



Beckers Green Primary School

Behaviour Management Policy

September 2025

Review Date: September 2026

AIM

“Positive behaviour in schools is key to academic achievement, and inseparable from safeguarding, the well-being of pupils/staff and all other aspects of learning.”

From: Understanding and Supporting Behaviour – Safe Practice for Schools and Educational Settings - Guidance for School, Autumn 2023, Essex County Council and Essex Safeguarding Children Board.

Inappropriate behaviour is a sign of unmet need, stress and lack of knowledge. The school understands that the solution lies in understanding what the behaviour tells us about the child and their need (all behaviour is communication).

This policy aims to ensure a whole school, therapeutic and consistent approach when promoting healthy emotional wellbeing and positive behaviour. This is an approach which is owned by the whole school community, including staff, pupils, parents and the school governors.

This policy is in line with Understanding and Supporting Behaviour – Safe Practice for Schools and Educational Settings - Guidance for School, Autumn 2023, Essex County Council and Essex Safeguarding Children Board.

POLICY MISSION STATEMENT

Our school will be a caring, democratic society where each person is regarded as a contributor to the good of the whole. In all actions related to behaviour management, it is essential that the children understand that it is their **behaviour** that is not acceptable, not them as people. As a school we shall always consider what is in the best interests of the child.

INTRODUCTION

Section 1 organisation of the school day.

Section 2 defines the various levels of supervision required at different times during the day and indicates when each category of staff is directly responsible for the children.

Section 3 outlines the agreed procedures for the management of behaviour to which all staff subscribe/our behaviour curriculum. This includes the school’s definition of difficult and harmful behaviour, how we respond to such behaviour, including the use of consequences and how we support children to reflect, repair and restore after any incidents. This section also outlines the school’s policy on physical contact, restrictive Physical Intervention and exclusion.

Appendices

Appendix A: Template for a Personalised Distress Management Plan

Appendix B: Template for recording incidents

Appendix C: Template for recording incidents requiring restraint

Appendix D: Template letter to inform parents of an incident requiring restraint

Appendix E: Levels of reporting and recording difficult or harmful behaviour
(Understanding and Supporting Behaviour – Safe Practice for Schools and Educational Settings, ECC Autumn 2023)

Section 1

Organisation of the school day –

PHASE	MORNING	AFTERNOON	BREAKS
Foundation	8.45-12:00	13:15-15:15	10:20-10:40 12:00-13:15
Key Stage One	8.45-12:10	13:15-15:15	10:20-10:40 12:10-13:15
Key Stage Two	8.45-12:15	13:15-15:15	10:45-11:00 12:15-13:15

Arrivals and Departures

Registers open at 8.45. Those who go home for dinner arrive back at school between 13:05 and 13:15 unless they need to be back earlier in order to attend a lunchtime club. The school day for Foundation and Key Stage One ends at 15:15 and parents/carers collect their children from the classroom door. Should a child be going home with another parent or after school provider, verbal or written clarification must be given by parent/carer. The school day for Key Stage Two also ends at 15:15 and pupils may join their parents on the playground, or in the case of year 5 & 6, walk home by themselves if written permission has been received from parents. If a sibling is picking up a child from years 3 or 4 then they must be over 16 and permission in writing must be given from parents/carers. Parents/Carers need to fill in a permission slip online for pupils attending after school clubs.

Registration

Children are registered at the beginning of each morning and afternoon online. This data is collected by the school office.

Signing In and Out

Children arriving after 8.55am at school must report their presence to the school office before going to class. Office staff should maintain a record of who arrives late and reasons why so that, if necessary, problems can be followed up.

Children who are collected during the school day to attend medical appointments etc are required to sign out. This maintains an up-to-the-minute record of all children who are on site at any one time. Staff also need to inform the Office if they are absent from the school at any point during the school day.

Visitors to the school are also required to sign in and out and to wear an 'Authorised Visitors' badge.

Children Off Site

Staff should refer to the Educational Visits Policy and complete all relevant documentation.

Permission is obtained from parents at the beginning of each academic year for teachers to take children off site at any times to participate in local field studies. In this case 'local' is defined as 'within the immediate vicinity of the school'.

Separate permission slips are obtained prior to any outing which does not comply with the 'local' criteria or which requires the use of transport.

The school recognises the importance of proper supervision and operates within County guidelines. One of the adults with any off-site class must either be a teacher or an authorised adult and one member of the school staff must be first aid trained. All parent or volunteer helpers need to have been approved by the head teacher or hold a full DBS check.

Use of Outdoor Space

The Playground: Children are expected to show due care and respect for other users and their property. At lunchtime the playground is zoned with different activities and each zone is monitored by an adult. Playleaders support children to play a range of games and activities.

The Copse: Children are expected to adhere to the rules and expectations laid out by adults when using the Copse in a cross-curricular manner and any necessary risk assessment should be made and submitted to the EVC. Part of the Outdoor Learning Curriculum focuses on health and safety in the copse area.

School Field : The school field is used during lunchtimes when the grass is dry. There is adult supervision on all trim trails during use and age-appropriate equipment has been designated. All children are aware of the rules surrounding using the trim trail and appropriate clothing that needs to be worn. This includes footwear and

jewellery. When used as a sports field children are supervised at all times and instructed on the appropriate use of equipment.

Pond Area/nature garden: This is used under Teacher or Learning Support Assistant supervision only for cross-curricular purposes. The gate is kept padlocked at all times when the area is not in use. This also houses the outdoor writing bubble room.

Please consult risk assessments for further information on using the Copse and Pond Area safely.

Car Park: This area is strictly out of bounds. All gates are locked during the day preventing access into the car park. Access through the hall is strictly forbidden to any child. No adult is to use the fire exits in the hall except the site manager.

Use of the Hall

Physical Education (PE): The hall is used for PE on a daily basis and classes are timetabled in to ensure all pupils receive a minimum of two hours PE per week. The children are instructed on the proper use and handling of equipment in order to eliminate injury to themselves or others.

Assemblies and Productions: The hall is used regularly for whole school or phase group gatherings. The children are instructed to walk in and out of the hall to avoid injury to themselves or others.

Lunchtimes: The senior supervisors are responsible for calling the children into lunch in an orderly manner. The children are called in class order, the youngest children going into the hall for lunch at 12:00pm. KS1 staff remain in the hall until 12:15pm. Adults are in the hall at all times to support the children.

Use of the 'Rainbow Room', 'Sensory Room', The 'Hive', The Wellbeing Workshop, The Cabin and The Rainforest Room

Rainbow Room: The Rainbow Room is used on a daily basis for one-to-one, paired or small group interventions. There are two booths: one for EAL and the other for Speech and Language.

Hive: During the morning the Hive is free to be used if children require some space. They must be accompanied by an adult. It is also used for music lessons, counselling and Talkboost interventions. The Hive is also used as a library space. At lunchtimes, the Hive is open as a quiet area for reading or sitting. This is supervised by an adult.

Sensory Room: A timetable is used for the use of the Sensory Room and adhoc spaces are available when required too. Adults must be present in or observing through the door when children are using the room. Training will be carried out to ensure the room and equipment are used safely. An assessment is carried out on each child who uses the room and appropriate activities arranged.

Wellbeing Workshop: The Wellbeing Workshop is used by our Pastoral Support Manager to provide a safe space for children to communicate freely. Mrs Dunne is based here Monday to Friday.

The Cabin: The Cabin is a shared space, primarily used for meetings and interventions.

Rainforest Room: The Rainforest Room is designed as a calm and purposeful space, with individual workstations and a shared working space. The room is for the use of children who find the classroom environment challenging and who thrive with individualised support and provision. Children must have adult supervision when working in the Rainforest Room.

Clubs

We offer a wide range of clubs to all ages. These take place before school, at lunchtime and after school. Permission slips are sought for all after school clubs and a register is kept for each club. Outside providers are DBS checked and the school club co-ordinator is responsible for liaising with them. Expectations of behaviour are laid out by each club leader.

Section 2

Supervision

This section seeks to address the supervision of children during non-contact time.

Definition of roles: The school day begins at 08:45 and ends at 15:15. Teaching staff are therefore required to be present from 08:30 until 15:35 to ensure pupil safety at all times. In general Learning Support Assistants are expected to be in school by 8:45am, however these may depend on individual contracts.

Definition of Duties:

- **8:40-8:55-** Senior management will be on duty either outside the school grounds or within the building to ensure the safe arrival of our pupils into class.

- **10:20-11:00**-The Deputy Head teacher is responsible for organising a rota for playground duties. At 10:45 and 11:00 the bell is taken from the staffroom and rung in the playground. When indoor play is needed due to weather conditions, there is a rota of LSAs to ensure all classes are covered.
- **12:00-13:15**- From 12:00, Foundation staff remain in the hall to supervise the younger pupils eating their lunch. Year 1 children are sent to the hall at 12.10pm with their teachers. The rest of KS1 go out to lunch at 12.15pm. The Deputy Head Teacher is responsible for organising a rota for lunch duties in the hall. The Senior Mid-Day Supervisors, alongside the Deputy Head are responsible for playground, field and indoor play timetables, and for making adjustments when staff are absent to ensure our pupils are supervised correctly during non-contact time. Teachers need to be prompt so that afternoon lessons can start by 13:15.
- **15:15-15:25**-where pupils are collected by taxi or after school providers, the office staff supervise the children to ensure that they leave the premises with the correct adult in a sensible orderly manner.

Section 3

Behaviour Management Policy

A Whole School Approach

Beckers Green Primary School seeks to be a secure, caring and supportive environment where children can both learn and play happily and successfully. The school has completed Trauma Perceptive Practice training and this underpins much of our approach to supporting behaviour.

It is understood by Governors and all Staff that for the stated aims to be realised, there needs to be a whole school commitment to both the principles and practices outlined in this document. This policy is shared with new staff and opportunities made to discuss our behaviour approach with members of senior leadership team.

It is appreciated that the most powerful tool we have to promote the adopted approach is the way we model it ourselves. Children learn by the example we set at least as much as by the methods and strategies we adopt to put the policy into practice, “children follow people, not rules”. This relates not only to the interaction between members of staff, but also to the interaction between staff and children.

Our Behaviour Curriculum

Aims

Through its systems of behaviour management, the school aims to:

- Develop pupils' self-regulation
- Enable pupils' to be on task with their learning
- Enhance pupils' self esteem
- Encourage ownership of behaviour and accountability
- Encourage individuals to recognise and respect the rights of others
- Promote honesty, fairness and politeness
- Enable rational conflict resolution

Our School Code

The school code is displayed throughout the school on our bees. Our school is a positive environment, where we care, challenge and grow together. "Be challenged, be inspired, be you."

- ❖ Be resilient
- ❖ Be respectful

Classroom Expectations

Classroom expectations are negotiated each year between pupils and teachers. These indicate the rights and responsibilities felt to be important by each class and provide a framework for behaviour management.

Classroom expectations cover key areas such as:

- The way we treat each other
- The way we care for classroom property
- The way we learn and get assistance for learning
- How we solve interpersonal problems in and out of class
- How we move in, around and out of class
- How we can feel and be safe
- How we communicate with each other
- How we can work together collaboratively

For both school and classroom expectations to be effective, it is important that clear routines have been established, that expectations are seen by all to be appropriate

and sensible and that consequences to not complying are fair, logical and applied consistently in line with school policy and adult response pathways.

Rights and Responsibilities

In school, the children have the right to:

- learn through stimulating and interesting lessons which encourage them to engage
- be challenged
- be listened to
- be treated with respect
- participate in decisions
- feel safe and secure
- be praised and rewarded
- space and time to regulate their emotions

In school, the children are responsible for:

- Treating others with respect, both adults and pupils
- their own belongings
- engaging fully in their learning and behaviour management processes

Respect is best learned by observing the model displayed by staff. Staff actively show respect for the pupils by:

- Commenting on the behaviour without criticising the child.
- Being aware of negative body language e.g. pointing, aggressive posture, invading 'body space'
- Never holding grudges and being prepared to give pupils a fresh start
- Using positive language to support behaviour management – sentence prompts are shared with staff to support this
- Supporting children to regulate their emotions (through use of the zones of regulation)
- Ensuring their own emotions are regulated before engaging with a child
- Following adult response pathways to ensure consistency
- Engage with Time for Talk conversations when needed – this is based on training received through Trauma Perceptive Practice training and understanding that behaviour is a form of communication. The focus of discussions will be to identify the needs being communicated by specific behaviours and an attempt to support the child to reengage in learning

Reinforcement of pro-social behaviour

All children are made aware of the school and class expectations. These are re-affirmed/agreed at the beginning of each academic year. The school code is displayed in classrooms and the school hall.

Reinforcement of pro-social behaviour may include:

- Class Dojo points
- Verbal praise
- Stickers
- Certificates from teachers and Headteacher
- Additional play time
- Postcards home/messages on School ping to parents

When correct behaviour modelling is in place, it is possible to teach and enforce appropriate behaviour with credibility. Teachers should also use their knowledge of “Zones of Regulation” to support their behaviour management. This programme helps children to recognise the ‘colour’ that reflects their current emotion and develops a personalised (and whole class) ‘toolbox’ of strategies to help them move to a more positive colour if necessary.

Difficult and harmful behaviour

As a school we consider behaviour as a form of communication and challenging behaviour can be separated into two types: *difficult and harmful behaviour*.

Difficult behaviour, in the school context, is behaviour that is beyond the typical range for the school. It generally:

- Interferes with the pupil’s own and /or other pupils’ learning
- Disrupts the day to day functioning of the school, making it a less safe and orderly environment
- Is less likely to be responsive to the usual range of interventions identified within this policy.
- It could also include withdrawn behaviour, including the refusal to respond or engage

Harmful behaviour, in the school context, encompasses behaviour that is generally:

- Physically aggressive towards adults or other pupils

- Verbally abusive (and may include racist/homophobic/sexist abuse/sexualised language)
- Destructive, including destruction of property and the environment
- Self-harming or dangerous to self
- Striking another pupil or adult with an object
- Child on child abuse
- Bringing banned items into school

Responding to difficult behaviour

Evidence suggests that children and young people will do better where they have strong relationships with staff. It is these staff who will be able to support them at the times of most difficulty. Therefore, developing good relationships with all children and young people is a vital pre-cursor to managing behaviour and supporting emotional wellbeing. Positive relationships are also a reliable strong protective factor in helping children and young people to be more resilient.

All efforts should be made to enable a child to behave positively – by pre-empting triggers, applying emotional intelligence and building positive relationships with all children. The appropriate response depends upon the type of behaviour being exhibited and the needs of an individual pupil. As well as repairing the relationship, it will also have an educational focus; the goal being to support the pupil back to the learning task and to engage in more pro-social behaviour.

All responses to difficult behaviour will be consistent (for the child), respectful, calm and logical. Consequences will have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur. It is important to remember that some behaviour, which may be deemed “difficult”, may be characteristic of a particular need and prevalent in pupils who have experienced trauma or with learning disabilities, including ADHD or ASD/neurodivergence. It will be necessary to adopt a proactive approach to supporting pupils with these behaviours and to raise awareness of the behaviour within school and explain why it is happening.

Adult Response Pathways are fundamental to the whole-school approach to Behaviour. All staff are trained on how to utilise the Response Pathways. These give children clear opportunities to adapt unwanted behaviour and then a consistent and clear escalation process if behaviour does not change. They also outline the adult’s role in this. When responding to unwanted behaviours, it can help to use key sentences which allow children to remain calm. Adult intervention should allow children to think about their choices, remind them of previous positivity and explain why the behaviour needs to stop with a reminder of the possible consequences if it continues.

If the behaviour continues after three warnings the consequences may include spending time in a phase leader's classroom or talking with the Deputy or Headteacher. Following incidents of unwanted behaviour, children may be asked to take part in a Time for Talk session at Break or lunchtime. Each classroom has a Time for Talk box which includes prompt cards to facilitate a discussion.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been impacted by the behaviour?
6. What would you do differently in the future?
7. What could we do to put things right?

This is a restorative conversation. It should be recorded on CPOMS under the behaviour title and Time for Talk. This will enable senior management to monitor the frequency of conversations for individual children.

Consequences during break and lunch time

Adult response pathways are also used on the playground and support staff have received training in this area. Consequences may include:

- Verbal reminder of pro-social behaviours – as reflected on pathway
- Short time on the Time Out Bench to reflect on behaviour and discuss incident with supervising adult. Restorative discussions – Time to Talk if appropriate
- Child escorted to Headteacher, Deputy Head or Pastoral Support manager for discussion and behaviour logged on CPOMS if deemed necessary. Class teachers should be informed of any incidents that are logged to enable further restorative work if required.

Responding to harmful behaviour

Most children and young people do not become dysregulated to a level where they compromise themselves and/or others through harmful behaviour. When such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. Careful and purposeful One Planning as well as a Personalised Distress Management Plans will be used for some children, with parental agreement, to mitigate against harmful behaviour.

When faced with potential dangerous or destructive behaviours, a script may prove useful in de-escalating it. The pupil should be spoken to calmly, assertively and respectfully at all times.

Simple de-escalation phrases that will be used for all children include:

- Identify/label the issue (e.g this is hard, this seems to be a problem, I can see...)
- State the reason (e.g because...)
- Offer a strategy (e.g maybe you/we can...)
- General reassurance (e.g Great; it worked, you kept trying and.., I can see you are in your green zone, now you can see this is a little problem that we can fix)

During this time the pupil should be given physical space and time to recover and respond to requests. Language will be kept to a minimum. Where co-regulation has not been possible, or difficult, dangerous, destructive or harmful behaviour continues, children may be guided/supported from the classroom to a place of safety, with the assistance of another member of trained staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. Staff will stay with a child, but at a safe distance. All efforts will be taken not to raise the stress of the child further.

Physical intervention may take place by trained members of staff. If such an intervention takes place, staff must ensure that any action they take is clearly reasonable, proportionate and necessary in the circumstances (see Reasonable Force). If a child is held using a safe hold, parents will be informed of the type of hold and staff involved. In addition, records of both the incident and the safe hold will be kept on the child's file (see appendices).

As stated in our Child Protection Policy any concern related to child on child abuse is to be reported to the Designated lead. Our school does not tolerate any form of sexual harassment or sexual violence. Staff are aware of the need to challenge all inappropriate language and behaviour between pupils. Sexually abusive language will not be tolerated or treated as "banter."

The use of consequences

The school view consequences as protective or educational.

Protective consequences: required to protect the rights of others and keep a child safe:

1. Increased staff ratio
2. Change of timetable
3. Arrangements for access to outside space
4. Escorts in social situations
5. Differentiated teaching space

6. Appropriate use of exclusion

The school will also put into place an educational consequence alongside any protective consequence to encourage long term behavioural change.

Educational consequence: required to motivate and support the pupil to behave differently next time and may include:

- Ensure the pupil completes the task they have disrupted
- Rehearse/model situations through intentional teaching of pro-social behaviour
- Ensure the pupil assists with repairs where they have caused damage, if appropriate
- Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours
- Provide the pupil with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships

Reflect, repair and restore

During any incident of harmful behaviour, the pupil may be influenced by anger, frustration or disappointment. It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently. Equally, the impact of the incident on the staff and others involved should be recognised.

Once it is considered the pupil is ready for the restorative process, this can take place and should involve all relevant persons. The purpose is to re-visit the experience with the pupil when they are calm, relaxed and receptive to being reflective about the incident.

The discussion may include topics such as:

1. Explore what happened
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how we can repair the relationship
5. Summarise what has been learnt so there can be different responses next time.

Use of physical contact

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- to comfort a pupil in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a pupil;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the pupil or others;

The guidance produced by the Department for Education (July 2013) Use of Reasonable Force, states that:

*“Schools **should not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.”*

Where physical contact is used, protective steps must be taken to ensure it is legal and will prevent harm. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil’s age and level of understanding;
- the pupil’s individual needs and history;
- the location where the contact takes place (ideally it should not take place in private without others present).

When might you use physical contact?

Schools may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance. It should be acknowledged that some children will not want to be touched. This should be respected.

Use of reasonable force and restrictive physical intervention (restraint)

The Equality and Human Rights commission (EHRC) “Human Rights Framework for Restraint” 2019 sets out key principles within the Human Rights Act in relation to restraint in order to “protect and respect the safety and dignity of people being restrained as well as those around them, including staff.”

Keeping Children Safe in Education (DfE 2023) states:

“When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.”

The guidance produced by the Department for Education (July 2013) ‘Use of Reasonable Force’ is helpful and the following section is directly from this guidance.

Use of reasonable force, Department for Education (2013)

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 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.
- The DfE (2013) define control as either passive physical contact or active physical contact.
- The DfE (2013) states that restraint means to hold back physically or to bring a pupil under control.
- 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. It can 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.
- Staff at Beckers Green are trained in PRICE (protecting rights in a caring environment), a Risk Reduction Network certified trainer.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from harming themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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 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.

Reasonable force should only be used to avoid harm to the child or others and where all other strategies have been considered or attempted.

Where children show dangerous or harmful behaviour identified through a risk assessment, then restrictive physical intervention may be considered as a strategy to manage harm. The necessity to use this should reduce over time. If incidents do not decrease, it is not a successful strategy and plan reviews should take place regularly.

Communication to parents / carers

Where it has been deemed necessary to use a physical intervention, the detail of this should be accurately recorded and the incident communicated to parents (see *appendices*). Parents should be informed of the incident verbally and it should then be followed up in writing. Where it is necessary to exclude a pupil for the incident, there is separate guidance on exclusion and supporting model paperwork for schools to use to ensure they meet statutory requirements relating to this.

Banned items

Guidance taken from Searching, Screening and Confiscation, school guidance – DfE July 2022. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- tobacco and cigarette papers/vapes

- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to property of; any person (including the pupil)

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. Strip searches can only be performed by the police. For more guidance see – Searching, screening and confiscation at school – Dfe July 2022.

Suspension

At any time, the Head Teacher may decide that the nature of the offence is such that an isolated extreme offence will result in suspension. This will be reported to the local authority.

Permanent Exclusion

A permanent exclusion will only be used in very exceptional circumstances. All permanent exclusions are referred to the Governing Body for approval and parents have the right to appeal.

Full details regarding the legal implications of exclusions are available from the school office

Appendix A – Example Personalised Distress Management Plan



Name:	Year group:	Referring school:	Date of plan:	Review date:
		Beckers Green		

Understanding and Supporting Behaviour – Personalised Distress Management Plan

Distress Mapping	Not evident	Occasionally	Often	Always
Stress response is easily triggered				
Stress response is not equal with the stressor				
Individual is extremely restless/volatile				
Hard to co-regulate after 'alarm' is triggered				

Harm Mapping	Yes/No	Harm /Behaviour	Yes/No
Harm to self		Damage to property	
Harm to peers		Harm from disruption	
Harm to staff		Harm from running away	

Communicating Behaviours	Primary strategies – How to maintain the Window of Tolerance	
For example: <ul style="list-style-type: none"> • Happy • Chatty • Ready to learn • Engaged in learning for 5 minutes • Polite • Helpful • Kind 	For example: <ul style="list-style-type: none"> • Recognition of helpful behaviours • Explain boundaries and expectations • 3-minute brain break/movement break after 5 minutes of learning • Adaptive learning (task broken down) and made fun • Sand timers 	<ul style="list-style-type: none"> • Calm environment • Visual <u>time table</u> with first and then • Allow take up time (safe space when needed) • Rewards

What causes the stress?	Communicating behaviours Level 1 (Hypo-aroused) Secondary strategies	Communicating behaviours Level 2 (Hyper-aroused) Secondary strategies	Communicating behaviours Level 3 (Hyper-aroused) Secondary strategies	Communicating behaviours Level 4 (Hyper-aroused) Tertiary strategies
P/S – Physiological/sensory E – Emotional T/L – Teaching and Learning S – Social P - Prosocial	•	•	•	•
	Adult response	Adult response	Adult response	Adult response
	•	•	•	

Appendix B – Record of Incident

January 2024



SAFFRON
ACADEMY TRUST



Record of Safe Holding

Child name:	DoB:	Year group:
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Reporting member of staff	
Date of incident:	
Start time of incident:	
End time of incident:	
Location of incident:	
Name(s) of additional staff witness:	Name(s) of additional child witness:

Stressors leading up to the hyperarousal and distress

Co-regulation prior to the decision to use of Safe Holding

Verbal advice and support		Swapping of staff	
Calm talking and Reassurance		Distraction/diversion	
Personalised distress management followed		Offering choices and options	
Humour		Offering safe space	
Other (specify)			

Why the Safe Holding was deemed absolutely necessary	To prevent harm to self	
	To prevent harm to another child (children)	
	To prevent harm to adults	
	To prevent damage to property	
	To prevent harm from absconding (in accordance with policy)	
Predicted harm prevented by the Safe Holding (e.g., bruising to peers, lacerations, destruction of computer, climbing over high fence, climbing on roof)		

Appendix D – Letter to inform parents of a safe hold

Dear (parent / carer)

Further to our earlier telephone conversation, I am writing to confirm our discussion about the incident in school today. As discussed, it was deemed necessary to use a physical intervention with *(child or young person)*. You will be aware that such an intervention is used in our school only as a last resort, where other interventions and de-escalation techniques have not been effective in reducing the harmful behaviour. As shared with you, it was felt by staff involved that, on this occasion, it was absolutely a necessary and appropriate response to *(child or young person's)* behaviour at the time in order to keep them and everyone else safe.

As I explained, the detail of this incident is available in school and forms part of *(child or young person's)* records. If you would like to discuss this matter further, please feel free to contact me and I would be happy to meet with you.

Or

It is important that we continue to work together, going forward. I would like to invite you to a meeting to *write / review* a risk management plan for *(child or young person)* and I can share more detail about the recent incident with you

Yours sincerely

Appendix E Essex Levels of Reporting

Level 1	Level 2	Level 3	Level 4
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<p>When there was no need for first aid or medical attention, or when there is no long-term anxiety or stress as a result of the incident for a member of staff.</p>	<p>When there was a need for first aid or medical attention, or if the staff member experiences long term anxiety or stress as a result.</p> <p>When there was a need for non-restrictive physical intervention.</p>	<p>When it was deemed absolutely necessary to use restrictive physical intervention to co-regulate in order to keep everyone safe and prevent harm.</p> <p>(when this is an agreed intervention to manage the harm as part of the Adult Response Plan/Behaviour Support/Management Plan.)</p>	<p>When it was deemed absolutely necessary to use restrictive physical intervention in order to keep everyone safe and to prevent harm including the child/young person.</p> <p>(when this has not been an agreed intervention to manage the harm as part of the Adult Response Plan/Behaviour Support/Management Plan.)</p>
<p>These are behaviours that are likely to be responsive to the usual range of support and interventions set out within the school behaviour policy. They will also be monitored and reviewed through personalised 'One Planning' when appropriate.</p> <p>Examples of such behaviours</p> <ul style="list-style-type: none"> Eating or mouthing non-edible items, such as stones, dirt, pen lids, 	<p>These will encompass behaviours that have duration, frequency, intensity or persistence and are beyond the typical range for the school. Such behaviour is less likely to be responsive to the usual range of support and interventions identified within the school behaviour policy.</p> <p>These behaviours may also</p> <ul style="list-style-type: none"> compromise the child or young person's own and / or other 	<p>These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff:</p> <p>This will include</p> <ul style="list-style-type: none"> causing harm towards adults or other children/young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting) causing harm to the 	<p>These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff:</p> <p>This will include</p> <ul style="list-style-type: none"> a one-off serious incident involving behaviour not previously observed in the child or young person causing harm towards adults or other children/young

<p>bedding, metal, faeces</p> <ul style="list-style-type: none"> • Smearing of faeces • Rocking, repetitive speech and repetitive actions or manipulation of objects • Absconding • removing of clothing items • Self-injury/harming, including head banging, scratching, hitting, kicking, biting and poking • Language-based personal abuse or sexual comments • Racist, sexist, or homophobic behaviour or comments 	<p>CYPs learning</p> <ul style="list-style-type: none"> • disrupt the day to day functioning of the school, making it a less safe and routine environment. • Language-based persistent personal abuse or persistent sexual comments • Persistent racist, sexist, or homophobic behaviour or comments 	<p>learning environment, including that of property</p> <ul style="list-style-type: none"> • striking another adult / child or young person with an object 	<p>g people (including pushing, punching, kicking, biting, scratching, spitting, head-butting)</p> <ul style="list-style-type: none"> • causing harm to the learning environment, including that of property • striking another adult / child or young person with an object
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Expected Reporting and Recording			
Systematic reporting and recording at the school/setting level in accordance with policy.	Systematic reporting and recording at the school level in accordance with policy. In all cases of RIDDOR and when Headteacher deems appropriate, these incidents may also be reported to ECC via MySafety.	Systematic reporting and recording at the school level in accordance with policy. These incidents must be reported to ECC via MySafety.	Systematic reporting and recording at the school level in accordance with policy. These incidents must be reported to ECC via MySafety.

Appendix F – Behaviour pathway



Adult Response Plan – In class

