other agencies.

As part of meeting any of these duties, our schools will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Support

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.

Sometimes behaviours, and/or attendance can deteriorate through events such as bereavement, abuse, divorce/separation of parents, or due to a specific diagnosed or undiagnosed condition. Consequently, our approach to challenging behaviour may be differentiated to cater to the need of the individual pupil.

It is important that when staff are dealing with behaviour it is de-personalised. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Inclusion Lead or SENDCo to discuss additional support strategies using the school's graduated response and to determine whether there are any underlying needs that are not currently being met. If staff believe the behaviours relates to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead. Where necessary, a Pastoral Plan be set up to support the pupil and reviewed with parents/carers every two weeks, or support and advice may be sought from specialist teachers, educational psychology or medical practitioners.

Suspensions and Exclusions

We see suspensions and exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our schools. This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the pupil, there is a review of behaviour. This involves the senior leadership team of the school.

The Headteacher is involved when:

- A pupil's behaviour continues to disrupt the teaching and learning, despite the implementation of strategies such as internal exclusion or behavioural reports
- The school has undertaken repeated meetings with parents/ carers, strategies have been implemented but the pupil continues to be disruptive to the learning environment/ playground
- Behaviours significantly and consistently threaten the emotional or physical well-being of either pupils or staff.

The Headteacher can also implement a suspension, based on Health and Safety issues or a serious 'one off' incident. For example,

- A serious physical attack on a pupil
- A serious racist/ bullying incident
- Threatening, bullying behaviour towards a pupil including cyber bullying if proven true
- Physical assault or verbal abuse towards a member of staff
- Repeated theft
- Downloading inappropriate internet material
- Vandalism, resulting in police notification and payment of damages.

The Headteacher will investigate any incidents thoroughly and may choose to implement a suspension. Parents/carers will be asked to collect their child and a letter stating the length of the suspension given, the reasons for the suspension and the appeals process. Where this is not possible at the point of collection, the Headteacher will telephone and notify parents/carers as soon as reasonably practicable. The Headteacher will inform the Chair of Governors accordingly.

Re-integration

Following a suspension, a re-integration meeting between SLT (either Headteacher, Inclusion Lead or SENDCo), the child and the parents/carers is required. The purpose of the meeting is to re-iterate the expectations and values shared at school and outline the next steps for ensuring that behaviour is supported and modified.

Reduced Timetable

At times a reduced timetable for a pupil will be agreed between parents/ carers and school as a means of providing a supported and positive return to school. Any reduction in timetable will be agreed by the Headteacher, parents/carers and any professionals involved with the child. Each stage of a reduced timetable will have clearly communicated targets and will be reviewed regularly using a Pastoral Support Plan and a Reintegration Plan.

Exclusions/Suspensions

On the very rare occasion there may be a need to exclude or suspend a child. This decision will not be taken lightly and the school will follow DfE guidelines should this be considered the appropriate course of action.

The school will follow the Fosse MAT Policy at all times.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

Training

Our staff are provided with training on Restorative Practice, Emotion Coaching and Team Teach as part of their induction process. Senior leaders have the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

Monitoring Arrangements

This policy will be reviewed and monitored on an annual basis.

Related internal and national guidance:

- Suspensions and exclusions policy
- Positive Handling policy
- Safeguarding policy
- Inclusion Policy
- SEND Policy

APPENDIX 1 STEPS USING POSITIVE FRAMING

1. Remove the distraction or change the environment.
2. Warning and a minute to think of actions (behaviour should be challenged each and every time including on the playground).
3. One/Two minutes from next break with restorative conversation
4. Time out of the lesson/playtime then follow up and repair the relationship before coming back to learning or play
5. Adult's choice -this could be a quick catch-up, a further restorative conversation/ circle, losing minutes from playtime or a natural consequence.
6. Meeting with child, staff and parents/carers before it becomes too problematic.

APPENDIX 2 RESTORATIVE CONVERSATIONS

Restorative conversations are typically led by a staff member and use some or all of these questions to frame the conversation.

1. What happened? (neutral, dispassionate language)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Ready, Safe, Kind.

Our Behaviour Policy is based upon



The Five Principles of our Practice



We expect to see from all our staff, governors, trustees and visitors the following adult behaviours:

- Calmness
- Humour
- Empathy
- Consistency
- Reflective Practice
- Staff aiming for “win/win” situations
- Catching students being positive
- Recognising and praising good conduct publicly, confident and with a smile
- De-escalation
- Use their PACE training

Our Values and Expectations



**Consistent,
Calm Adult
Behaviour**



**Relentless
Routines**



**First
Attention for
Best Conduct**

Newbold and Tredington C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standard of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the rules of the school being: Ready, Safe, Kind.

Ready



- I am ready to listen
- I am ready to learn and take pride in all I do
- I am on time for school and in the correct uniform

Safe



- I move around the school calmly and quietly
- I look after my school and my belongings
- I tidy up
- I make safe choices

Kind



- I treat others with respect and listen to their ideas
- I use manners
- I show care and offer to help others
- I use kind words and actions
- I greet my friends and teachers when I arrive and leave

Expectations of Adults

Consistent adult behaviour, relentless routines and **first attention to best conduct** will lead to pupils consistently conforming to our expectations.

All staff must:

1. Meet and Greet - Take time to welcome students at the start of the day and in their classrooms at the beginning and the end of the day.
2. Use personal, sincere praise all day
3. Never walk past or ignore students who are failing to meet expectations
4. Use rewards systems consistently
5. Always redirect students ensuring that they are...

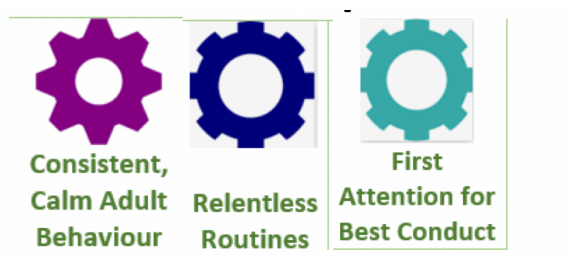


6. Be assertive - Being able to communicate your needs in a way that is:

- Being in control
- Being clear
- Being decisive with clear conviction
- Being direct
- Being polite and fair

Members of staff who manage behaviour well...

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion



At Newbold and Tredington C of E Primary School we reward positive behaviour and achievement in the following ways:

- Regular verbal and non verbal praise
- Recognition of non academic achievements - SHINE
- Awarding house points
- Individual class points (marbles) for class prizes/recognition
- Golden tickets
- Messages sent home by the Headteacher in recognition of positive behaviour choices
- Afternoon tea with the Head teacher for children who show above and beyond exceptional behaviour
- Lunch time award to recognise exceptional behaviour at lunchtime - Children have table cloth, flowers and after dinner treats.

Behaviour Pathway - De escalation



De-escalation of inappropriate student behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate staff should use a range of strategies to support that student to get back on track without giving attention to the negative behaviour.

1. Reminder

2. Warning

3. Thinking Time

4. Repair

Reminder - Remind child about which rule they are breaking.

Warning - Ask them to come out of the classroom for a quiet word. "If you choose to break the rule again then there will be consequences for your actions."

Thinking Time - Now you need to think about your actions

Repair - Time to apologise.

Should you feel, using your professional judgement, that the situation should be taken further, then parents may be phoned.

Further steps involving the Headteacher may be seclusion, suspension or exclusion.

1. Reminder

Gentle approach, use child's name, child level, eye contact, deliver message

I notice you chose to ... (noticed behaviour)

This is a REMINDER that we need to be (Ready, Safe, Kind)

You now have the chance to make a better choice, just like you did (remind of a time when they did what you need them to do now)

Thank you

Example - "I notice that you are running. You are breaking our school rule of being **safe**. Please walk like you did this morning. Thank you."

2. Warning

I notice you chose to ... (noticed behaviour)

*This is the **second** time I have spoken to you.*

If you chose to break the rule again you leave me no choice but to ask you to leave the room/stop playing (child's name). Do you remember when (reminder of previous positive behaviour)

That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you.

Example - "I have noticed you have chosen to not be ready to do your work and this is the second time I have spoken to you. You are breaking the school rule to be **ready**."

If you choose to break the rule again then you will have to catch your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you."

3. Thinking Time

I noticed you (noticed behaviour)

You have chosen to/need to:

Classroom - go to the "Thinking Space"

Playground - stand by a member of staff

Example - "I have noticed that you are using rude words. You are breaking the school rule of being kind. You have now chosen to go and stand by an adult. I will come and talk to you in two minutes. Thank you."

DO NOT DESCRIBE THE CHILD'S BEHAVIOUR TO ANOTHER ADULT IN FRONT OF THAT CHILD.

4. Repair

FOLLOW UP, REPAIR AND RESTORE - Restorative conversations

1. What happened? (Neutral, dispassionate language)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?
6. Ask the child if they have anything to say?

An apology is only of value if it is meant. Forcing a child to apologise is not going to change the situation.

REMEMBER IT'S NOT THE SEVERITY OF THE SANCTION, IT'S THE CERTAINTY THAT THIS FOLLOW UP WILL TAKE PLACE THAT IS IMPORTANT.

Incidents are logged in behaviour books.

Consequences

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it is being/will be dealt with.

When students have been given the support and opportunities to make the right choices (see above) but do not modify their behaviour, staff will use the agreed consequences for extreme behaviour.

Behaviour	Positive action to make a difference	Logical consequence
Medium Level		
Refusal to work	Distraction and diversion - "come and sit down, let's look at your work together" Praise/recognition Next steps, re-learn learning, offer peer support. Calming time	<ul style="list-style-type: none"> • Restorative discussion • Catch up work in free time • Inform parents
Swearing	Distraction and diversion Calming time	<ul style="list-style-type: none"> • Restorative discussion • Apology to adult and children (verbal or written) • Inform parents
High Level		
Throwing equipment	Distraction and diversion Remove equipment Short positive discussion about the use of equipment Calming time	<ul style="list-style-type: none"> • Miss free time to discuss behaviour • Tidy up mess in free time
Arguing with adults	Positive communication Seek support	<ul style="list-style-type: none"> • Miss free time to discuss behaviour
Damage to property/equipment	Distraction and diversion Remove equipment, Short positive discussion about use of equipment Mend/replace items	<ul style="list-style-type: none"> • Miss free time to discuss behaviour • Tidy up mess in free time • Mend/replace broken items

Extreme behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they

need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our staff to build relationships with the children. These children have “Positive Intervention Plans”.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only. They will ensure that any restraint is “reasonable, proportionate and necessary”.

The school will record all serious behavioural incidents in behaviour books and incidents of physical restraint will be on “pink paper”. Any restraint made by trained staff, will be recorded as soon as possible after the event, and within 24 hours. It should set out the whole picture of what has happened. If more than one member of staff was involved, they should create individual reports rather than a collaborative one.

Fixed term suspensions and permanent exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed term suspension will be enforced under these circumstances:

- Staff need respite after an extreme incident
- The child needs time to reflect on behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour.

Physical Attacks on Adults

We take incidents of violence towards staff very seriously. We also understand that staff are the adults in the situation and use a “common sense” approach to keep themselves and the child safe and to manage the situation effectively. Staff can use “reasonable measures” to protect themselves in accordance with our “Use of Reasonable Force Policy”. Only staff trained in Positive Handling should use restraint on a child.

Whilst incidents of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child in our care. It is important for us, as adults, to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to show compassion and care for the child. Suspensions and exclusions will only happen once we have explored several options and have created a plan around a child.

Final Note

The five pillars of our principles of our practice are the first approach that all staff will use to ensure behaviour is exemplary. We create an environment that is safe, where everyone feels respected and where children come into each lesson ready to engage in learning. We know that adult consistency, positivity and kindness supports children to be the best they can be.

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”.

(Paul Dix, Pivotal education)