



This Behaviour Policy has been written with reference to:

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

Introduction

This policy is designed to promote a positive ethos of good behaviour in which children can work and play well together. There is a high expectation of behaviour in all aspects of the school day, which places the needs of the child at its centre. Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning. We believe that behaviour is simply communication which needs to be listened to and understood in order to help children learn and grow into happy and healthy adults.

Aims & Objectives

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage, in all pupils, a sense of responsibility to themselves, to our school and to the wider community. This is achieved through demonstrating unconditional love and building positive partnerships with governors, staff, pupils, parents/carers and the community.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others, which recognises and values achievements at all levels.
- Enable pupils to recognise 'expected' and 'unexpected' behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement a mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice and the role adults take within them.

- Consistent trauma-informed approach to behaviour management
- Strong school leadership
- Classroom management
- Rewards and consequences
- Behaviour strategies & the teaching of 'expected' behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents/carers and other agencies
- Managing pupil transition
- Organisation and facilities e.g. nurture rooms etc.

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

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

To this end, our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers. Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze/flee positions). Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease the likelihood of children relating defensively (flight/fright/freeze/flee).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging both psychologically and neurologically). Staff 'interactively repair' occasions when they themselves move into defensiveness. Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally regulated and in so doing, to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

The emotional well-being and regulating of staff are treated as a priority to prevent burn-out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures). Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images/objects as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

The PSHE (Personal, Social and Health Education) curriculum and teaching of The Zones of Regulation (informed by current research psychological and neuroscience), enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds. Staff development and training is given so that they are able to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Special Educational Needs and Disabilities (SEND)

Roskear school consistently promote behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom.

Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child's SEND when reviewing their provision related to supporting behaviour or when reflecting on an incident where their behaviour has been a factor. However, not every incident is directly related to a child's SEND, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for children. For parents of children with SEND this is particularly important. Where a child may have a Communication and Interaction, or Social, Emotional and Mental Health need, it is essential that parents and the school work together to ensure a consistent approach, including the language or symbols used. As applicable, an external professional may be engaged to support the work in school and at home. Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan.

Consistency & Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others. To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, children, parents and management committee members;
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- ensure that children understand the meaning of unexpected/inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows: ✓ Education Act 1996 ✓ School Standards and Framework Act 1998 ✓ Education Act 2002 ✓ Education and Inspections Act 2006 ✓ School Information (England) Regulations 2008 ✓ Equality Act 2010 ✓ Education Act 2011

Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos, which fosters discipline and mutual respect between staff and pupils.

Expectations and routines are explicitly taught to the children to ensure consistency of approach. In our school, all pupils are expected to uphold the Golden Values and the school's Golden Rules:

Golden Values



BUT MOST OF ALL WE ARE LOVED!

Golden Rules



These values and rules are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

All adults will:

- Make safe and positive relationships the key priority in class.
- Focus on the use of **de-escalation** when faced with dysregulated behaviour using the agreed script:
I wonder if you might ...
I can see that you are not ready and that's okay.
I remember at Roskear we try to be... Golden/responsible/empathetic/aspirational/tenacious
How can I help you?
You talk and I will listen
Thank you for fixing that.
- Use Reset / Reflect / Repair/ Restore
- Ensure that they use the terms 'expected' and 'unexpected' behaviour, discussing and focusing on the behaviour, not the child.

- Explicitly refer to GREAT and the Golden Rules when managing conduct and behaviour.
- Start the academic year with relationship building.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Meet and greet at the door with children's name (this may include fist pump, high five, hug, Makaton morning, handshake or wave). This needs to be the teacher or leader in the room as opposed to the LSA.
- Ensure that children, who arrive late, will receive the same greeting (however this may not be at the door).
- Ensure that when dismissing at the end of the day, there is an 80/20 balance of positive/negative comments given to parents.
- Ensure they are modelling expectations for saying hello/good morning etc in the corridors and will expect a reply.
- Greet parents with 'Good afternoon, Jack's mum' and expect a response.
- Use calm, respectful language (including body language and facial expressions), remembering that BEHAVIOUR IS PURELY COMMUNICATION and not to be taken personally.
- Consider the emotional wellbeing of all children no matter the circumstance e.g. if 'unexpected' behaviour has occurred and requires an adult swap, the conversation will be carried out sensitively.
- Be proactive in listening to children, to understand and implement the three Rs.
- Always model the school's values, embedding the school's high expectations both around the school/site and in classrooms, explicitly referring back to GREAT.
- Use a restorative practice approach to managing conflict.
- Collaboratively create/embed and maintain class and school routines.
- Embed and follow the school routines and systems for managing and addressing behaviour and conduct.

Middle leaders will:

- Meet and greet and say goodbye to learners at the beginning of the day (if available).
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Not be expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners.

Senior Leaders will:

- Be a visible presence around the site and especially at transition times.
- Take time to welcome learners at the start of the day.
- Not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Rewards

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

- House points – individual pots per class
- Golden tickets at lunchtime
- Kindness hearts

- Verbal praise
- Headteacher awards
- Values certificates/Golden book in a Friday assembly
- Positive gestures
- Communicating with parents/carers
- Positive notes/pads
- 'Super Sixes' (this must be earned and is awarded in special assembly)
- Handwriting stamp (for effort and improvement) – this does not equate to getting a pen.

N.B. Staff may not deviate or add to this list without SLT discussion.

De-escalation

At Roskear School we believe that de-escalation is an important part of positive behaviour management.

We know that effective de-escalation means spotting the often-subtle signs that pupil is feeling distressed and taking action to prevent them from spiralling into a potential crisis. It's not about simply stopping behaviour, but about using appropriate intervention strategies to calm and reconnect the feelings driving the behaviour. At Roskear we use many de-escalation techniques, some verbal and some non-verbal, depending on the needs of the individual. We know that 'one size certainly doesn't fit all'. The most successful techniques are those that are personalised to the needs of the individual. It can take time to unpick and understand where the behaviour is coming from and what function it serves. Working together with colleagues and involving those in our care, enables us to learn and understand the reasons for the behaviours and reduce the need for further intervention.

Why is De-escalation so important?

At Roskear we do not want to see a pupil in our care escalate towards crisis. We believe that what is needed is a plan and toolkit of de-escalation strategies to call upon when we recognise the individual is spiralling. These tools can help regulate the emotions driving the behaviours, reduce risk, and ensure the pupil feels supported.

For example, an individual can show heightened levels of arousal and signs of anxiety. They may have their hands over ears, be hiding or withdrawing, rocking or tapping, or perhaps refusing to do what they have asked. Some individuals will have much more subtle signs that they are beginning to feel agitated. At Roskear adults play detective to spot these signs and recognise patterns in their behaviour to better understand why they feel distressed and how we can best support them. Often these behaviours are "low level", however, if we do not respond to them we acknowledge that they may develop into crisis.

Key de-escalation strategies

As adults we have developed the skills to recognise when we are angry or upset. We know our own triggers and what can really push our buttons. Over time, we have probably built up a bank of strategies to help calm and reconnect with the feelings driving our behaviours. Breathing techniques, practicing mindfulness, or simply sitting down with a hot drink are all ways to self-regulate. Sometimes we need the help of colleagues or loved ones to recognise our emotions and help direct us to the tools we need to refocus. This is exactly what we at Roskear do for the pupils in our care; guide them towards the right de-escalation strategies to manage challenging situations.

These four de-escalation strategies are an important part of our toolkit:

1: Redirecting to a safe space

When an individual is showing signs of escalating stress and anxiety, we recognise the pupil needs to feel supported and reassured that it's ok to feel the way they do. Rather than dismissing the emotions we encourage alternative ways to communicate their feelings. We may, if appropriate guide the pupil to a quieter space.

In this safe space, we try to have something to hand that feels familiar and calming to the individual such as, a favourite toy, cushion, or sensory activity. This way, we enable the pupil to redirect their emotions and focus on something recognisably comforting. Similarly, we are mindful of whether the environment meets the needs of the individual. We consider lighting and sound and how they might make the individual feel for example, or somebody who struggles with bright lights, a room with harsh lighting or lots of windows could further escalate the situation.

2: Facilitating talk

At Roskear we demonstrate active listening which means we are validating the individual's emotions and showing genuine empathy. This could be as simple as, "I can see something's wrong; I'm here. I'm listening."

We ensure our body language reflects active listening. For example, we position yourself to the side of the individual, maybe angle our head to the side or lean slightly forwards, get down to the pupils level. We recognised that the use of simple responsive utterances show empathy and can help us stop jumping in and interrupting. We endeavour to put the individual at ease, considering the tone and quality of our voice; slower, lower, knowing that more quietly helps to calm situations.

3: Mirroring

We believe that modelling calm behaviours encourages the individual to 'mirror' what they see. We recognise that the way we present ourselves through our body language, posture, and verbal communication can deescalate a situation with very little effort.

We know that for somebody experiencing heightened stress and anxiety, instructions and demands are hard to process. It's far easier in challenging situations to be influenced by others. Therefore we believe that modelling the behaviour we want to see is a great tool for de-escalation.

4: Choices

We know that sometimes feelings of stress and anxiety are increasing because the pupil is overwhelmed and that too many choices can make a person feel confused and unable to process information. To de-escalate the situation, we offer only two simple choices, making sure we are happy with either one being chosen. This way, the pupil can still feel in control, and we have made it manageable and less daunting for them.

Individual needs and consistency

At Roskear we believe that de-escalation strategies work best if the adult knows the pupil. What works for one individual might cause increased anxiety for another. We know to read the signs and understand the most appropriate means to divert, support, and reassure.

We reflect these strategies in individual support plans to make sure everyone involved in the pupil's care knows what works for them. It ensures a shared approach and reduces the likelihood of situations repeating in the future.

Summary

At Roskear School we believe that effective de-escalation can stop a pupil in our care spiralling into crisis. We endeavour to understand about the feelings that are driving behaviours and what is trying to be communicated and that the more we remember this, the better able we are to support every pupil.

Consequences

Although our school aims to focus on positives at all times and de-escalation, there are unfortunately occasions when some pupils may display unexpected, unacceptable or inappropriate behaviour.

All of our staff undergo regular Trauma Informed training and key information including ACES (adverse childhood experiences) and external factors will be shared promptly with relevant staff. All of our staff

understand that presented behaviours are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unexpected behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for unexpected behaviour which undermine the positive atmosphere of our school community. The consequences of not keeping to the expectations are clearly taught to the children.

The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule, and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

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

Strategies in the classroom:

Step 1: Respond - with unconditional love. An acknowledgement of the 'unexpected' behaviour and a gentle reminder of 'expected' behaviour followed with a redirect/deescalation. (Prevent escalation)

Step 2: Reset – Pupil to take quiet time to reset (at the reset table). Mindfulness colouring, along with other activities, will be available as well as a mindfulness basket.

Step 3: Reflect – Initial discussion with an adult using the 'blob tree'. The adult should empathise with the child, their situation and the response they had. (This must be followed up during break/lunch time). **This must be recorded on CPOMS by the member of staff who has had the discussion.**

Step 4: Repair – The child needs to put things right with adult help. All adults must resist giving an immediate consequence but instead, focus on reflection and discussion. Children may need the adult's emotional support.

Strategies in the playground:

Step 1: Respond - with unconditional love. Reminder of the rules / values – mediation with people involved.

Step 2: Reset – walk with me

Step 3: Reflect– Initial discussion with an adult using the 'blob tree'. The adult should empathise with the child, their situation and the response they had. **This must be recorded on CPOMS by the member of staff who has had the discussion.**

Step 4: Repair – The child needs to put things right with adult help. Resist giving an immediate sanction but instead, focus on reflection and discussion. Children may need the adult's emotional support.

Step 5: Restore – The adult needs to consider if a sanction is needed in accordance to this policy. The child needs to be helped to positively return to the learning.

Where there is an incident of causing intentional physical harm to another:

Step 6: Restoration - SLT to oversee 'Restore' (Restoration Taking Place sign on door so that there are NO interruptions). This is an opportunity for the child to address the behaviour, e.g. by writing a letter of apology. This will be communicated to parents/carers by SLT. **This must be recorded on CPOMS by the member of staff who has had the discussion.**

When a significant breach in Roskear values happens the following steps may be taken:

Step 7: Time out

Step 8: Positive transferred inclusion (Parental permission is not required for this)

Step 9: Suspension

Step 10: Permanent Exclusions

Suspensions and Exclusions

Crofty Education Trust and all Crofty schools adopt, in its entirety, the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England, August 2024*', which is available [here](#). In extreme cases, Roskear School may use suspensions or permanent exclusion.

Only the headteacher of the school can suspend or permanently exclude a pupil on disciplinary grounds.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion :

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Deliberate damage to school property and/or premises.

Suspensions: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the child and parents will be invited to a reintegration meeting.

Permanent Exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

Prior to Exclusion: Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;
- allow the pupil to give their version of events;
- consider whether the pupil has any relevant special educational needs;
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child);
- consider whether all alternative solutions have been explored.

Children with additional needs: For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and needs together with any adjustments or adaptations that have been made by the school.

Notifying Parents and other Parties of a Suspension or Exclusion: Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Trust Board will also be informed.

Exclusion Panels

A Committee of the Trust Board must meet and review the following exclusions:

- Permanent exclusion.
- Where a pupil will miss a public exam or national curriculum test because of the suspension.
- Suspension that will take a pupils total days of suspension above 15 days in one term.

The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay.

Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the

suspension is between 5.5-15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days. The outcome of the review meeting will be provided in writing, without delay.

Independent Review Panels

In the case of a permanent exclusion, where the Trust Board Committee decided not to reinstate the pupil, parents have the right to request an independent review panel (IRP). Details of how to request an IRP will be included in the review meeting outcome letter. Applications for an IRP must be made within 15 school days of receiving the outcome letter. Or, within 15 school days of the final determination of a claim of discrimination under The Equality Act 2010 regarding the permanent exclusion. Applications made outside this timeframe will be rejected.

Part-Time Timetables

In line with DfE guidance and Crofty Education Trust policy, part-time timetables are only used in exceptional circumstances and never as a response to behaviour.

Where a temporary, part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. All part-time timetables must be recorded using the Crofty PTT proforma and monitored in line with Trust procedures.

Use of seclusion (Time Out)

In this school we may require disruptive pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of isolation that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, where a child's behaviour presents significant risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour and discipline in schools'.

Please see appendix B for Foundation Stage 1 relationship and behaviour management.

Safe Touch and Physical Intervention (Use of reasonable force)

Members of staff may need to use safe touch or physical intervention to keep children safe and supported in line with the Trust's Safe Touch policy. This includes situations where a child is at risk of harming themselves or others, damaging property, or, in extreme cases, committing an offence. Any use of physical intervention will always be a last resort, used only when all other strategies have been exhausted and it is necessary to protect the child or those around them.

The school and Trust take an evidence-informed and developmentally appropriate approach to safe touch. Where appropriate, and always in the presence of other staff, staff may use safe touch as part of a developmentally informed response to:

- Calm and soothe a child in distress
- Keep a child or others safe from harm
- Affirm, connect with, or gently encourage a child

This is always in line with the Trust's Safe Touch Policy and is never used as a means of control, compliance, or reassurance for staff.

Positive handling, including Team Teach techniques, must always involve the minimum necessary force for the shortest time, while maintaining dignity for all involved. Positive handling, physical techniques are not risk free. There is a possibility that accidental bruising, scratch marks, and other injuries can occur from the use of a physical technique. If staff are aware, any injury will be recorded when reporting the use of restrictive practices. All incidents must be recorded in the school's logbook and on CPOMS, with parents/carers informed within 24 hours, and signed off by the headteacher.

We understand that some children may need to regulate away from others in a calm, supervised space. Where this is necessary, a member of staff will remain with the child. In very exceptional circumstances, a child may be prevented from leaving the space for their own immediate safety or that of others. This is only ever a short-term measure and is always done in line with DfE guidance (*Behaviour in Schools*, February 2024).

All staff will have due regard for the additional vulnerability of pupils with SEND. Physical intervention will never be used in place of support, and staff will not assume that an approach suitable for one child is appropriate for another.

Bullying, Discrimination and Hate Crimes

The school does not tolerate bullying or discrimination of any kind. If we discover that an act of bullying, discrimination or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-bullying policy).

Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour

At Roskear School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. By not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as “banter”, “just having a laugh” or “part of growing up”.

We recognise that addressing sexual violence and sexual harassment (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Headteachers and DSLs will proactively check CPOMs for patterns of behaviour, addressing it quickly and where appropriate, put in place additional pastoral, RSE, and/or PSHE sessions.

As such, any sexual violence and sexual harassment will be sanctioned in line with this policy and under guidance from the current version of KCSiE and the school's Safeguarding policy.

Banned Items and Searches

In line with DfE guidance (July 2022), and Crofty Education Trust policies, the following items are banned from all school premises. These items must not be brought into school under any circumstances:

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas).
- Fireworks or explosives.
- Alcohol.
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication.
- Tobacco, vapes, e-cigarettes, and related paraphernalia.
- Stolen items.
- Pornographic or offensive material (digital or printed).
- Any item brought in with the intention to intimidate, threaten, or cause harm.
- Laser pens or high-powered torches.
- Energy drinks or other banned consumables.
- Mobile phones (unless agreed in advance and handed in on arrival).
- **Any item which the headteacher deems to be inappropriate or unsafe.**

As set out in the DfE guidance (July 2022), the headteacher and authorised staff can search a child and/or their bag if they believe they may have brought a banned item into school. Searches will be completed respectfully, away from other children, and in the presence of another adult. This would only happen if absolutely necessary to keep everyone safe. If a banned item is found, it will be confiscated, the child's parents informed and next steps taken in line with the school's behaviour and safeguarding policies. In some cases, such as drugs and/or weapons being found, the school may also need to contact MARU and/or the Police.

The headteacher reserves the right to add to this list as required in the interests of safeguarding, safety, or wellbeing. The school will inform parents at the earliest possibility of any changes to banned items. Items found in breach of this list may be confiscated, and further action taken in line with the school's behaviour policy.

Confiscation of inappropriate items:

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Mobile Phones

We recognise that, in preparation for the transition to secondary school, some parents may wish their older primary-aged child to bring a mobile phone to school so they can be contacted at the end of the day, particularly if the child is beginning to walk home independently. In line with the Department for Education's Mobile Phones in Schools guidance (February 2024), children may only bring a mobile phone to school in circumstances agreed in advance with the class teacher. Phones must be handed in at the start of the school day and returned as the child leaves. Mobile phones must not be used during the school day under any circumstances. The headteacher holds the final decision as to whether a child is permitted to bring a phone to school. The school accepts no responsibility for loss or damage.

Behaviour outside school premises

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff.

Regulation must be reasonable and is as follows:

- consequences can be imposed when a pupil is on the school site or otherwise under the lawful control or charge of a member of staff.
- consequences can be imposed when a pupil is on a school trip or being transported - in these circumstances the pupil may have to wait until they are back in school for the consequence.
- cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

The role of parents/carers

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to deter unexpected behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, the complaints procedure will be followed.

Monitoring & Review

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of the Headteacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy ensuring equality for all.

Staff in the school liaise with external agencies, as necessary, to support and guide the progress of each child. The SENCO, class teacher or teaching assistants may, for example, discuss the needs of a child with the SENCO, learning mentor, Parent Support Advisors and social worker.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Reporting, Recording, and Monitoring Behaviour Incidents

Roskear School has robust procedures for reporting and recording behaviour incidents which includes the use of CPOMs.

We analyse incidents to identify trends and reflect on the effectiveness of our policy and approaches. The analysis also identifies where children may require support.

This policy is subject to annual review by the relevant governor's committee.

Annex A

Sexual Violence, Online Sexual Abuse and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable at our school. As set out in Part one of KCSIE, all staff at the school who work with children are advised to maintain an attitude of 'it could happen here'.

We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

We recognise that children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. As a school we recognise that it is essential that all victims are reassured that they are taken seriously and will be supported and kept safe. We recognise it is essential that a victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor would a victim ever be made to feel ashamed for making a report. As with all safeguarding concerns, appropriate action must be taken in accordance with our child protection policy.

At Roskear School there is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable, and it will not be tolerated, and it should never be passed off as "banter", "just having a laugh" or "part of growing up". The school recognises that dismissing or tolerating behaviours, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, risks normalising them. In not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to an unsafe environment with a culture of unacceptable behaviour.

The school recognises that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers (KCSIE). Therefore, any reports of abuse involving children with SEND will be dealt with in close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENCOs).

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

When referring to sexual violence in this policy, we do so in the context of child-on-child sexual violence. For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁴ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Sexual harassment: 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

· As set out in UKCIS Sharing nudes and semi-nudes of U18s is a criminal offence; sharing of unwanted explicit content; upskirting (is a criminal offence²⁰); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Harmful sexual behaviour (HSB): children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context. When considering HSB, the school considers the ages and the stages of development of the children as critical factors and the school uses the Brooks Traffic Light tool to risk assess any such behaviours. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

The school considers the addressing of HSB as an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The school recognises that children displaying HSB may have experienced their own abuse and trauma and as such it is vital that they are offered appropriate support. At Roskear School, along with providing support to children who are victims of sexual violence or sexual harassment, the school recognises the need to also provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

The role of education in prevention

At Roskear School we recognise we play an important role in preventative education. KCSIE sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships.
- what respectful behaviour looks like;
- stereotyping, equality.
- body confidence and self-esteem.
- prejudiced behaviour

Relationships Education at Roskear School also covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours. This allows children an open forum to talk things through. We recognised that such discussions can lead to increased safeguarding reports. Children are made aware of the processes to raise their concerns or make a report and how any report will be handled.

As part of statutory relationships, sex and health education, we provide extensive learning on relationships through a spiral PSHE education curriculum, based on the PSHE Association's programme of study. Carefully chosen external contributors are occasionally used to supplement the planned PSHE curriculum in these areas, with timetabled lessons providing the context for both preparatory work and reinforcement of the learning.

Staff Training

Staff receive regular safeguarding training and as such have an understanding of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'.

EYFS Relationships and Behaviour Policy

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise given say 'what for', proximity praise when in whole class group
- Golden (house point) Stickers
- Sharing good news with adult upon collection
- Going to see other EYFS staff (close by)
- Send 'wow' moments home – celebrating above and beyond expected behaviours.
- Headteacher awards

Consequences:

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unexpected, unacceptable or inappropriate behaviour.

Low level concerns

We are aware that the children in the early years are still learning, and behaviour is related to age and stage of development. These concerns do not need to be reported to parents.

1. Say the child's name and validate their feelings.
2. Use visuals tailored to the child e.g. Traffic lights, Now and Next board, Calm choices, Communication board, Spot timer
3. Positive reminder of the expected behaviours and offer to help
4. Redirect verbally if the behaviour carries on and guide the child to a new activity, giving options. Praise for following instructions.
5. If the child's unexpected behaviour continues, the adult will say "I'm going to leave you for a while to (action)" in order to give the child a reminder of what is expected and time to process this. NB: Staff will 'step in – step out' as necessary.
6. If unexpected behaviour continues, the child will be given a 'time in' with 'Teddy' or an adult, as appropriate. Adults will support the child and redirect them as necessary.

Physical or discharging behaviours

These behaviours are always reported to parents and logged onto CPOMS.

1. Ensure all children / staff are safe by evacuating spaces as necessary and one staff member to remain with the child.
2. Follow steps 1 – 3 as above.
3. The adult will continue to validate the child's emotions e.g. "I can see you're cross/angry etc" and "I know you don't want to hurt your friend".
4. The adult will continue to offer help and give suggestions of what could happen next "How can I help you? Shall we go and play with X".
5. The member of staff will report the incident to parents and reassure parents that these unexpected behaviours are generally developmental. Staff will offer behaviour support to parents.
6. The member of staff will log the incident onto CPOMS to enable the Designated Safeguarding Lead to identify any patterns of behaviour or the need for early intervention.

Appendix C.

- Any incidents of physical harm to another with intent will result in a lunchtime restoration

The following serious breaches in Roskear values will likely result in Time Out (seclusion):

- Shouting at adults after an initial reminder 'You talk and I will listen' and if needed 'check your tone, try again, I'm listening'
- Destruction of school property/spaces
- Swearing at staff or being verbally abusive
- Spitting
- Threatening the safety of others

The following serious breaches of Roskear values will likely result in a positive transferred inclusion:

- Repeat incidents of behaviours that resulted in previous Time Out (seclusion)
- Incidents relating to prejudicial behaviour such as racism, homophobia etc. These incidents will be followed up with a programme of teaching about celebrating differences.

Any pupil who has been in inclusion or a positive transferred inclusion will be placed on a two-week reintegration log to enable parents and school to work together to promote and celebrate expected behaviour. Parents/carers will be expected to attend a meeting at the end of week one and then again at the end of week 2 with a member of the SLT and class teacher. If the pupil is on the Record of Need the SENDCo will also attend both meetings.

N.b. This is not an exhausted list.