Attachment Aware

Behaviour and Relationships Policy

Marlbrook Primary School

Our behaviour principles are:

- Every pupil understands that they have the right to feel safe, respected and understood
- Every pupil has the right to learn in an environment which is free from disruption of others and discrimination of any kind
- Staff and volunteers set an excellent example to pupils at all times
- This behaviour policy is understood by staff, pupils and parents/carers
- Pupils are taught about how to take responsibility for their actions
- Rewards, consequences and reasonable force are used in line with this policy and consistently by staff
- Parents/carers are clearly communicated with regarding behaviour incidents to foster a positive partnership between school and home
- Suspension and exclusions are only used as a last resort

Approved by:	**Date:**
Last reviewed on:	
Next review due by:	

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

Marlbrook Primary School's Behaviour and Relationships policy is based on strong relationships within a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. Parental engagement and involvement is crucial.

The Department for Education guidance for headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach. 'Schools should have rules with consequences for breaking them'. (DfE, Behaviour and discipline in schools: Advice for headteachers and school's staff, last updated January 2022)

Purpose of Marlbrook Primary School's Behaviour and Relationships Policy

A Relational Behaviour Policy is in place to promote a move away from traditional behaviour management approaches, which place a strong emphasis on rewards and sanctions linked to behaviour, towards a more relational and universal approach, which is inclusive for all, and can benefit the whole school community. Marlbrook Primary School incorporates Attachment Aware principles and ensure that their Relational Behaviour Policy translates into whole school practice while retaining systems which the school knows act in the positive interests of its pupils. It acknowledges the responsibility held by the Headteacher for looking after the well-being of all members of the school community.

Key premises of our approach:

• Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

• Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) -which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties –helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

• Taking a non-judgmental, curious and empathic attitude towards behaviour.

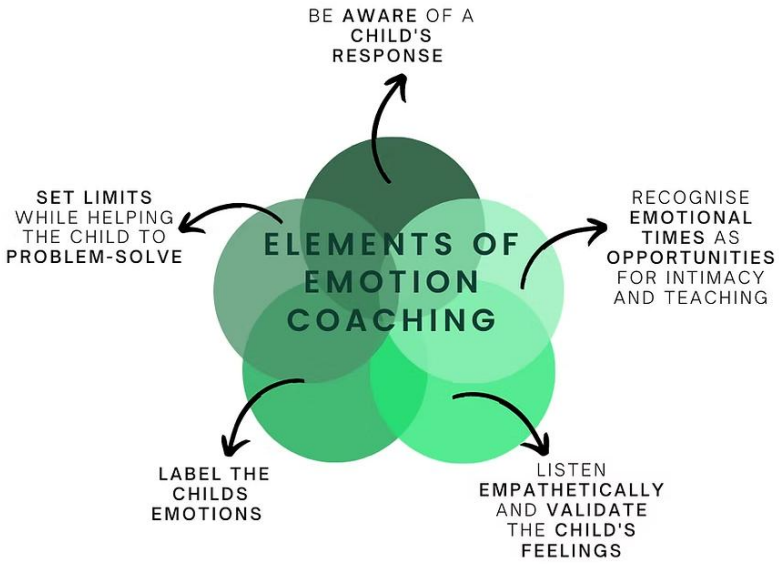
• Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure, but rather creating an educational environment that helps children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

• Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful. Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated – i.e. a signal of 'flipping your lid'. With support to self-regulate, children (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices'.

• Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).

• Positive relationships come from a school ethos that promotes and values strong relationships between staff, children and their parents/carers. This type of positive school culture fosters connection, inclusion, respect and value for all members of the school community. We all need to feel safe and cared for. In school, pupils need to have a sense that they belong and are valued. Relationships are key to achieving well-being and academic progress for all pupils and encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk).
It is everyone's responsibility. Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all in terms of staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014).

Marlbrook Primary School is an Attachment Aware School, using Emotional Coaching. Emotion Coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017). Furthermore, it can lead to better outcomes (including academically) due to improved emotional well-being, awareness and literacy of pupils, staff and parents/carers.



Policy Aims

Our behaviour and relationships policy aims to:

- To create an environment that actively encourages and reinforces good behaviour which helps children develop a sense of worth, identity and achievement
- To build a school community where kindness, care, good temper and empathy for others is modelled and valued; to define acceptable standards of behaviour and to ensure that excellent behaviour is the expectation for all
- To outline our system of rewards and consequences and to encourage consistency of response to both positive and negative behaviour
- To ensure that the school's expectations and strategies are widely known and understood
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To encourage the involvement of both home and school in the implementation of this policy.
- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members of our school community and everyone is treated fairly
- To define what we consider to be unacceptable behaviour, including bullying and discrimination
- To ensure the safety of all pupils by ensuring that incidents of bullying; child on child abuse such as sexual violence; sexual harassment and inappropriate sexual behaviour, are investigated and dealt with as quickly and thoroughly as possible.
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

As an Attachment Aware School, we are committed to following a trauma-informed approach which will protect our school community members – staff, children and parents – alike.
There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build a school/Trust network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

Staff Responsibilities

The Governing board of trustees 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 is responsible for:

- Reviewing this policy in conjunction with the CEO and governing board
- 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 consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy

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. Teachers will write behaviour plans (in partnership with appropriate colleagues) for those pupils who are struggling to manage meet the expectations of the school. Behaviour plans will be regularly reviewed with pupils and parents/carers.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Wherever possible, criticism/reprimands should be a private matter between teacher and child to avoid resentment/embarrassment/feelings of poor self-worth.
- Recording behaviour incidents promptly on MyConcern

- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Teachers will develop a positive relationship with pupils using a range of strategies which may include:

- Greeting pupils 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 such as class dojos; stars; celebration assembly awards; nominations for the 'Over and Above' board, bespoke behaviour rewards to meet the needs of specific pupils

Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour.
A positive partnership with parents is vital in building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
Parental/carers participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents and carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.
Staff welcome early contact if parents/carers have a concern about their child's behaviour or fear that they are being upset by others. If parents/carers and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents/carers can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, Student and Family Support team or Pastoral Lead promptly.

- Raise any concerns about the management of behaviour with the school directly, while 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 parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

How we help pupils manage behaviour

- A member of SMT and/or a member of the student support team will meet with children who are receiving repeated reflections to try and understand what their behaviour may be communicating and implement appropriate support. This will help to inform the behaviour plan.
- A referral to external agencies such as CAMHS (Child and Adolescents Mental Health Services), CDC (Child Development Centre) or the Behaviour Support Team will be considered as necessary with parents/carers permission wherever possible.
- Strategies will be reviewed and careful monitoring of events will take place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents/carers and the child themselves where age and stage of development is appropriate. This will include setting up an Individual Behaviour Plan for that pupil when their behaviours meet Stage 5. Our pastoral team are also able to discuss our Early Help offer to further support parents/carers.
- Teaching Assistant time, Student Support and midday supervisor support may be allocated to implement strategies to improve behaviour.
- At all times parents/carers are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, a member of SMT may set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan may involve the Local Authority inclusion officer, parents/carers, pupil, teachers, pastoral staff, teaching assistants and any external professionals involved with the child.
- Our PSHE curriculum covers areas such as 'Caring for Others', 'Anti -bullying week', 'How to be a good friend', 'Who to go to if you need help'. There is a plan for the year with themes for each lesson which will include specific issues relevant to our school and community including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.
- Whole School events: Specific focus weeks are used to bring certain aspect a higher profile; these include: Anti Bullying Week; weekly celebration assembly awards for display care and friendship.
- The pupil voice is also very strong through weekly class meetings and weekly whole school Student Voice meetings where our values are promoted and pupils create events and activities to continually promote our aims of community and kindness alongside our Golden Rules.
- High focus on teachers developing positive relationships with children.

- Clear and consistent routines in classrooms, around the school and in the wider community.
- High expectations from staff about conduct in class and around the school.

- Clear pathways when behaviour causes a concern using our graduated approach and positive reinforcement for good behaviour and our school's three Golden Rules.

Our Golden Rules

In our school we have adopted three golden rules:

Be Ready Be Respectful Be Safe

Through discussion, the children are taught about what these rules mean in terms of behaviour and what types of behaviours come under each heading. At Marlbrook Primary School, behaviour posters are created by the pupils collaboratively and displayed around the school building so that everyone has ownership and awareness of these.

Rewards

Our children's chances of success and happiness in life depend considerably upon their ability to make responsible choices. To assist in fostering maturity in our pupils, we have developed a 'whole-school' approach to discipline in which all teachers treat pupils in a consistent manner. In this way pupils will know precisely where they stand.

We aim to recognise, acknowledge and celebrate good behaviour along with effort and achievement regardless of ability. It is vital that there is an emphasis on praise rather than sanctions. The ultimate reward for good behaviour, effort and attendance will come from the opportunities that the child's success will bring in the future. However, we recognise that children need recognition for their achievement in the shorter term.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

There are regular opportunities throughout the day to praise as well as weekly celebration assembly which offers the opportunity for public recognition of behaviour as well as effort or hard work.

At Marlbrook Primary School, some of the positive consequences for the good choices and good behaviour that children show are:

- Our EY pupils enjoy gaining 'smileys' that they count against a tens frame. Once complete, the children are able to trade these in for a prize from the prize bag. The smileys can be given as positive recognition of all areas of development.
- Children in Year 1 work towards Bronze, Silver and Gold.

- Children in Years 2-6 positive behaviour choices and are given dojo points by staff to commend a positive attitude to their work and behaviour. These points can be redeemed at any time for treats earnt collaboratively as a class.
- Each week the percentage attendance for every class is displayed on the attendance board in the hall and the class with the highest scores in each key stage are given certificates for their classroom and a sticker for the board.
- Weekly attendance prizes are won through a 'raffle' of all children with 100% attendance.
- Half termly attendance prizes are also awarded for individual pupils. At the end of the year, a shield is presented to the winning class overall for attendance.
- Friend of the Week and Respect badges are awarded to one child per week for every class – this person is nominated and voted for by the children in the class.
- Headteacher stickers, certificates and prizes are given in Assemblies or at other times for outstanding work, exemplary behaviour and positive contributions to the life of the school.
- Children are given stickers to affirm good behaviour and effort.
- A half-termly raffle for children who have not had recorded behaviour incidents to win a place on a trip out and a treat when they return to school. This will be Y1 – Y6.

However, we acknowledge that praise and rewards do not impact on all pupils equally. Some of our pupils do not respond positively to praise and so rewards are tailored to suit the differing needs of each pupil.

Consequences

Although rewards are central to the encouragement of good behaviour, naturally there is a need for consequences to register disapproval of unacceptable behaviour and to protect the security and stability of the school community.

At Marlbrook, we do not believe in punishment but it is important to understand that children may require additional time to catch up on work or require additional intervention to reflect on inappropriate reactions displayed when aiming to manage or communicate their feelings.

We always avoid speech which could lead to shaming or humiliation of the child. This includes shouting or using phrased which could impact on a child's feeling of self-worth such as: 'All of the other children are able to behave' or 'Why can't you be good like the other children'. We understand that such approaches are detrimental to the child's self-esteem and wellbeing and can escalate situations and incidents.

When discussing behaviours, we make reference to health and safety and the impact the situation may have on all involved and in the vicinity. This includes when children are on school trips or identifiable by their uniform as part of our school community. For example: to and from school in term time. The school can also issue behaviour consequences 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

The use of consequences should be characterised by certain features:

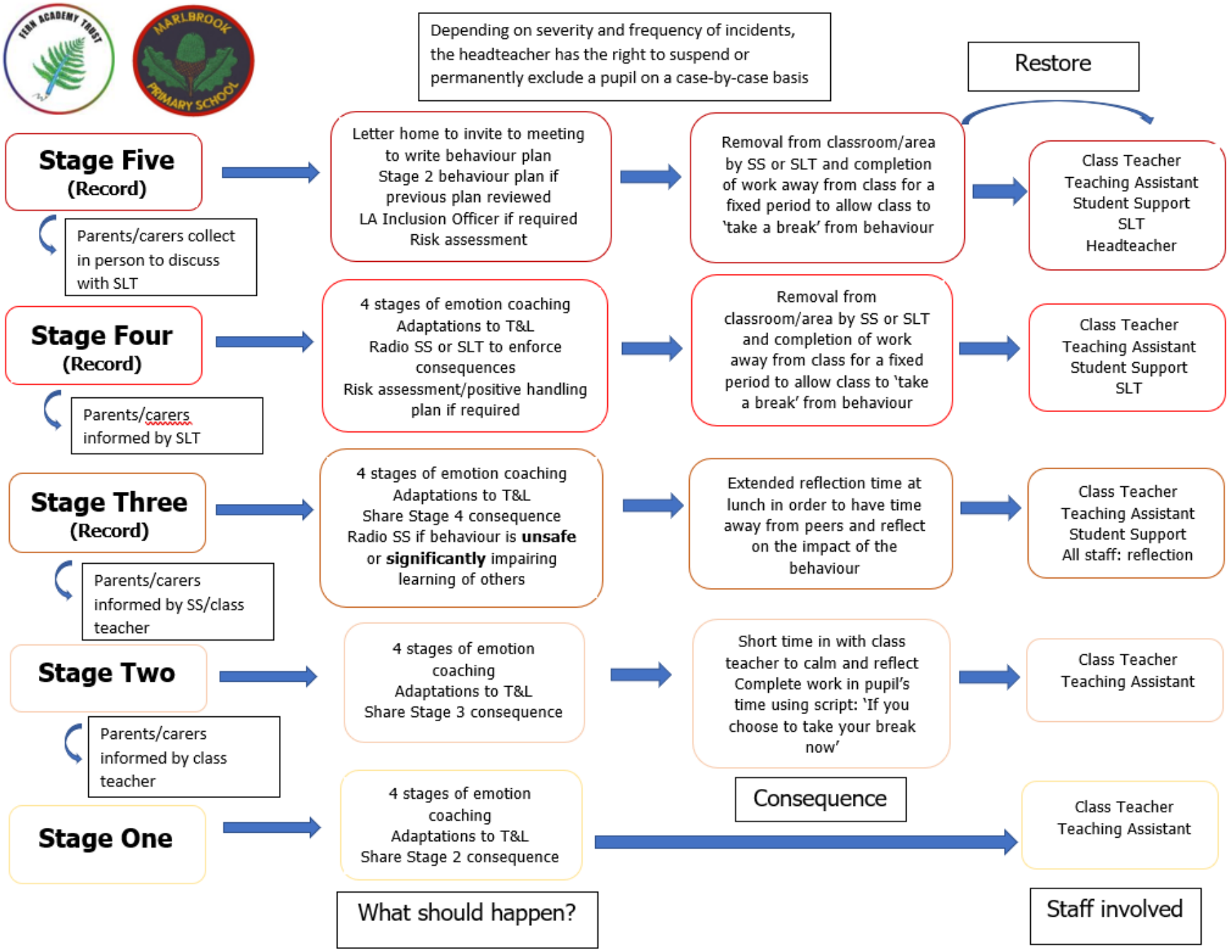
- It must be clear why the consequence is being applied.
- Consequences must be appropriate to the incident and follow our graduated response to behaviours.
- Consequences should be imposed as close to the incident as possible. Any unwelcome behaviour from the previous day should have been dealt with at that time and should not be allowed to affect the following day. An exception to this would be if there was a period of time required away from the classroom or where a child requires time to be better regulated in order to understand the discussion held with them or parents/carers.
- Loss of curriculum-linked activities are avoided – e.g. swimming, computing lessons, school trips – unless approved by the Headteacher
- A child who has been selected to play for a school team (e.g. football) may have this privilege removed as they are not behaving as a positive role model for other children
- Group consequences should be avoided as they breed resentment
- Children who are receiving repeated reflections should be given the opportunity to discuss their behaviour choices with an appropriate member of staff such as the SENCo or a member of the pastoral team. Class teachers will write behaviour plans for the pupils who have been identified as struggling to meet the school's behaviour expectations

Use of Consequences

We take a consistent approach to supporting children to manage their feelings and communicate in a positive manner within our school community. All staff are committed to following this policy and the graduated approach to managing behaviour.

Please note that behaviours listed below are not exhaustive and there may be times that behaviours displayed fall outside those identified. The headteacher will identify the stage and its response in these instances.

Our graduated approach to consequences is below. Please refer to Appendix Two for further information regarding 'What does the behaviour look like' in the stages displayed here.


Depending on severity and frequency of incidents, the headteacher has the right to suspend or permanently exclude a pupil on a case-by-case basis
Restore
Stage Five (Record)
Parents/carers collect in person to discuss with SLT
Letter home to invite to meeting to write behaviour plan
Stage 2 behaviour plan if previous plan reviewed
LA Inclusion Officer if required
Risk assessment
Removal from classroom/area by SS or SLT and completion of work away from class for a fixed period to allow class to 'take a break' from behaviour
Class Teacher
Teaching Assistant
Student Support
SLT
Headteacher
Stage Four (Record)
Parents/carers informed by SLT
4 stages of emotion coaching
Adaptations to T&L
Radio SS or SLT to enforce consequences
Risk assessment/positive handling plan if required
Removal from classroom/area by SS or SLT and completion of work away from class for a fixed period to allow class to 'take a break' from behaviour
Class Teacher
Teaching Assistant
Student Support
SLT
Stage Three (Record)
Parents/carers informed by SS/class teacher
4 stages of emotion coaching
Adaptations to T&L
Share Stage 4 consequence
Radio SS if behaviour is unsafe or significantly impairing learning of others
Extended reflection time at lunch in order to have time away from peers and reflect on the impact of the behaviour
Class Teacher
Teaching Assistant
Student Support
All staff: reflection
Stage Two
Parents/carers informed by class teacher
4 stages of emotion coaching
Adaptations to T&L
Share Stage 3 consequence
Short time in with class teacher to calm and reflect
Complete work in pupil's time using script: 'If you choose to take your break now'
Class Teacher
Teaching Assistant
Stage One
4 stages of emotion coaching
Adaptations to T&L
Share Stage 2 consequence
Consequence
Class Teacher
Teaching Assistant
What should happen?
Staff involved

Physical intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Use of Reasonable Force in Schools – July 2013 (consultation issued 4th February 2025).

Staff would only need to intervene physically to prevent injury to another person, or if a child is in danger of hurting him / herself. If a child has needed physical intervention, a positive handling plan should be written up between the pastoral lead, the child and their parents/ carers.

Physical intervention techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidently, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe.

The actions that we take are in line with government guidelines on physical intervention, are proportionate, reasonable and necessary, and are recorded on MyConcern (our in-house safeguarding system) to include the following information:

- Staff involved
- Reason for intervention
- Physical intervention used
- Duration of intervention
- Brief account of incident (including what led up to it and strategies used to defuse)
- Witnesses (to be tasked with adding statement to MyConcern)

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify their social worker and Virtual School Head where appropriate. Pupils will be supported back into class on a case-by-case basis.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Removal should be used for the following reasons and be in line with Stage 4 and Stage 5 of our graduated approach.

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

There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure. Any removal will be recorded using MyConcern.

Suspension and Exclusion

In extreme circumstances, an immediate suspension or Permanent Exclusion. We recognise that suspension/exclusion is a last resort the leadership and Governing board must emphasise that violence and threatening behaviour will **NOT** be tolerated in any circumstances. The CEO is to be informed of all suspensions and exclusions.

Suspension is generally used for episodes of violence against staff or pupils (where the health and safety of the school community is jeopardised), or for persistent, disruptive behaviours. Only the Headteacher or their representative may issue a suspension. The person issuing the suspension must complete the paperwork and send copies to the Local Authority within 24 hours. Parents/carers must also receive a letter outlining the reason for and period of suspension within 24 hours.

On return to school, the Headteacher or their representative will conduct a reintegration meeting with parents/carers and suspended pupil. Work may be provided for children where fixed term suspensions have been issued. In the majority of cases, fixed term suspension will be issued, but ultimately permanent exclusion may be used.

In the case of permanent exclusions, the Local Authority will be involved. Sometimes if a school placement has broken down, a child may benefit from a 'managed transfer' to another primary school. This option will be discussed with parents/carers and the Local Authority will be involved.

Following any incident that leads to some form of suspension/exclusion of a pupil the school will provide opportunities for reparation and rebuilding of trust and relationships. Every reintegration meeting will involve a restorative and reparative approach to help both the victim(s) and perpetrator(s) involved move forward positively.

The Student and Family Support Team

Many of our children benefit from regular support from a named member of our pastoral team and/or behaviour plans.

The team are also involved in liaising with external agencies with regards to behaviour management, most are involved in Child Protection and Safeguarding issues, many are involved in family work, counselling and EHA (Early Help Assessment) work. The whole team are involved in monitoring children's behaviour and work alongside other staff, putting strategies in place to help prevent the need for consequences.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil'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.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore deliberately hurtful; repeated, often over a period of time and 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)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

For more information about Bullying and our response please refer to our Anti-Bullying Policy

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.

Pupils 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 for more information.

Child on Child Abuse

All staff are aware that children can abuse other children. This is referred to as Child-on-Child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothes without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- inititiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used a s a way of initiating a person into a group and may include an online element)

(Keeping Children Safe in Education 2024)

Child on Child abuse is not tolerated. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physical and verbal) and are never acceptable. We recognise that it is important that all victims are taken seriously and will be offered support.

Staff will not tolerate sexual violence and sexual harassment in school and will not see it as an inevitable part of growing up. It will not be passed off as 'banter'; 'part of growing up' 'just having a laugh' or 'boys being boys.'

Challenging behaviours such as grabbing bottoms; breasts and genitalia; flicking bras and lifting up skirts will not be tolerated. Any incident that is causing concern should be reported to the school right away. Reports of Child-on-Child abuse, including bullying will always be investigated and parents/carers informed. The Headteacher, designated safeguarding lead or any of the deputy designated safeguarding leads are always ready to discuss problems related to these with the teacher, the child and the parents/carers, and will do so as soon as possible.

Please refer to the policies entitled: Anti Bullying Policy and Child on Child Abuse Policy for more details.

Malicious allegations

Where a pupil 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 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 for more information on responding to allegations of abuse against staff or other pupils.

Confiscation of Inappropriate Items

There are two sets of legal provisions, which enable school staff to search and confiscate items from pupils. The general power to discipline enables a member of staff to search, confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

There is also a power to search without consent for 'prohibited items' which include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- lighters or matches
- vaping equipment
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified as an item which may be searched for (in the case of Marlbrook Primary School this includes mobile phones and all items cited above).

Mobile phones

Mobile phones may be brought to school but must be left in the allocated basket within the child's classroom which is supervised by the class teacher. No mobile phones are to be turned on while the child remains on the school site. If a pupil is found in possession of a mobile phone which is not turned off, the pupil will be unable to bring the device to school.

Policy Links

This Behaviour Policy links to the following other policies we hold in school:

- PSHE Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Child on child Policy
- E-safety policy
- Cyber-bullying policy
- SEND Policy

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
- 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

Appendix 1

USE OF REASONABLE FORCE

The Education Act 2011 forbids corporal punishment but allows teachers to use '***reasonable force'*** to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school

Control and restraint techniques are used rarely. The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, matches, lighters, vaping equipment, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Please Note: Parental consent is not required to restrain a pupil.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions.

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 student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed and only for as long as is absolutely necessary.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.
This power applies to any member of staff at the school. In certain circumstances it could also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

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

Schools can use reasonable force to:

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

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Using force

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. If the use of force has been applied to a child then a serious incident record, risk assessment and positive handling plan will be completed and the parents/guardians/carers will be informed (see appendix 2, 3 and 4 for relevant documents).

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age and/or stage of development.

Complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Appendix 2

Information on the graduated approach to consequences

Stage 1

	Behaviours
What does it looks like?	Low-level disruption Shouting out Talking with peers when not instructed to Distracting others Reluctance to participate Inappropriate body language
What should happen?	Work through the four stages of emotion coaching. Share the natural consequence if this continues (Stage 2). Reflect if any further adaptations on T&L need to happen.
Staff involved	Classroom staff: teacher and TA

Stage 2

	Behaviours
What does it looks like?	Escalation of Stage 1 behaviours Work refusal Refusal to follow instructions Excessive talking Exiting the classroom or learning environment without permission but remaining in eye line Inappropriate 'jokes' or comments
What should happen?	Work through the four stages of emotion coaching. Share the natural consequence if this continues (Stage 3). Reflect if any further adaptations on T&L need to happen.
Consequence	Short time IN with an class teacher to calm and reflect at an appropriate time. Any work not completed to be completed in pupil's time using the script: 'If you choose to take your break now, you will need to complete this work in your own time outside of the lesson'. Parents/carers informed by class teacher at collection
Restore	Restorative conversation with teacher/TA and pupil
Staff involved	Classroom staff: teacher and TA

Stage 3

	Behaviours
What does it looks like?	Repeated Stage 2 behaviours Causing harm to another child that was not intentional – perhaps through a poorly thought-out game at play Using unkind words to cause upset Use of inappropriate language which is not directed to an adult or pupil Exiting the classroom or learning environment without permission and not remaining in eye line
What should happen?	Work through the four stages of emotion coaching. Share the natural consequence if this continues (Stage 4). Reflect if any further adaptations on T&L need to happen. Record on Scholarpack. Radio for support from student support if the behaviour is **unsafe** for the child or their peers or is **significantly** impairing the learning of others. Parents/carers informed by class teacher or student support (where appropriate)
Consequence	Extended reflection time at lunch in order to have time away from peers to reflect on the impact of the behaviour.
Restore	Restorative conversation with teacher/TA/student support and pupil.
Staff involved	Classroom staff: teacher and TA, student support, all teaching staff to support reflection time

Stage 4

	Behaviours
What does it looks like?	Repeated Stage 3 behaviours which are now persistent/continuous or extreme Repeated breaches of school rules Intent to cause harm through violence including sexual Aggressive or threatening behaviour Swearing at an adult or pupil Bullying Theft Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments; Sexual jokes or taunting; Physical behaviour like interfering with clothes; Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content Fighting

	Damage to property Racist, sexist, homophobic or discrimantory behaviour Possession of any prohibited items. These are: knives or weapons; alcohol; Illegal drugs; stolen items; tobacco and cigarette papers; 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)
What should happen?	Work through the four stages of emotion coaching. Reflect if any further adaptations need to happen. Record on Scholarpack (or MyConcern if required). Radio for support from student support or SLT to support and enforce the consequence. Parents/carers informed by SLT Where necessary, a risk assessment will be completed. Where necessary, a positive handling plan will be completed.
Consequence	Removal from the classroom by student support or SLT and completion of work away from class for a fixed period of time (appropriate to behaviour displayed) to allow the class to 'take a break' from the behaviour. This could be with student support, phase leader or SLT. Depending on the severity and frequency of the incidents, the headteacher has the right to suspend or permanently exclude a pupil on a case by case basis.
Restore	Restorative conversation with headteacher/SLT and pupil.
Staff involved	Classroom staff: teacher and TA, student support, SLT

Stage 5

	Behaviours
What does it looks like?	Stage 3 behaviours are seen on more than 5 occasions in half a term. Stage 4 behaviours are seen on more than 2 occasions in a fortnight (if seen within one week, action immediately)
What should happen?	Parents/carers requested to collect in person at the end of the day for in person discussion with member of SLT. Letter home from headteacher with an invitation to attend an in person meeting to discuss support that school will put in place including referral to the pastoral team. Parent/carers work in collaboration with class teacher, child, SENCo and pastoral lead to complete a behaviour plan to support the pupil. If there is one in place, this will be reviewed and updated. Where a behaviour plan is in place but behaviour is escalating, a stage two behaviour plan will be written in collaboration and implemented. Where a stage 2 behaviour plan has not had the expected impact, or in extreme circumstances, the headteacher will

	work with SENCo, pastoral lead, parents and LA to implement a pastoral support plan which is actioned in collaboration with the local authority social inclusion officer. Where necessary, a risk assessment will be completed. Where necessary, a positive handling plan will be completed.
Consequence	Removal from the classroom by student support, SLT or headteacher and completion of work away from class for a fixed period of time (appropriate to behaviour displayed) to allow the class to 'take a break' from the behaviour. Depending on the severity and frequency of the incidents, the headteacher has the right to suspend or permanently exclude a pupil on a case by case basis.
Restore	Restorative conversation with deputy headteacher/headteacher and pupil.
Staff involved	Classroom staff: teacher and TA, student support, SLT

Appendix Three

Behaviour Plan

Individual Behaviour Support Plan

Pupil:			**Year group:**
Class:			**Date:**
SEN info: **Medication:**			
Potential Triggers:		**Praise and recognition:**	**Likes:**
Level	**Behaviours: What it looks like**	**Helpful Strategies:**	**Unhelpful Strategies:**
1 (anxious)	When something is bothering me…	To help me, staff can…	Please don't…
2 (escalating)			
3 (crisis)			
Recovery & debrief			
Positive Handling Strategy : Who is most at risk? Average length of PI:			
Rewards/Motivators:			Preferred staff:

Appendix Four

Risk Audit

Marlbrook Primary School

INDIVIDUAL PUPIL BEHAVIOUR RISK AUDIT

Pupil's Name:	Date:
Teacher:	Review Date:

1 – 8 Low risk (green) 9 – 27 Medium risk (Amber) 28 + High risk (red)

BEHAVIOUR	WHEN?	MOST AT RISK	HOW LIKELY?		HOW OFTEN?		POTENTIAL HARM		Level of Risk	ACTION	OUTCOMES FROM ACTIONS
e.g. bullying, violence, allegations, self-harm,	Time of day; potential triggers etc.	Who is most likely to be harmed and how?	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never		5=Daily 4=Weekly 3=monthly 2=Rarely 1=Never		(likely physical and psychological harm) 4=Life threatening 3=Serious 2=Harm 1=No Harm		Calculation for risk-RAG rated.	What do you do to manage the risk? Change face/ environment, familiar adult etc.	Are existing measures sufficient, or can the risk be lowered further? If applicable, list any initial suggestions for achieving such aims in the space below
				X		X		=			

Appendix Five

Positive Handling Plan

Positive Handling Plan

Name	Date of birth	Year/class
Triggers & situations that may led to Positive Handling being used:		
Behaviour signals & description of the early warning signs / changes in body language / signs of distress that occur:		
Preferred de-escalation strategies:		
Verbal advice	Planned ignoring	Success reminder
Reassurance	Humour	Time out
Distraction	Observed withdrawal	Change of adult
Advising of consequences		
Positive areas to focus on: (strengths, interests etc)		
Medical conditions to be aware of:		
Handling strategies to be used (as last resort, in best interest of student):		
Debriefing process to occur after an incident:		
Staff to be informed of this plan: Headteacher & SLT Mum Pastoral Support Team		
Plan shared and parent/carer informed on:		