

## POLICY – Relationships and Behaviour Policy

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**Crowdys Hill School believes that all behaviour is a form of communication. This underpins our whole behaviour policy. Building respectful relationships with all members of the school community is the key to maintaining a calm, productive environment.**

Crowdys Hill School strives to provide a broad, balanced, relevant and challenging curriculum in a positive, caring, stimulating environment, where each individual is valued and encouraged to build on previous positive achievements. We recognise our responsibility to safeguard all who access school and promote the welfare of all our school community. Our emphasis is on recognising and celebrating efforts of success, so that all pupils feel valued and listened to. This is Learning for Life in action. Pupils learn behaviours which will positively contribute to their community in the future.

This policy has been developed in collaboration with all staff and pupils, parents are consulted on this draft. The governors of Crowdys Hill school contribute their vision and views, and approve the final policy, and authorise the school to implement this policy.

### **AIMS**

We recognise that every member of the school's community has the right to work in a safe environment. We encourage respect for others, good manners and self-discipline. We foster an atmosphere in which pupils enjoy learning, are keen to participate in activities, trust and co-operate with each other, feel safe and secure and in which everyone's self-esteem will be enhanced.

At Crowdys Hill School encouraging and reinforcing good behaviour is recognised as a **collective responsibility**, where pupils, staff, parents and carers, governors and other stakeholders actively support and uphold our principles.

- Using the Thrive approach, staff encourage pupils to develop emotional awareness.
- Using a relational practice approach, staff encourage and support each other to role model expected behaviours and respond to the behaviours seen in pupils with support and a trauma informed approach
- Being able to recognise, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, be encouraged to show empathy.
- We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to encourage to reach their own individual potential, and experience opportunities for Learning for Life.
- From the earliest opportunity, pupils will be encouraged to build tolerance, in readiness for them taking their place in society
- The school community will endeavour to develop the communication skills of pupils, and support all pupils to communicate their feelings effectively

The school uses physical intervention as a last resort – please see Appendix A for our policy on this.

**Our behaviour policy will support these aims by:**

- maintaining high expectations
- ensuring expectations, rewards and consequences, are appropriate and tailored to students' needs for unacceptable behaviour, are clearly identified/managed
- working in partnership with parents, carers and governors
- showing and encouraging respect and tolerance for all
- valuing the contributions of all stakeholders
- fairness and consistency relevant to the individual child
- understanding that all behaviour is a form of communication
- following the Thrive/ trauma informed approach

Approved by Governors

Signed: Chair of Governors

Date:

Headteacher

Date: 24/11/25

Review date: Nov 2026

### **Legislation and statutory requirements**

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

- Behaviour in schools' advice for Headteachers and school staff February 2024
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Keeping Children Safe in Education (KCSIE 2022)

### **Aims for this policy**

At Crowdys Hill School we ensure the wellbeing, safeguarding and success of all our pupils. The aim of this policy is to ensure that staff, pupils, governors and parents are clear about the behaviour expectations that we have for our pupils and how we will support those pupils. We strive to support and nurture the pupils how to become respectful and safe citizens, take responsibility for their own actions and emotions and the effect or impact these can have on themselves and others, in preparation for the outside world

We understand as a school that all behaviour is a form of communication. Staff are aware that pupils can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. As a school we ensure that staff have a knowledge and understanding of possible Adverse Childhood Experiences (ACEs) and how these can affect children's mental and physical health, development and life chances. We have a whole school Thrive approach and individual plans and interventions. We are aware of the individual pupil needs and support to regulate before we can educate them. Additional support is available through THRIVE, SALT, ELSA, Wellbeing Team, School Counsellor, CAMHS, OT, and other agencies.

### **Our Learning Community**

At Crowdys Hill School we encourage pupils to be an active learner and engaged with staff. High expectations of staff and pupils make positive contributions to learning across the school. Consistent routines are in place to ensure that these expectations are clear. As a school we use a range of interventions to support pupils, develop positive relationships and refocus on learning. Pupils are encouraged through the use of whole school initiatives, role modelling, explicit teaching, and praise to engage positively in their learning how to live as independently as possible.

## **ROLES AND RESPONSIBILITIES**

The Headteacher, and governing board are responsible for ensuring the implementation of this policy.

**Staff must accept a collective responsibility for the behaviour of pupils by consistently:**

- Ensuring they understand the SEN and emotional needs of the children and young people in their care
- Understanding behaviour is a response and a form of communication.
- Following the schools' THRIVE approach where possible, and ensuring that staff follow a trauma informed approach.
- Participating in regular staff training focussing on behaviour of pupils at Crowdys.
- Staff understand that behaviour responses may indicate a safeguarding issue.
- Presenting themselves as good role models maintaining a positive attitude towards all pupils.
- Stimulating and motivating pupils through the delivery of a purposeful and differentiated curriculum.
- Holding high expectations of pupil achievement and behaviour.
- Calmly deal with disruption by clear communication of expectations and leaving processing time
- Taking responsibility to investigate all reported or suspected incidents of bullying and put support in place for victims and perpetrators.
- Communicating regularly with parents and carers, and other staff
- Seeking to understand the cause of the behaviour.
- Adapting a reflective approach to behaviour strategies.
- Creating a communication rich environment which meets students' sensory needs

When dealing with a situation where teaching and learning are compromised, staff will work to maintain pupil's self-esteem. It must be made clear to pupils that it is the behaviour which is unacceptable not the pupil.

Staff should anticipate likely triggers and put in place support to prevent these.

### **The Thrive Approach**

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

- Staff have knowledge of the social and emotional learning that takes place which is age appropriate
- Thrive supports the school in planning experiences, activities and opportunities to underpin each one.
- Thrive reinforces our understanding that learning happens across the whole day, especially during off site visits, break and lunch times where less structured interactions and experiences enable pupils to develop their social and emotional learning, and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional

developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions in some children's development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions. The Thrive Approach is based on neurological evidence which address brain development so that all children learn to regulate their emotional responses, develop resilience and manage disappointment and frustration.

All children (and adults!) need a little emotional support when things go wrong. Thrive provides a way of understanding and addressing the emotional social development of all children.

### **The 4 guiding principles of the Thrive approach:**

1. **Every child is a unique person**, constantly developing and learning in different ways and at different rates, each with his/her own abilities, talents and potential to be fulfilled.
2. Children's healthy development, emotional well-being and learning are crucially dependent upon and prompted through **positive relationships**.
3. **Children flourish when** they are confident, self-assured, capable and resilient.
4. **Children Thrive in enabling environments**, in which their individual development, learning experiences and needs are understood, responded to and supported through strong partnerships with parents/carers.

Our priority is to care for our pupils in a secure, friendly environment enabling them to be successful in school and in their daily life.

We use Thrive for all pupils developmentally woven within and across the day. This is within class led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community. Thrive is also used in response to an identified or emerging need for an individual or group.

### **When dealing with dysregulation staff will:**

- use the Thrive approach to seek understanding
- establish and explain, when possible, why the behaviour is unacceptable
- explore the effect the behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage pupils to think of or offer some alternative strategies
- ensure parents are informed on the day.
- Inform the tutor and add to class charts
- Communicate with other staff to support in whole school
- Communicate possible triggers with all staff

### **Pupils will be expected to:**

- respect others, themselves and their environment, at whatever developmental stage the child or young person is at
- strive to be ambitious, respectful, and positively interacting with the school community
- follow class routines and expectations

### Parents/Carers will be expected to support their children by:

- Communicating regularly with the school.
- Attending meetings, including Parents and Carers Evenings, Annual Reviews and behaviour support meetings.
- Completing home/ school books (or other individualised initiatives) where appropriate.
- Supporting the school's policies and procedures in relation to their child's behaviour.

### Praising positivity

Pupils can achieve success in their behaviour, and celebrate through:

- Motivational Class Charts points, throughout the school as part of the reward system.
- Positive comments written or verbal
- Positive telephone calls home.
- Certificates recognising achievement.
- Visual display of certificates and photographs, pupils' work.
- Interim and end of year reports sent to parents or carers.
- Praise postcards sent home.
- Individual class systems based on rewards for each class.

Appropriate approach to develop behaviour – due to the individual needs of our pupils' responses to behaviour may differ depending on the personal circumstances of the individuals involved, ability, need, age.

### Responding to and supporting behaviours

	Behaviour	Managed by	Possible responses *reflection is where the child works with a member of the leadership team	Communicate to:
Tier 3	Dangerous behaviour Physical violence towards another person due to anxiety or SEN Intentional physical violence towards another person Fighting Bullying Racism Sexualised behaviour Stalking Damage to property Directed swearing Urinating/ defaecating in defiance	Leadership team Class teacher Safeguarding team Tutor Parents	Intensive support 1:1 support for behaviour Restorative conversations Restoring damage Behaviour plans External agencies – CAMHS Educational psychologist Internal support counsellor Adapted, personalised, reduced timetables Support meetings Social services/ family support Removal of trips/privileges Police	Parents Staff External agencies  Data input system
Tier 2	Persistent Tier 1 behaviours Constant name calling Consistent swearing	Tutor Staff Leadership team	Thrive approach and interventions Reflection	Parents Staff

	Intimidating others Leaving classroom without permission Continually refusing to follow instructions Online issues coming into school		SALT Support Behaviour plan Tutor call home Report cards Parental involvement	Data input system
Tier 1	Poor manners Refusing to work/engage Not listening Work avoidance Rough play Running in corridors Use of inappropriate language	Relevant teaching staff and teaching assistants	Wellbeing/ Thrive Remind about rewards In class strategies Redirection/modelling expected behaviour Negative class charts points Role modelling and reminder of appropriate/ desired behaviour Use of warnings with visual reminders eg name on board/behaviour chart Moving pupil to a different location to continue their work Time out to self-regulate – pupil to be supervised from a distance where appropriate Check sensory/ communication needs are met. Change of face	Class teachers Data input system

Behaviour is monitored daily by the Behaviour Lead and decisions regarding pupils are made as a team around the child. A behaviour plan will be used to support pupils who need further guidance and clarity around expectations.

In cases where staff suspect criminal behaviour an initial assessment will be made and a decision of whether an incident to be reported to the police will be made by leadership and Safeguarding Team.

### Specific incidents

**Physical assaults** are dealt with and parents are informed of actions and sanctions on the same day. The incidents are responded to on an individual basis, as there may be many reasons for a child resorting to physical interactions.

#### **Actions for staff:**

- Removal from the situation, supported to regulate and attune, then continue with class work. We allow space to calm, and regulate with a named member of staff
- Team Teach is used to support and regulate.
- Support for the victim and inform parents
- Parents have a meeting with behaviour lead/ tutor/ or member of the leadership team

- External exclusion is a last resort, and at the discretion of the headteacher only. Please find attached exclusions guide from the DfE which this school follows

**Sexual Harassment** including child on child abuse is dealt with swiftly and in conjunction with school safeguarding procedures (Please refer to the school safeguarding policy for further information):

Sexual Harassment is defined as: Unwanted and unwelcome behaviour of a sexual nature. Sexual harassment can occur between two children of any age and sex. Sexual harassment is not acceptable and will never be tolerated at Crowdys Hill School.

**Actions for staff:**

- Report behaviour on Class Charts and CPOMS on the day
- Inform DSL or a deputy DSL as soon as possible, if DSL not available

**Cyber bullying** is taken seriously and incidents are dealt with in joint discussions with parents and pupils.

Cyber bullying may take place over text/messaging services, online gaming platforms and/or social media apps. Inappropriate online interactions can be aggressive, derogatory, or sexual in nature. We aim to educate all our pupils about online safety and work to foster a culture of openness where pupils feel safe to report any issues to staff.

**Actions for staff:**

- Report behaviour on Class Charts
- Inform the DSL or a deputy DSL as soon as possible
- If behaviour reaches NPCC criteria will contact police
- If appropriate and pupils are receptive Restorative Justice meeting will be facilitated.
- Inform parents of any outcomes the same day.

**Child on Child Abuse**

We recognise that children can abuse other children. We make it clear sexual violence and sexual harassment is not acceptable as banter. This can happen both inside and outside of school and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that an adult will notice, including a change in behaviour. Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately.

**Staff actions:**

Please refer to Safeguarding Policy pg 16 – 19 for procedures in place to minimise the risk. Child on child abuse is difficult to manage and part 5 in KCSIE provides guidance.

If a report of sexual abuse or harassment is shown to be deliberately invented or malicious the school will consider whether any disciplinary action should be considered.

**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

- Difficult to defend against

It is everyone's responsibility to ensure that no one becomes a victim of bullying and to report any suspected incidences of bullying behaviour. We expect all members of the school community to comply with this policy and work towards an inclusive, kind school culture with positive attitudes towards all members of our community. Discriminatory words and behaviour should always be treated as unacceptable. We encourage pupils to be sensitive to those whose ethnic, cultural and linguistic groups are different from their own, within and outside the school.

Bullying can take various forms:

- Physical – for example fighting, damaging or hiding someone's clothes or belongings.
- Psychological – for example, excluding someone from a group, activity or place; aggressive name-calling; cyberbullying (for example via social media, gaming, phone calls, text messages, photographs or emails) or unpleasant remarks or unwanted actions.

Bullying may also be:

- Child on child abuse.
- Racist, or relating to someone's religion or culture.
- Sexual (i.e. talking to or touching someone in a sexually inappropriate way).
- Sexist – related to a person's gender or gender reassignment.
- Homophobic, bi-phobic or transphobic (HBT).
- Related to someone's disability, special educational needs, learning difficulties, intellectual ability, health or appearance.
- Related to someone's home circumstances.

Consequences of bullying:

A pupil who is being bullied, or who is worried about another pupil being bullied should inform any member of staff who they feel comfortable to discuss this with straight away. Parents are asked to let the school (normally the Tutor) know directly if they have any cause for concern, either on behalf of their own children or because of rumours about others.

#### **Staff actions:**

In the event of an instance of bullying being observed or reported, the member of school staff must:

- Respond quickly and sensitively and ascertain the facts from the victim whilst offering support, reassurance and advice.
- Report the allegation to the Tutor of the victim and the alleged perpetrator without delay.
- Record on Class Charts.
- Report to SLT
- Safeguarding behaviours to be reported on CPOMS

**All incidences of bullying must be treated as serious and the above steps followed, however minor.**

The tutor will investigate any complaints of bullying without delay, the leadership team can assist with this investigation.

Once investigated, and if an allegation is upheld the school will make every effort to resolve the problem and prevent any further occurrences. The range of responses could include one or more of the following:

- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from the Wellbeing Team/ school counsellor or external sources.
- Advice and support for the perpetrator to change their behaviour. Consideration of the background behind the bullying behaviour and whether external services should be used to help the school to tackle any underlying issues.
- A supervised, restorative meeting between the bully and the victim to discuss their differences and ways in which they can avoid any future conflict.
- A disciplinary consequence against the bully, in accordance with the school's behaviour policy.

#### **The tutor must:**

- Ensure any complaints of bullying for their tutor group has been recorded on CPOMS/Class Charts by the witness
- Inform the behaviour lead of the incident and the strategy in place for support
- Seek to listen to the pupil voice.

Issues of bullying to be dealt with using the Thrive approach.

We have anti-bullying workshops and meetings for pupils to allow them to express their views.

We seek stakeholder views through questionnaires, and act upon responses.

### **Monitoring Bullying**

#### **The leadership team must:**

- Monitor Class Charts at the end of each term in order to identify any patterns, both in relation to individual pupils and across the school as a whole. Results of this monitoring will be provided to the Deputy Headteacher & the Headteacher at the end of each term.
- Liaise with tutors to inform of bullying consequences
- Liaise with the Headteacher as to any particular issue as appropriate.
- Together with the School's Designated Safeguarding Lead, report bullying incidents to the Local Authority's children's social care team (and if appropriate the police) if it is thought the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm"
- Contact Police if the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it occurred on or off the school premises).
- The school will always look to support pupils and we believe this is best done in collaboration with parents/carers. We will keep parents/carers fully updated about any reports of bullying where their child is either the victim or the perpetrator. We will usually contact parents by phone to talk about any incidents and how we can work as a team to support the pupil.

### **Screening and searching pupils**

We follow the DFE guidance on screening and searching pupils at school.

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

'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 or any other item that the school rules\*

**The list of prohibited items is:**

- knives and weapons; alcohol; illegal drugs; stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers; fireworks; and pornographic images.
  - \*Mobile phones \*\*see below
  - \*Vapes
  - Aerosols
  - Energy drinks

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 process:**

The child/ young person will be informed why a member of the leadership team needs to search them or their property. If the child or young person does not agree, their parents will be asked to come into school. They will not be allowed to join their peers, or enter the main school or college site until parents arrive.

There will always be 2 members of staff.

We would always consider the dignity of the child or young person. Searches would not be carried out in front of other pupils. There would be no cases where we would need to remove pupils' clothing.

Parents will be informed on the day.

**\*\*phones in school.** On the Jefferies Avenue site, pupils must hand in their phones at reception or whilst leaving their bus transport and handed to the escort.

Phones are not allowed onto the Jefferies Avenue site, this includes the ILS area.

On the college site- young people may carry their phones on them. They should be on silent and are not allowed in sight during and between lesson times. They are allowed to be used at break and lunchtime.

**Preventative responses**

The school incorporates and reiterates positive behaviours into the everyday curriculum. We provide a robust and repetitive curriculum which promotes good relationships; good friendships; awareness of bullying; awareness of unhealthy relationships; keeping safe in their community; discussions with peers and adults to build confidence to express themselves; and develop communication skills to allow them to initiate and maintain positive friendships. This is presented through the PSHE curriculum, RSE curriculum which is scheduled across the school phases, from primary to Sixth Form. Adults model positive behaviours at unstructured times and in class. Physical education sessions promote teamwork and tolerance. This could be met through drama based games/social skills. Adults interactions and modelling behaviour toward all students in all situations and also model resilience

The school uses Zones of regulation to develop self-awareness of emotions.

Staff are trained on Thrive approaches and phases to support and aid de-escalation. The focus in primary and KS3, in particular, is on teaching pupils' ways to self-regulate their emotions, responses, and sensory imbalances. This continues as needed in KS4 and 5, dependant on the cohort of students.

School holds parental sessions with the school counsellor. Information leaflets and letters are sent home, and emailed to parents/carers around issues which may be prevalent in the media, or in the local area. Parents are consulted for views on keeping pupils safe and RSE curriculum.

Pupil voice is gathered through school council meetings; pupil questionnaires; and small group discussions in tutor times and PSHE sessions.

Some year groups have external visitors, such as PCSOs, health workers, or social care.

We also include sexual health and behaviours, relationships and friendships in PSHE sessions. We offer pastoral/wellbeing support and on-site counselling for pupils when situations arise, to ensure immediate support; and for longer term interventions. 1:1 Thrive sessions based on assessment outcomes or whole school outcomes for specific pupils.

#### **Internal exclusions:-**

The decision for internal exclusion will be with a team around the child/ young person liaising with the leadership team for guidance. We acknowledge pupils require time to self-regulate and reflect on their behaviour, and we give them time and resources to communicate. If appropriate, they will talk through alternative courses of action which they could have taken. The pupil will have work provided in line with their timetable to ensure they do not miss the learning opportunities. We only use this type of consequence if we feel that the child can reflect upon their actions.

#### **External Exclusions:-**

Fixed Term suspensions are used in serious circumstances such as sustained or serious physical assault; or sustained bullying; real threats of harm using a weapon. The decision to exclude a pupil is not taken lightly and the final decision remains with the Headteacher. The Deputy Headteacher or Assistant Headteacher may exclude for up to 1 day if the Headteacher is absent from the school.

We rarely exclude pupils as this does not support the needs of the perpetrator or victim. We would prefer to talk to parents and everyone involved first to try to find supportive solutions. If a child is excluded then we would need to meet with parents before the children return to school.

Exclusions are reported to the DfE and remain on the pupils' record.

#### **Procedures to address use of weapons in school:**

School staff can search a pupil for any item if the pupil agrees, and in the presence of another adult; and if they have reasonable grounds for suspecting the pupil is in possession of a prohibited item, the headteacher and school staff authorised by the headteachers and member can search the pupil without their agreement.

If a pupil is searched parents will be notified. School will confiscate items deemed by the staff member to be inappropriate or prohibited items in schools; or an item being used in the wrong context, such as using phones during the school day. The staff member will contact the parent to let them know what and why an item has been confiscated. We expect parents to work with the school to ensure inappropriate items are not repeatedly brought into school (see appendix C for DfE guidance)

The list of prohibited items is:

- Knives/ weapons
- Alcohol
- Illegal drugs
- Any medication that is not prescribed to the pupil through a care plan
- Stolen items
- Tobacco/vapes
- Fireworks
- Syringes
- Tools

Sixth form pupils are allowed phones during social times but are required to hand their phones in or keep them out of sight with sound off during lessons.

Staff involved will follow local advice and guidance procedures and will involve outside agencies, including the police, where necessary.

### **SUPPORT**

In line with this policy pupils and staff will be provided with support to help them meet the challenge of behaving appropriately in school. Central to this is early identification of those at risk and implementation of early intervention strategies.

#### **Pupil Support:**

- Staff modelling behaviour.
- Staff follow the THRIVE approach.
- Pupils identified/discussed at staff meetings and through the pupil profiles
- Use of 'on report' and reward charts.
- Use of home-school books on a case by case basis.
- Individualised pastoral support by form tutor or teaching assistant during tutor period.
- 1 to 1 short term pastoral support timetable for individual needs.
- Pupil may identify a member of staff as their preferred adult/mentor – time to be able to speak with that chosen adult.
- Links with parents/carers via telephone, email or letter.
- Behaviour plan to be discussed/reviewed with pupil/parents/carers.
- 1:1 behaviour intervention support from the behaviour team.
- Wellbeing / counsellor sessions/ THRIVE.
- Restorative conversations

### **Use of reasonable force at Crowdys (see Appendix A – Positive handling)**

In some circumstances, staff may use reasonable force to temporarily restrain a pupil if they need to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so, and the lesson is severely disrupted or others at risk of harm, if the child/ young person remains in classroom
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Prevent a child or young person damaging property.

### **Incidents of physical restraint will:**

- **Always be used as a last resort**
- Be applied using the Team Teach approach, by trained staff, and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book, and reported to parents and the Leadership Team

Pupil voice is respected, and will be collected; and acted upon if appropriate.

Pupils are given support to communicate their views.

### **Staff Support:**

- encourage 'open door' policy; meetings with line manager
- performance management system; staff development/training
- Mentoring and coaching
- staff supported by school strategies e.g. Individual Behaviour Plan
- Multiple staff trained in Team Teach for de-escalation techniques.
- THRIVE training for staff.
- Mental Health First Aiders.
- Informal supervision; Formal supervision
- Time out following incident; time to reflect/debrief
- restorative conversation (if appropriate)

### **EQUAL OPPORTUNITIES**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of the pupil.

The school's staff will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

### **CONSULTATION**

**The views and opinions of all stakeholders, including members of the wider community, will be gathered and taken into consideration through:**

- the school's governing body
- annual questionnaire to parents
- regular newsletters to parents/carers
- School Council meetings
- informal feedback from external sources

### **PROFESSIONAL DEVELOPMENT**

In line with the school aims all staff are encouraged to develop and utilise their talents, skills and expertise effectively. Professional development opportunities will be sought to support staff, all staff have access to in-service training provided through attendance on courses, external speakers and trainers.

THRIVE training for staff is compulsory.

Safeguarding training for staff is termly and compulsory.

Team teach training is compulsory for primary staff.

Team teach training is compulsory for staff working with secondary and sixth form staff working with children with challenging behaviours which may necessitate the need for Team teach positive handling.

De-escalation training is compulsory for all staff working directly with children.

### **LINKS WITH OTHER SCHOOL POLICIES**

This policy links with the following school policies:

- Mental Health and emotional wellbeing policy
- Safeguarding and Child Protection Policy
- Health and Safety
- Relationships and Sex education Policy
- Equalities Action Plan

### **GOVERNORS**

We expect that governors will:

- be fully informed regarding issues concerning behaviour management
- know that staff are constantly striving to provide a safe, happy and stimulating environment
- support the Headteacher and staff in the implementation of this policy
- play a full and active role in ensuring our aims are met

### **MONITORING AND REVIEW**

The policies' use and effectiveness will be supported and monitored by the Leadership Team, on behalf of the Headteacher and Governors.

This policy will be reviewed regularly to ensure that effective on-going self-evaluating procedures are in place and adjusted where necessary.

## Appendix A

### Positive handling at Crowdys Hill school

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#### **Objectives of using reasonable force**

Staff should have good grounds for believing that immediate action is necessary to prevent

- harm to themselves, other pupils or staff,
- serious damage to property,
- a serious breach of school discipline.

#### **Minimising the need to use reasonable force**

All staff should work together to:

- De-escalate incidents as they arise e.g. through dialogue and diversion, allowing space, talking, listening, cajoling and reasoning, diversion and distraction.
- Create a calm environment that minimises the risks of incidents that might require using reasonable force.
- Give pupils the tools to be able to (where possible) independently manage their thoughts, actions and emotions.
- Support to develop strategies to widen their window of tolerance.
- Only use reasonable force when the risks of doing so are outweighed by the risks involved in not using force.
- Only use the **minimum force necessary (proportionate and reasonable)** to prevent physical injury or damage.
- Physical intervention should be an act of care and control, not punishment.
- Physical intervention should not be used to force compliance with staff instructions when there is no immediate risk to people or property
- As soon as possible physical intervention should be relaxed to allow the pupil to gain self-control.
- Pupils who do not have plans regarding physical intervention will have one drawn up should a need arise following an incident.
- Every effort should be made to ensure that another member of staff is present before any physical intervention occurs.

#### **Staff authorised to use reasonable force**

Members of school staff have been trained to train Team Teach. Most staff receive Team teach level 1 training which focuses on de-escalation techniques. However, **all employees** at Crowdys Hill School have a 'Duty of Care' and can use reasonable force to control pupils should the need arise.

**In any incidence where physical intervention has been necessary the incident must be reported to a member of the Leadership Team so that it can be correctly recorded.**

#### **Deciding whether to use force**

- The decision on whether it is necessary to use physical intervention is down to the professional judgement of the staff members concerned and it should always depend upon the individual circumstances.
- Verbal warning to the pupil that physical intervention will be used before any physical intervention occurs. Always talk through actions with the child and reasons for moving, guiding or restraining them.

- Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it. The degree and duration of any physical intervention must be proportional to the circumstances.
- The potential for damage to people and property should be kept in mind when using a physical intervention.
- The failure of a particular intervention to secure a pupil's compliance should not automatically signal the immediate use of another more forceful form of intervention.
- The age and social competence of the pupil should be taken into account in deciding what degree of physical intervention is necessary. Consideration should be given to the individual pupil involved as to the most appropriate approach in controlling the situation.
- Escalation should be avoided, if possible, especially if it would make the overall situation more destructive and/or unmanageable.

### **Recording and Analysing**

The staff member using physical intervention should:-

- Inform a member of the Leadership team as soon as possible
- Complete the bound and numbered book
- Parents must be informed on the same day as the incident by the person writing in the bound book. This may be delegated to a member of the leadership team if they have all of the facts.
- A member of the leadership team will meet with the staff member/s involved to ensure that everyone is OK. They will have a debrief session and complete the debrief book with the staff member/s.
- The leadership team regularly analyse the bound book and debrief notes to work to reduce the number of incidents where positive handling is used.
- The recording must be a true and accurate description of the incident and must be completed on the day of the incident.

### **Aims for Crowdys Hill school**

The aim for the school is to ensure that children are treated with respect and dignity, and therefore there will be minimum and necessary positive handling only.

Where children are repeatedly handled by staff, in response to challenging behaviours, the leadership team will seek to have supportive meetings with parents, relevant staff, and pupils (where appropriate), to reduce incidents. Where the school evidence that the school is not able to reduce the incidents, then the school may need to consider that the child or young person needs a change of placement as their needs are not being met.

## Operational procedural points relating to the use of physical intervention

A flow chart describing the operational points can be found in appendix 1.

### Appendix 1 - Response to use of responsive physical intervention

\*\*\*Consider the language used here – some pupils will not understand

Circumstances and justification for using physical intervention must be recorded as soon as possible

Once calm the pupil should discuss and be counselled on why it was necessary to use physical intervention.

**Pupil voice is compulsory and must be recorded in the bound book**

Member of the Senior Leadership Team or medical team, to discuss the incident with the member of staff using physical intervention on the same day. Support/timeout/ debrief given to staff as required

Wherever possible staff member involved in physical intervention should be given some time out to complete report  
Self-regulate their own emotions.  
Given the opportunity to discuss with another member of staff

**A full report of the incident should be prepared on the same day. This must be in the bound book.**

Outcome of incident with recommendations for staff / pupil

An individual pupil physical intervention plan written and given to all relevant staff

If the member of staff concerned needs further advice/support/training, leaders should take prompt action

## Appendix B – Advice from DfE

The Latest advice from DfE – Behaviour in Schools – advice for headteachers and school staff –

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

### Thrive Vital Relational Functions (VRFs)





**Attune**  
Be alert to their feeling, attune to their emotional state.

**Validate**  
Validate their feelings / experience / perspective.

**Contain**  
Demonstrate you can catch their feelings and help digest them.

**Regulate**  
Soothe and calm them. Model how to do this.



<b>P</b>	<b>Playfulness</b> • Playfulness in interactions can diffuse conflict and promote connection e.g. maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)	
<b>A</b>	<b>Acceptance</b> • Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement	
<b>C</b>	<b>Curiosity</b> • Being curious to where a behaviour has come from (in your head or out loud.)	
<b>E</b>	<b>Empathy</b> • Really connecting with how they are feeling and showing compassion	

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by: Shelly Jones

