BOND PRIMARY SCHOOL

A Trauma Informed Schools Relationship & Behaviour Policy

'Every Moment & Interaction can be an Intervention.'

Aims

Our aim is to provide a positive and safe learning environment for our children to flourish to become confident and independent learners. We appreciate and nurture children's individuality and as such a one size does not fit all in many instances. Good relationships are formed when there is a genuine effort to understand each - empathy – this underpins our approach to promoting positive behaviours

A consistent implementation of this policy by all is vital however we also need to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, selfdiscipline and respect for others. This policy behaviour policy is based not on punishment, sanctions but resolution and interactive repair (e.g., restorative conversations).

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with
- staff, children, parents and management committee members;
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.
- To work towards positive Mental Health and Wellbeing in the whole of our school community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable children.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools

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

In addition this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles,

  and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

Our school practice is underpinned by Trauma Informed approach where the following key principles apply (Taken from Trauma Informed UK):

Protect

`School is proactive in ensuring that the ethos , environment and relationships not only protect all children and young people from harm but also actively promote positive emotional and mental health and social development (mental Health and Safety not just Physical Health and Safety, for both staff and students).' Practices include:

- ✓ 'meet and greet' at the classroom door and an open door policy for informal discussions with parents/ carers.
- ✓ Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- ✓ Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- ✓ A whole school commitment to reduce all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- ✓ Staff 'interactively repair' occasions when they themselves move into defensiveness.
- ✓ Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

- ✓ Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- ✓ School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- ✓ Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

`School ensures that all children have access to an emotionally available adult. Children who have experienced ACES (adverse childhood experiences) have daily access to a trusted adult. This is someone that they like, respect and have a positive relationship with. Trusted adults must be consistently available to children at agreed times and places and alternative plans for support need to be in place when the trusted adult is not available. All adults in the school understand the importance of treating children and each other with kindness, compassion and empathy and have the skills to do so.'

In practice this looks like:

- Children knowing the adults they can speak to throughout the day
- Having specifically named adults to `touchbase' with children regularly
- Making use of therapeutic support such as art Nurture, The Den, Off the Record, ELSAs and DSL/DDSLs

Regulate

`The School is committed to reducing stress in children and staff. Leaders understand the importance of positive interactions between members of the school/community as key for calming and emotional regulation. This underpins the school's values and ethos. All adults know how to be in relationship with children and each other in ways that will reduce stress and promote positive physical and mental health'. In practice this looks like:

- ✓ Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- ✓ Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- ✓ The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- ✓ Use of Zones of Regulation to provide children with the language to describe feelings and emotions supported by tools to help children to self regulate

Reflect

`All staff are trained in the art of good listening and `the words to say it' for reflective and empathic responses to pupils, staff and parents…The PSHE curriculum is based on most recent neuroscience and research into mental health and supports young people to understand the importance of positive mental health, healthy relationships and how to live life well.' In practice this looks like:

- ✓ Ongoing staff training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- ✓ Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- ✓ Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- ✓ PSHE (Personal, Social and Health Education) as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- ✓ Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- ✓ A behaviour policy based not on punishment, sanctions but resolution and interactive repair (e.g. restorative conversations)

Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters mutual respect between staff and pupils.
Expectations and routines are explicitly taught to the children to ensure consistency of approach.

In our school, all pupils are expected to:

- Respect themselves and others
- Listen to and follow instructions
- Be kind
- To work hard to achieve their best and help others to do the same
- To take care of property and the environment in and around our school

These are reflected in our school values and Learning Charter developed by the children at Bond.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind.

Rewards & Consequences

A trauma informed approach is at the heart of effective behaviour management. Purposeful interactions connect us to our students and without that connection our ability to influence and lead them is diminished. We know that a rich and engaging curriculum supports positive chidlren'ss engagement and reduces incidents of disruptive behaviour.

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including;

- Multiple opportunities during the day for a fresh start
- Verbal praise/feedback
- Certificates/Headteacher award in celebration assemblies
- certificates/stickers awarded for good behaviours
- Attendance awards

At Bond we believe that children need to have clear guidance around behaviour expectations and that they must have an awareness of consequences used by the school in order to help them to regulate their behaviour as well as support them to make the right choices. Pupil voice is important when investigating behaviours; children involved must be listened to carefully and fairly. Although it is important that children are taught there are consequences to poor choices, children must be given the opportunity to learn from them supported by purposeful adult interactions.

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. All of our staff will undergo regular Trauma Informed training and receive key information including ACES and external. All of our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community. We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.
We know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported. We use the language of 'poor choice'.

Consequences across our school may include but are not exclusive to the following list:

- Verbal rule reminders
- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- A loss of a privilege
- Missing a break time
- Internal seclusion
- Fixed term exclusion

Internal seclusions are given with the agreement of the Senior Leadership Team and recorded appropriately. A fixed term suspension is the decision of the Headteacher following an investigation. Internal suspensions and fixed term suspensions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others. Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's CPOMS system. Suspensions will be shared with parent and any supporting agencies.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Use of a calm/sensory box
- Use of the Nurture space

Strong relationships exist between pupils and staff, providing secure attachments and key adult figures. Staff will use physical restraint on a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort. All staff will be trained in restraint by an approved provider. A log of training will be kept and maintained to ensure training is current. Significant physical interventions will be recorded and information passed on to all parties as soon as possible after the event.

The school has worked with the children to introduce a common language for describing feelings and emotions. This is based on 'Zones of Regulation'.

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Staff understand the importance of validating children's feelings – `It is OK to have those feelings'. This then progresses to supporting children to use calming strategies in order to further reflect.

Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learners' brains. At best, such teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.'

'Feel The Difference: Learning in an Emotionally
Literate School' Lynne Gerlach /Julia Bird (2006).

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To take care of property and the environment in and out of school.

- To co-operate with other children and adults.
- To take responsibility for their own actions and behaviour. (As identified in the Home School Agreement).

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem to develop their full potential.
- To provide a challenging interesting and relevant environment.
- To create a safe and pleasant environment, physically and emotionally.
- To use rewards and sanctions clearly and consistently.
- To form good relationships with parents so that all children can see that the key adults in their life share a common aim.
- The class teacher/Teaching Assistants/Mid-day staff liaise with members of the senior leadership team if there are concerns
- To recognise that each person is an individual, and to be aware of their needs. (As identified in the Home School Agreement).

HeadTeacher Responsibilities are:

- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles.
- The Headteacher will also approve this policy.
- The Headteacher will ensure that the school environment encourages a trauma informed response and that staff appropriately with behaviours, seeing them first and foremost as a communication.
- The HeadTeacher will monitor how staff implement this policy
- The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken in conjunction with the school governors.

Parent's Responsibilities are:

- To engage with teachers via the Dojo system. To see their child's feedback from school in real-time, and view any comments made by teachers.
- Be aware of the school rules and expectations and support the school in implementing these.
- Speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- If you have a concern or issue, please do not speak to the teacher in front of your child or other children. Do not approach other children to tell them off or threaten them in any way.
- Set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- Act as good role-models for their children.
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school

- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school's expectations in relation to attendance and punctuality (As identified in the Home School Agreement).

The role of governors

The governing body must provide clear advice and guidance to the head teacher (HT) on which to base the school behaviour policy.

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the HT in adhering to these guidelines.

The HT has the day-to-day authority to implement Bond Primary School's policy on behaviour and discipline, but governors may give advice to the HT about particular disciplinary issues. The HT must take this into account when making decisions about matters of behaviour.

Sanctions and consequences

At Bond we believe that children need to have clear guidance around behaviour expectations and that they must have an awareness of consequences used by the school in order to help them to regulate their behaviour as well as support them to make the right choices. Pupil voice is important when investigating behaviours; children involved must be listened to carefully and fairly. Although it is important that children are taught there are consequences to negative behaviours, they must also be given the opportunity to reflect, learn and develop strategies to avoid further unwanted behaviours.
The table below serves to aid children and staff about the types of undesirable behaviours we do not condone and potential consequences. It is the
responsibility of the class teacher to keep class behaviour records up to date and filed. All behaviour incidents are logged onto yellow incident forms or CPOMS in order to monitor trends, patterns or concerns and given to Deputy Headteacher.
Please note that sanctions/consequences will be appropriate to the age and maturity of the child. Consequences and types of behaviour will be different for children in EYFS (see EYFS policy).

Low level behaviour	Moderate behaviour	Serious Behaviour
Calling out Failure to follow instructions Inadequate work Homework failure Disruption of teaching Pushing in the line Silly noises Play fighting Bringing in toys, trading cards, slime etc. Minor playground incidents Eating sweets, chewing gum Kissing teeth Eye rolling	Repeated Stage 1 Physical aggression Bullying Verbal abuse to pupil Verbal abuse to adult Aggressive behaviour Spitting Minor destruction of property Consistent low level disruption First incident of cyber bullying (must be reported to member of SLT) Use of offensive language Leaving classroom without	Repeated stage 2 Physical abuse towards pupils Physical abuse towards staff Racist incident Homophobic incident Major destruction of property Fighting Bringing items into school that could be used as weapons Inappropriate sexual behaviour Stealing Cyber Bullying Inappropriate language Bullying Possession of illegal drugs

	permission Failing to accept responsibility for their behaviour First incident of using racist/homophobic language	Demonstrating behaviours that are a danger to themselves Possession of illegal drugs
Low level Possible consequences	Moderate - possible consequences	Serious incident - possible consequences
Non-verbal cue Proximity Pupil conference Verbal warning Timeout in class or in parallel class Parent contacted via Class Dojos 5 minute at the bus stop Loss of playtime Loss of privilege Restitution or apology Toys, slime etc. will be confiscated and returned to parent/carers and they will be spoken to	Incidents reported to SLT Non-verbal cue Proximity Pupil conference Verbal warning Timeout Parent contact Behaviour contract Phase / Senior Leader parent, pupil, teacher conference Loss of playtime Loss of privilege Restitution or apology Internal exclusion Sweets to be confiscated and disposed of Writing a letter of apology during lunchtime/playtime Time in different key stage/class Repeated incidences in the playground – consider alternative playtime provision according to the child's needs to prevent further escalation. Behaviour monitoring by Deputy Headteacher	Incidents reported to SLT Parent meet with member of SLT, child and class teacher Repeated incidences in the playground – consider alternative playtime provision according to the child's needs to prevent further escalation. Possibility of considering managed move Leaving school without permission Repeated incidences refer to SENCo Internal exclusion External fixed term exclusion Permanent exclusion Contact Police / Authorities

EYFS: Please note that many of the sanctions/consequences will not be for children in EYFS. Sanctions/consequences will be appropriate to the age and maturity of the child.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Restorative approach

The restorative approach moves away from sanctions and provides an opportunity to reflect on their choices and the impact on others. Children are encouraged to explain their behaviour and for the perpetrator to hear how their behaviour impacted the victim. Children are encouraged to listen respectfully to each other and cannot challenge how a person feels. In addition, the perpetrator has an opportunity to reflect on the impact of their choices on themselves and how this has made them feel. It is through the connection of empathy that the children are supported to arrive at a resolution – how can we make things right? The ultimate goal is to repair the relationship.

Supporting pupils with special educational needs and/or disabilities (SEND) Expectations for managing behaviour of pupils with SEND:

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). Children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Children who have difficulty communicating verbally might show their needs and discomfort through their actions. Children with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.
The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

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 by the school 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 will be secured and the school will 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, including behaviour support plans where appropriate, to prevent these from occurring.
We will utilise staff who know individual pupils with SEND well, to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.
Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Preventative measures can include:

- Short planned movement breaks for a child with SEND who finds it difficult to sit for long periods
- Adjusting seating plans to allow a child with a visual impairment to sit in the sight of the teacher

- Adjust unform requirements for child with sensory issues or has severe eczema
- Use of sensory resources to support regulation
- Use of The Den (nurture space) where children can regulate their emotions during a moment of sensory overload supported by an adult

Adapting sanctions for pupils with SEND

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

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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 pupil 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. Our first point of contact is:
Liz Kelly
School Inclusion Lead and Deputy Team Manager Secondary (SEMH)
Merton SEND Support and Inclusion Service
Children, Lifelong Learning and Families
London Borough of Merton
Civic Centre, London Road, Morden, SM4 5DX
07946 132726

Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.
Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.
Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

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

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

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Please see our restrictive intervention policy for more information.

Any use of reasonable force/positive handling techniques must be recorded using our Use of Reasonable force form and recorded on CPOMS.
(See Bond Use of Restrictive Interventions Policy)

Seclusion
Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.
We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The child will be secluded in a safe place that does not feel threatening or intimidating to them (such at the meeting room, The Den - nurture space, classroom/intervention space)
- The child will be supervised at all times, by initially two staff members and once the child is calmer can be reduced to one. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any use of seclusion must be recorded using our Use of Seclusion form and recorded on CPOMS.

Peer on Peer Abuse & Harmful Sexual Behaviour

We are adopting the NSPCC definition of HSB as:- "Sexual behaviours expressed by children…that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child…or adult."
Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Sexist comments in school

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a letter & phone call to parents if the pupil refuses to apologise in the first instance

Our PSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Mobile Phones

Mobile phones are not allowed to be used on the school site during the school day. Years 5 and 6 children are allowed to bring mobile phones to school as part of the safety measure many parents have around travelling to and from school alone. Once at school, the mobile phone must be handed

in for safe keeping until the end of the school day. If a mobile phone has not been handed in or has been used during the school day, parents/carers will be contacted and the device could be confiscated and can only be collected by a parent/carer from the school office.

Exceptions to the use of a mobile phone during the school day applies to those using a mobile device for medical reasons.

Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

Bullying is therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: - Racial - Faith-based - Gendered (sexist) - Homophobic/biphobic - Transphobic - Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content, including content generated or altered using AI

All reported incidents of bullying whether they are observed by staff or reported by a child or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other children or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

Safeguarding

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities). Children who identify or are perceived as LGBT, race, religion (protected characteristics) under the Equalities Act 2010.

We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways. All staff should be aware of indicators, which may signal that child are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Responding to reports of sexual violence and sexual harassment

All staff will be made aware of the need to report this and log on CPOMS. All reports of child on child abuse will be recorded on a case by case basis. The designated safeguarding lead or their deputy will take the leading role using their professional judgement and will be supported by other agencies such as social care or the police as required.

The immediate response to a report

The school will take all reports seriously and will reassure the victim that and that they will be supported and kept safe.

All staff will be supported to complete a report alongside DSL/DDSL.

Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated lead or social care) staff will however only share the report with those people who are necessary to progress it.

A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.

Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them;

Risk assessments will be recorded and these will then be added to our safeguarding system and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.
(Child Protection and Safeguarding policy)

Action to be taken in Racial/Homophobic/Sexist Incidents involving Pupils

All incidents involving prejudice and discrimination based upon gender, race, social class, ethnicity, nationality, sexual orientation, religion, age and disability must be reported to the Head Teacher who will record these and inform the appropriate authorities. In all such incidents the following will occur:

- The seriousness of the incident will be explained to the child.
- Details of the incident will be gathered from everyone involved.
- The child will be expected to apologise to the victim.
- A record of the incident will be made.
- A decision will be made about the discipline to be employed.
- The parents/carers of all the pupils involved will be advised in writing of the incident and the action taken.

Online misbehaviour

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

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

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.
Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Off-site misbehaviour

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

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

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school

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

Searching a pupil

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

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and 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 designated safeguarding lead or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed (in which case the member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed).

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

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

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

If the pupil refuses to agree to a search the member of staff will consider why this is.

Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve
- Have had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/designated safeguarding lead, to try to determine why the pupil is refusing to comply.

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

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

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

'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 pupils' 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 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

All searches for prohibited items, 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. 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 pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police only by gathering enough information to establish the facts of the case.

When establishing the facts, initial investigations will be fully documented and 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/DSL or DDSL 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.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been a deliberate act to deceive or cause harm to the person subject of the allegation, the school will consider whether to discipline the pupil in accordance with this policy.

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

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

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

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

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. This would be:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school;

- verbal abuse or physical assault on staff or adult; deliberately hurting another child/ren to cause injury.

Bond Primary school is following the statutory guidance; The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. We refer to this guidance in any decision to exclude a child from school.

Following a fixed term exclusion we aim to help the child to recognise the behaviour which led to the sanction and develop their understanding of how to improve their behaviour and meet expectations of the school. Strategies we use include:

- reintegration meetings with parents/carers
- Assigning a trusted adult to regularly touchbase with the child
- Behaviour charts with a focus on desirable behaviours
- Use of therapeutic support – Art/play therapy, The Den nurture space, ELSA
- Consider any reasonable adjustments to support child's well being
- Risk assessment

Links with other policies

· Teaching and Learning

- Anti-bullying
- SEND information Report
- Child Protection and Safeguarding
- Use of Restrictive Interventions
- Mobile Phone Policy
- Exclusions

Monitoring and review

- The Headteacher monitors the effectiveness of this policy each half term. The Head teacher, also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents and more serious incidents on a yellow form.
- All Behaviour Incident Forms (yellow) to be kept in Behaviour folder in order to monitor for trends, patterns or concerns
- CPOMS used where behaviour becomes a patter or child is deemed 'high profile' following monitoring by staff/ DHT/HT
- The Deputy Head with responsibility for behaviour monitors all records of behaviour incidents including those related to behaviour. Patterns and trends are identified and actions are agreed to address issues. This forms part of the heads report to governors on the effectiveness of the policy and ensures governors have oversight.
- Serious incidents that occur at playtime are dealt with by the Head teacher/Deputy Head teacher.
- Serious incidents that occur at lunchtimes: lunchtime supervisors send children to the HT/DHT where the children fill in a reflection sheet and /or are helped to unpick the behaviour.

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To be reviewed: annually
Signed:
Date reviewed: