



Policy:

Positive Behaviour and Relationships Policy

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“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”

The Gottman Institute

1. Respect for all

At Barrington C of E Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Barrington Primary school in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available on the school website.

2. Rationale

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

3. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school’s values.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school’s values. Detrimental behaviour can be difficult or dangerous.

Difficult detrimental behaviour: detrimental behaviour that is not dangerous.

Dangerous detrimental behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school’s policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at our school can be found in Section 8.3.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

4. Aims

At Barrington Primary School we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with Cambridge Therapeutic Thinking. This policy outlines the purpose, nature and management of behaviour in our school in line with Cambridge Therapeutic Thinking. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

5. Staff training and development

At Barrington Primary School we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

5.1 Induction

- i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- ii. *Peripatetic staff, volunteers and external providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues

(see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

- iii. *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (see Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

5.2 Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

5.3 A culture of learning and support

At Barrington Primary School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

5.4 Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

6. Roles and responsibilities

a. Governors

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the Headteacher to account for its implementation.

b. Headteacher

In addition to all elements of Section 6a and 6d, the Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 6d (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Barrington Primary School's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 5.1)
- Creation and review of a behaviour curriculum
- Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e. Parents and carers

Parents and carers should:

- Collaborate respectively with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns promptly with the relevant member of staff
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at our school, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

7. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

7.1 Behaviour Curriculum - Intent

At Barrington Primary School our key school values are: Courage, Justice, Love and Excellence and our three behaviour rules are: Be ready, Be respectful, Be kind. These sit alongside our valued behaviours. Our valued behaviours, as detailed in Barrington Primary School's Behaviour Curriculum, are explicitly taught and regularly refreshed to ensure all pupils have an understanding of the expectations of them.

7.2 Behaviour Curriculum - Implementation

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Barrington Primary School we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at Barrington Primary School may include:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up

- Specific verbal praise / recognition (e.g., telling the pupil what they have done and how it made you feel)
- Contact with home
- Celebration awards
- Dojo tokens

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

7.3 Behaviour Curriculum - Impact

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours
- Reviews of celebrations and recognitions
- Regular discussion in staff meetings about the progress of groups and individuals seen in observation and using professional judgement
- Collection of pupil voice

8. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Barrington Primary School we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by

experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see section 8.2). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

8.1 Responding to difficult detrimental behaviour

8.1.i 'Low level' difficult detrimental behaviour

Some detrimental behaviours may not be unusual at Barrington Primary School and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions, 'playfighting' at playtime. Adults may initially respond to detrimental behaviours of this kind with one or more of the following strategies:

- Non-verbal intervention - moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, or using other non-verbal communication techniques such as symbols and visuals, etc.
- Proximal praise - recognising and celebrating those pupils who are doing what has been asked.
- Check in - asking "Are you OK?" or "Do you need any help?" during or immediately after a detrimental behaviour.
- Describe the behaviour - use the pupil's name then tell them simply and calmly what they are doing that is detrimental,
- Limited choice - provide two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult, for example "Adam, shall we talk here or in the corridor?"
- Disempower the behaviour - a planned response to detrimental behaviour to make the detrimental behaviour less successful and effective in the moment for the pupil, for example "Adam, you can listen from there". The adult should then focus on catching the pupil getting it right.

If the above strategies are not effective and the detrimental behaviour continues, the following sequential steps, as outlined in the Behaviour Curriculum and in Appendix 3 will usually be followed. The age and mental health or special educational needs of the pupil will always be considered and may alter the response made.

Step 1 - REMIND

The expected valued behaviour is calmly restated with positive phrasing, giving the pupil a prompt to make a better choice. The pupil's attention is gained and an unambiguous instruction is delivered with clarity ending with "thank you". For example, "Adam, put the pen down on the table. Thank you." Checking in with the pupil by asking "Are you OK?" or "Do you need any help?" will ensure there is not an underlying reason for the detrimental behaviour.

Step 2 - RESET

If the difficult detrimental behaviour continues, the pupil is given an opportunity to reset, i.e. the pupil is given time/space/support to regain control. A range of strategies may be used depending on the age and individual needs of the pupil but may include giving the pupil the opportunity to:

- have a short sensory break
- access a resource
- speak to a TA
- choose to change where they are sitting in the classroom
- choose to change where they are playing in the playground

Step 3 - REFLECT

If the difficult detrimental behaviour continues, the pupil will be given a reflection activity as an educational consequence. This will take place with an adult and may take place during the pupil's break time. The reflection activity will help the pupil to understand what happened, why it happened, how those involved felt and how different choices could be made next time.

All reflections are recorded on MyConcern and parents informed (see section 8.2i).

Step 4 - REPAIR

Following a reflection, the pupil will have the opportunity to repair their actions with the adult or pupil that has been impacted, for example by giving an apology. This enables positive relationships to be restored so that the pupil can move forward confidently and successfully.

An additional protective or educational consequence linked to the detrimental behaviour displayed may be considered, for example completion of unfinished work by the pupil.

8.1.ii More severe difficult detrimental behaviour

Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Adults' responses to difficult detrimental behaviours of this kind are likely to include REMIND, RESET, REFLECT, REPAIR as outlined in 8.1.i above. In addition, an intervention or protective consequence designed to mitigate harm may need to be delivered. An educational consequence linked to the detrimental behaviour displayed will always be applied. Any educational consequence applied must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:

- a. reteaching valued behaviour, undertaken where possible away from other pupils
- b. scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
- c. increasing adult input / supervision for a defined period of time
- d. use of limited choice, for example "We are all sitting quietly now; will you sit quietly on your chair or mine?"
- e. increasing / adapting praise and celebration of valued behaviour when it is displayed

8.1.iii Difficult detrimental behaviour at playtime and lunchtime

Adults' responses to difficult detrimental behaviours must be consistent by all members of staff at all times, including at playtime and lunchtime. The response of playtime and lunchtime staff to difficult detrimental behaviours should, therefore, follow the sequential steps of REMIND, RESET, REFLECT, REPAIR as outlined in 8.1.i above. If a reflection followed by repair is applied, these steps should usually be carried out by the member of playtime/lunchtime staff who applied the reflection. A reflection will always be recorded by the member of playtime/lunchtime staff who applied it on a 'blue behaviour slip' (see Appendix 4) which will be handed to the class teacher at the end of playtime/lunchtime. The reflection will then be recorded on MyConcern by the class teacher.

Dangerous detrimental behaviour at playtime and lunchtime will always be referred immediately to a member of the senior leadership team.

8.2 Recording and analysis of difficult detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

8.2.i Individual pupils

All incidents of difficult detrimental behaviour in the classroom at or beyond step 2 RESET will be recorded on a class behaviour log which will be monitored by the class teacher. Multiple incidents of a pupil reaching step 2 RESET may be a sign of an unknown or unmet need which requires further interpretation. The class teacher may consider it appropriate to contact the pupil's parents and/or discuss concerns with the senior leadership team.

All reflections (including those applied at playtime/lunchtime) will be recorded by the class teacher on MyConcern and the following action taken:

- 1st reflection within a half term- Parents are informed in writing
- 2nd reflection within a half term - Parents meet with the pupil's teacher
- 3rd reflection within a half term - A meeting is held with school leaders to begin the Early Prognosis Tool.

The Early Prognosis Tool provides a structure to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g., sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

8.2.ii Groups of pupils

The school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis of behaviour across the school will take place once a term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

8.3 Responding to dangerous behaviour

Dangerous behaviour is defined as any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more information can be found in section 8.4)

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases, educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- i. **Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Barrington Primary School and the school will always take action to address it. Please see the school's Anti-Bullying Policy for more information.
- ii. **Prohibited items.** These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. More detail about searching and confiscation can be found in Appendix 2.
- iii. **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Barrington Primary School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded on MyConcern, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Barrington Primary School we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, Behaviour Curriculum, Collective Worship and modelling anti-discriminatory behaviour.
- iv. **Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):

- non-consensual sexual activity
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- sexting
- upskirting

These behaviours are never acceptable at Barrington Primary School and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

8.4 Exclusion

Staff and Governors of Barrington Primary School will aim to keep exclusion to a minimum and will ensure that it is used as a genuine last resort where other strategies have not or would not work. However, if immediate exclusion is warranted for the protection of staff and pupils this decision will be made by the Headteacher.

Internal exclusion is when a child spends part or all of the day working in the Headteacher’s office or similar supervised area. This strategy will be used (rarely) if it is felt that a child’s behaviour is significantly disrupting the learning or wellbeing of other children, in the classroom or on the playground. It will also be used to give a clear message to the child that their behaviour was unacceptable. Parents will always be informed if this strategy is used.

Fixed-period exclusion (suspension) is when parents/carers are informed that their child’s dangerous behaviours require them to be kept out of school for a set number of days. The aim of fixed term exclusion is to provide enough time for staff to consult with other agencies in planning measures for the child’s safe return to the school environment.

Permanent exclusion would only be a final option should school leaders and governors decide there was ongoing and significant risk to the safety of others, which could not be managed by any other reasonable measures.

A 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 in the school.

The school will have regard to any procedures set down in law, including:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

It will also act in line with guidance from the DfE: *Exclusion from maintained schools, Academies and pupil referral units in England, 2017*; and from *Cambridgeshire Local Authority, Sep 2017* (or updated versions).

Appendix 1: Behaviour Principles Summary

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour.
- Supporting pupils to reduce detrimental behaviour.
- Working in partnership with pupils' parents / carers.
- Applying the principle that all behaviour is linked to feelings, which result from experiences.
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Barrington Primary School we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others':
 - Physical
 - Emotional
 - Mental
 - Reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix 2: Searching and confiscation

1. Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.
2. The Headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
3. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 9.3.ii. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.
4. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.
5. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.
6. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
7. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
8. Any search by a member of staff for a prohibited item listed in section 9.3.ii and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.
9. Parents will always be informed of any search for a prohibited item listed in section 9.3.ii that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.

Appendix 3: Responding to Difficult Detrimental Behaviour

1. *Remind*

Quick **Reminder** of the Valued behaviour that is expected.

2. *Reset*

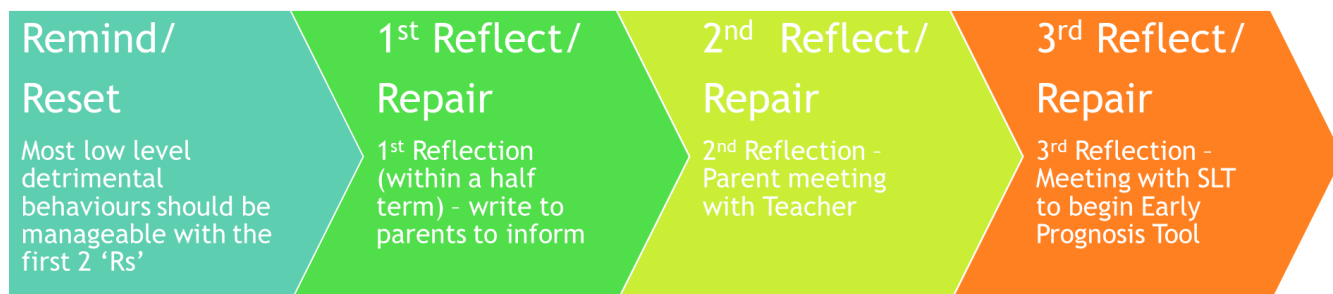
Pupil is given an opportunity to take a moment to **Reset**, choosing from a range of age-appropriate strategies.

3. *Reflect*

If the detrimental behaviour continues, the pupil will be given a **Reflection** activity. This may take place in another classroom or during their own time.

4. *Repair*

Following a Reflection, the pupil will be given the opportunity to **Repair** their actions with the adult or pupil that has been impacted.



Appendix 4: Playtime/Lunchtime Reflection Report Template

Playtime/Lunchtime Reflection Report

Pupil Name: _____ Class: _____ Date: _____ Time: _____

Detrimental Behaviour: _____

Playtime/Lunchtime Reflection Report

Pupil Name: _____ Class: _____ Date: _____ Time: _____

Detrimental Behaviour: _____
