

Abbey CofE Infant and Nursery School

Behaviour Policy

Walking with Jesus to life in all its fullness. John.10,10

The purpose of this policy is to:

- highlight government guidance and legislation that is relevant to behaviour management;
- outline the school's approach to managing behaviour;
- describe the roles and responsibilities of different sections of the school community in relation to behaviour management;
- set out how we expect pupils to behave;
- ensure a fair and consistent approach across the whole school;
- explain our systems for rewards and sanctions;
- describe the different types of guidance and support we give pupils to help them manage their own behaviour;
- describe additional support and interventions on offer for pupils who struggle to manage their behaviour;
- set out the school's approach to preventing and tackling bullying;
- explain how we record behaviour;
- clarify the school's approach to specific issues including removal from classroom, dealing with malicious allegations and suspensions and exclusions.

Legislation and guidance

The guidance and legislation that are relevant to this policy include:

- [Behaviour and discipline in schools](#)
- [Education and Inspections Act 2006](#) (sections 88-94)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Searching, screening and confiscation at school](#)
- [Use of reasonable force in schools](#)

The school recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage. Further guidance about the Equality Act 2010 and how it relates to schools can be found [here](#).

Written statement of behaviour principles

At Abbey CofE Infant and Nursery School, we have agreed these general principles in relation to behaviour in our school:

- Every member of our school community deserves to feel safe, respected and able to work in a calm and orderly environment.
- Pupils will be supported to understand how to behave appropriately and offered strategies and support to allow them to achieve this.

- We will not tolerate discrimination or abuse under any circumstances.
- Adults within our school are expected to set an excellent example at all times.
- Staff will be supported to apply the policy fairly and consistently at all times.
- We are an inclusive school and will only use exclusions, suspensions and removals as a last resort.
- All pupils will be treated with respect, regardless of their own conduct.
- We will use rewards and sanctions fairly and consistently.
- We understand that some pupils need extra support to manage their behaviour and strive to meet individual needs.
- We value the important role that families play in our school and work to build positive partnerships with parents/carers.
- We will work with partners and outside agencies to enhance the support on offer in school.
- We will share our behaviour policy widely so that the whole school community understands what we are trying to achieve and how we intend to do this.

Roles and responsibilities

Everyone within our school community has a responsibility for maintaining high standards of behaviour and supporting the implementation of this policy.

The governing board is responsible for:

- reviewing and approving the written statement of behaviour principles;
- ensuring that the behaviour policy is reviewed at least annually, and more often if required;
- monitoring the effectiveness of the policy;
- holding senior leaders to account for the effective implementation of the policy;

The headteacher and senior leaders are responsible for:

- leading a culture that encourages positive behaviour and tackles misbehaviour effectively;
- monitoring how effectively staff are implementing this policy;
- monitoring how the school manages behaviour and responding accordingly;
- ensuring that rewards, sanctions and other methods for managing behaviour are implemented fairly and consistently;
- ensuring that behaviour is managed in line with legislation on safeguarding, equal opportunities and other statutory requirements;
- ensuring that all staff are keeping records about behaviour, in line with the stated requirements;
- reviewing data to ensure that no groups of pupils are being disproportionately affected by this policy;
- analysing data on behaviour to evaluate the effectiveness of the school in managing behaviour and to identify any areas for further improvement.

Staff are responsible for:

- implementing this behaviour policy fairly and consistently;
- recording behaviour incidents and concerns in line with requirements;
- issuing rewards and sanctions in line with the school policy;
- modelling appropriate behaviour to pupils;
- treating all pupils with respect, regardless of the pupil's own conduct;
- fostering a positive learning environment where pupils are able to complete their work, feel safe and progress academically;
- implementing strategies that have been put into place to help pupils to manage their own behaviour.

Parents are responsible for:

- working in partnership with the school to support them in implementing this behaviour policy;
- supporting their child to understand how to behave appropriately;
- informing the school of any circumstances that may impact on their child's behaviour;
- discussing any concerns with a relevant member of staff.

Pupils are responsible for:




- working hard to understand and demonstrate our school rules;
- speaking to a member of staff if they have any behaviour concerns.

School systems and expectations

At Abbey CofE Infant and Nursery School, we have expectations and systems in place to maintain appropriate standards of behaviour.

Our School Rules are: **READY, RESPECTFUL, SAFE**

We have introduced behaviour characters to support adults in school to communicate expected behaviour and to provide examples for children on how to be ready, respectful and safe in school.

 <p>Ready Rita</p>	<ul style="list-style-type: none"> • I am a good listener. • I persevere when faced with challenge. • I aim to work independently. • I know how to access support when I am stuck. • I manage my distractions. • I enjoy being challenged. • I stand smartly in a line. • I have an excellent attitude to learning • I always try my best.
 <p>Roger Respectful</p>	<ul style="list-style-type: none"> • I am always polite and use good manners. • I am work well in groups and with my partner. • I show love and kindness to others. • I am a good friend. • I notice when others are feeling sad and try to help. • I take care of my school and everything in it.
 <p>Safe Sally</p>	<ul style="list-style-type: none"> • I walk around school carefully. • I know how to keep healthy. • I always follow instructions from grown-ups to keep myself and others safe. • I use kind hands and feet. • If I feel unsafe, I speak to a trusted grown up to ask for help. • If I spot others being unsafe, I get help from a grown up straight away.

- ✓ In addition to our behaviour characters, we teach children how to become effective learners through our integrated metacognition policy (see metacognition policy for further details)
- ✓ **We are a THRIVE school.** For us this means that we have THRIVE embedded within our ethos and THRIVE approaches across our whole setting.

At Abbey, we believe in positive management of behaviour through reinforcing and praising good behaviours and encouraging children to take responsibility for their own actions. **All behaviour is a form of communication** and it is important that we listen to pupils and acknowledge their feelings, however they communicate them to us. Staff communicate by using the Vital, Relational Functions (VRFs). We accept a child's emotion and validate that it is ok to have a strong emotion yet the behaviour might not be ok. Positive relationships enables safety so a child can regulate their stress and manage their behaviour differently. We have adopted a Thrive approach to managing behaviour. This approach is based on scientific research and informed by up-to-date neuroscience. The Thrive approach allows us to address children's emotional needs, supporting them to readdress certain behavioural patterns and providing them with important social and emotional development.

At Abbey, we aim to continually deepen our understanding of how social and emotional learning develops and can be supported. We understand how this underpins a child's capacity and availability for wider academic learning. We recognise this is core to our work as a school as it prepares each individual child to be ready to access learning.

Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how each impacts on social, emotional and academic development and learning. Drawing these elements together is a long term vision for the school.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

We use the acronym PACE, to help us to remember to be:

**Playful
Accepting
Curious
Empathetic.**

When responding to incidents or misbehaviour, staff should consider whether there are any signs that a pupil may be suffering, or is likely to suffer, harm. Where this may be the case, staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

We have a Thrive practitioner who is trained to identify the emotional needs that underlie certain behaviours. Specific provision is put in place to support the children whose behaviour interrupts their own and others' learning.

We recognise that behaviours can be learned within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving, defence or discharge responses and might feel overwhelming. Attentive, observant adults **working in relationship** with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

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Abbey CofE Infant and Nursery school has a commitment to tolerance and inclusion. Healthy social and emotional development, as well as teaching, explicitly, positive behaviours to the very young children in our care are at the heart of our Behaviour Policy.

Aims:

- **Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.**
- **We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.**

- From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.
- Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

THRIVE

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

Knowledge of the social and emotional learning that takes place age appropriately supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in playtimes where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions in some children's development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions.

Promoting good behaviour

Pupils need to be taught how to behave and be given specific strategies to help them take responsibility for their own behaviour. The strategies that we use in school to achieve this include:

- ✓ Explicit teaching through our behaviour characters;
- ✓ Catching children doing the right thing and demonstrating our school rules;
- ✓ Screening all children three times per year on the Thrive assessment tool and implementing resulting action plans to support all children's healthy social and emotional development (class teacher responsibility);
- ✓ Adults are calm, observant, open and inclusive, they act as excellent role models, particularly in how respect is shown, and in providing co-regulation as needed;
- ✓ Teaching positive behaviours through the Jigsaw PSHE curriculum;
- ✓ Teaching positive behaviours through the protective behaviours curriculum;

Rewards and sanctions

At Abbey CofE Infant and Nursery School, we use an agreed system of rewards and sanctions to encourage appropriate behaviour. We understand that it is important to use rewards and sanctions fairly and consistently so that pupils know both what to expect and what is expected of them.

The following systems are in place to manage behaviour across the school:

REWARDS

All members of staff demonstrate positive attitudes to all members of the school community. We actively "catch the children being good" and constantly praise. Our praise language promotes a growth mindset in children. Our reward systems recognise and reward; learning, challenge, brave choices, learning from mistakes and effort. Good behaviour in school is praised and rewarded in the following ways:

- **Class recognition boards (Reception);** staff identify children who have been spotted behaving well. This can be linked to a whole school aim or a class objective. The behaviour targets change each day to meet the developing needs of each class.

- **Jigsaw award;** children spotted following the school rules and or demonstrating our Christian Values can be awarded the Jigsaw award in our special fortnightly Thursday worship.
- **Class Dojos (KS1);** class dojo points are awarded for outstanding behaviour.
- **Hot chocolate and cookies with the Headteacher;** each week one child in each class receives a personal invitation from the Headteacher to join them for hot chocolate and cookies in a special meeting. The children receive their invitations during celebration assembly and are selected for being awarded the most dojo points in their class measured over the period of a week.
- **Star of the week;** one child is selected from each class every week to receive a certificate in celebration assembly. Children are selected for demonstrating learning, challenge, brave choices, learning from mistakes and effort rather than achievement. Star of the week children are invited to hot chocolate and cookies with the Headteacher.

Sanctions

	Steps	Actions
1	Reminder	A reminder of the rules and re-direct child to action/task required of them.
2	Warning	A clear verbal warning making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'think carefully before your next choice'.
3	Thinking time	Time out. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
4	Repair	This might be a chat to discuss the behaviour and help the child to think about how to make better choices next time.

Pupil support

The school will strive to meet the needs of individual pupils who struggle to manage their behaviour. Where relevant, the school will work with outside agencies, families and specialist staff to ensure that a tailored approach is devised.

Where a pupil regularly experiences difficulties with managing their behaviour appropriately, we will ensure that they are assessed to find out if there are any underlying causes. This will be coordinated/monitored by the school's Special Educational Needs Coordinator (SENDCo).

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Additional tiered support.

In the case of a child demonstrating highly dysregulated behaviour which risks safety to themselves or others, it will be necessary to move straight to stage 2 or 3 depending on the severity of the presenting behaviour. The decision on the stage of the response will be made by the HT.

STAGE ONE: INFORMAL SUPPORT AND MONITORING

- For any child experiencing regular difficulties in managing their behaviour, the class teacher will initially inform the SENDCO and HT, after this, the class teacher will implement targeted support which will aim to provide help to the child to behave well in school.
- The class teacher will seek the support of parents in developing a joint approach to support the child.
- The SENDCO and HT will provide support to the class teacher and any other members of staff working with the child through coaching, mentoring and identifying any further training or support that may be helpful.
- The HT and SENDCO will maintain a record of monitored children which will be reviewed at half termly pupil progress meetings or sooner if required.

STAGE TWO: BEHAVIOUR SUPPORT PLAN

- In situations whereby, the child continues to experience difficulties with their behaviour, the class teacher will devise a behaviour support plan. The focus will be to identify the root cause of the behaviours and to implement strategies that will help the child to learn to demonstrate positive behaviours in school. The plan will include a range of strategies such as:

- 1) *Reasonable adjustments suited to individual need*
- 2) *Thrive interventions – individual assessment and action plan*

- 3) *Therapeutic interventions such as Lego therapy or drawing and talking therapy*
- 4) *Social interaction support sessions*
- 5) *Bucket time intervention*
- 6) *Nurture provision – lunchtime support/lunch clubs/ meet and greet etc...*
- 7) *Make relevant referrals to agencies such as RISE, CWPMHP*

- The decision to place a child on a behaviour support plan will be made in collaboration with the HT and/or DHT.
- Class teachers will devise and implement the plan.
- Class teachers will involve parents in the development of the plan.
- HT and DHT will provide support in the form of guidance, providing additional resources where required, enabling strategic decisions, reviewing and monitoring current policy and practice.
- It may be helpful to the child to seek extra support from outside agencies if it is suspected that the child may be presenting with SEND. This will be the responsibility of the SENDCO. The SENDCO may identify need to refer to STS (Specialist Teaching Service) at this stage. This will provide the class teacher with further, specialist, advice on how best to support the child to be successful in class. All referrals are conducted in collaboration with parents.
- It may be appropriate to provide early help for the child's family in situations where they request support. The school's Early Help lead professional will support staff and families through this process. The DSL will maintain strategic oversight and provide support to staff involved in Early Help through supervision.
- All completed behaviour support plans are shared with the SENDCO and HT.
- The SENDCO and HT have responsibility for monitoring implementation of behaviour plans.
- The behaviour plans are reviewed every half term with the class teacher, HT and SENDCO or more regularly where there is an escalation in the child's behaviour.

STAGE 3: BEHAVIOUR SUPPORT PLAN – ESCALATION

- In situations whereby, the child's behaviour escalates significantly despite the introduction of a behaviour support plan the following steps will be taken:
- HT and DHT will be informed
- A professionals meeting will be arranged to discuss how the child can be supported further. Parents and all professionals involved with the child will be invited to attend. This could include: class teacher, class teaching assistant, SENDCO, Thrive practitioner, HT, STS, social worker etc. A record of the meeting will be kept.
- Refer to the significant adult (employed by the LA to support pupils at risk of exclusion or who have already been excluded)

Corporal punishment is illegal and will not be used in any circumstances.

Recording of high level behaviour incidents (behaviour which threatens the child's safety or the safety of others)

All high level behaviour incidents should be reported to the HT or DHT, by the child's class teacher, as soon as practically possible. Support staff should seek support and guidance from the child's class teacher following any high level behaviour incident.

The incident should be recorded on an ABC chart in order to identify any triggers and to appropriately plan how the child can be supported to behave safely in future.

The class teacher will normally communicate the incident to parents unless otherwise directed by the HT or DHT. In all high level incidents, de-escalation strategies should be employed in the first instance, followed by behaviour policy sanctions as appropriate.

A short team debrief led by the child's class teacher, involving any staff members working with the child, should always take place following a high level behaviour incident to identify any further strategies which could prevent re-occurrence. The child's behaviour support plan should be reviewed in response to the incident.

Class teachers may wish to request support from a senior member of staff in conducting the debrief.

ABC charts will be saved to CPOMS, by the HT or DHT and recorded as a behaviour incident.

The HT has responsibility for the monitoring and reporting of high level incidents as well as developing whole school policies and procedures to ensure effective behaviour management.

Removal from classroom

Removal of a pupil from the classroom is a disciplinary response where a pupil is required to spend time out of a classroom under the instruction of a member of staff. At Abbey CofE Infant and Nursery School, we sometimes use removal in response to severe or repeated breaches of the school behaviour policy.

Removal is a serious sanction and will only be used when other options have been exhausted, or if the behaviour is so extreme that it requires the pupil to be removed straight away.

Removal can be used to:

- maintain the safety of other pupils or staff;
- restore a stable learning environment when other approaches have been unsuccessful;
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted;
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

At Abbey CofE Infant and Nursery School, we sometimes use removal as a response to serious breaches of the behaviour policy:

- A child will be removed from a classroom in situations whereby they are posing a risk to themselves or others
- A child will be removed from a classroom in situations whereby they are persistently disrupting the learning of others

During a removal, we will make provision for the continuation of a pupil's education. The education that a pupil receives may not be the same as they would have had if they had remained in class but it will be relevant and meaningful. Pupils who have been removed from class will be supervised by a suitably trained and experienced member of staff.

Pupils will not be removed from classrooms for extended periods of time. The use of removal will always be kept to the minimum length of time required to achieve the desired outcome.

In line with government guidance, if a pupil is removed from a classroom, the pupil's parents/carers will be informed on the same day by the class teacher. If the pupil has a social worker, this individual will also be informed by the school's early help lead. If a child is looked-after, their Personal Education Plan will be reviewed (if relevant) and the virtual head will be notified.

- A child will be removed for the shortest possible time to enable them to regulate and be ready to engage positively in learning when they return to class. This is generally no longer than the length of one lesson.
- Children will go to the Thrive hub, Olive Room or the closest sensory space to their classroom to regulate and re-engage with learning. All of these spaces have been developed as calm spaces which contain equipment to support regulation;
- An adult from their class will always remain with the child to act as a co-regulator, in the first instance, and when the child is calm enough to engage rationally, to provide support to the child on how they should behave when they return to class;
- In situations where a child is out of class for longer than one lesson, they will be supported by a member of staff from their class to continue their work at a workstation closest to their class;
- A member of staff from the child's class will support the child to return to class by preparing them before they return, they will facilitate a restorative conversation and clarify expectations for their return. They will provide regular check ins upon return to give the child the best chance of success.
- If there is a risk of safety to anyone and the assisting staff member requires support they should seek help from the Sendco assistant, Thrive practitioner or the class teacher. If the child's class teacher deems necessary, they may request the support of a senior member of staff.
- All removals should be reported using the appropriate report form (see appendix 1) to the HT and DHT who will maintain a record as well as monitor the data to inform policy and practice.

- The class teacher will inform parents of the child on the same day as their removal from class.
- Some children with additional needs, require sensory support which can mean that they need regular movement breaks or time in low arousal or sensory spaces at regular intervals throughout the day. This is necessary to help them to learn. In these instances the time spent outside of class is not being used for disciplinary reasons because it is a planned part of the child's personalised curriculum and has been built in to meet the child's ongoing needs. All children requiring a sensory diet will have this element built into their personalised curriculum and or behaviour support plan, both of which are shared with parents.

The Department for Education (DfE) states that schools should 'collect, monitor and analyses' data about removals. At Abbey CofE Infant and Nursery School, we will record:

- the name of pupil who has been removed;
- the circumstances surrounding the removal, including details of any behaviour triggers if these are apparent;
- the date and time of removal;
- any other individuals involved;
- any background factors that may be relevant;
- when parents were informed about the removal and by whom;
- if a social worker or virtual head needs to be notified, when was this done and by whom.

School leaders will monitor the use of removal across the school to ensure that it is being used appropriately and that the policy is being applied consistently across the whole school.

We analyse data about the use of removals to:

- establish patterns and trends for individuals, groups and the whole school;
- highlight whether removals are happening disproportionately to any particular group, such as those with protected characteristics;
- identify specific factors that may be impacting on behaviour - for example, if it happens at a certain time of day or in specific classes;
- identify what the major causes for removal are;
- analyse whether removal has an impact on minimising the need for other sanctions, e.g. exclusions;
- evaluate whether the data indicates any staff training needs.

Preventing and tackling bullying

Bullying is distinct from other unkind or hurtful behaviour and has the following characteristics:

- intentional – the hurt was caused on purpose;
- repeated – it has happened more than once to the same person or group.

Another common characteristic is an imbalance of power: those doing the bullying have more physical or social power than those being bullied.

Bullying can take different forms including:

- verbal bullying;
- physical bullying;
- cyberbullying;
- relational bullying, such as excluding others or spreading rumours.

Section 89 of the Education and Inspections Act 2006 sets out an expectation that all schools will have measures in place to prevent bullying. Schools are able to develop their own policies and practices for tackling bullying.

At our school, we take the matter of bullying very seriously and have developed a policy for dealing with bullying. Please see our separate anti-bullying policy.

Child-on-child abuse

At Abbey CofE Infant and Nursery School, we are clear that any violence and or harassment are never acceptable.

We will not tolerate this behaviour under any circumstances, and staff will implement the behaviour policy in any such instance. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexualised behaviours, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexualised behaviour or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, the school will take disciplinary action in line with this behaviour policy.

The school's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

Screening, searching and confiscation

At Abbey CofE Infant and Nursery School, we reserve the right to search our pupils. Searching can be a helpful tool in keeping the school community safe.

Headteachers (along with staff that 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. Prohibited items are defined in the Education Act 1996. Prohibited items are:

- knives or other potential weapons;
- alcohol;
- illegal substances/drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property.

If anyone at the school has reasonable grounds for suspecting the pupil is in possession of a prohibited item, headteachers and members of school staff authorised by the headteacher may search the pupil without their agreement. Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system. This is irrespective of whether an item is found. Headteachers and authorised staff may also search for other banned items that the school rules identify as an item that may be searched for. At our school, these items are:

- over the counter medicines;
- prescription medicines;
- energy drinks;
- aerosols;
- e-cigarettes and related products;
- lighters and matches;
- chewing and bubble gum;
- mobile phones;
- smart watches;
- jewellery (with the exception of that which is permitted in our uniform policy);
- glass bottles;
- items that are inappropriate for the age of the child carrying them.

An authorised staff member carrying out a search may confiscate any item that they suspect:

- poses a risk to staff or pupils;
- is prohibited;
- is identified in the school rules as an item for which a search may be made;
- is evidence in relation to an offence.

When searching or determining how to deal with a confiscated item, we follow the detailed guidance that has been published by the DfE. This can be found [here](#).

Please note that the law protects school staff from liability in any proceedings brought against them for any loss or damage to items that they have confiscated as long as they have acted lawfully.

All confiscated items will be handed to the headteacher or deputy headteacher who will store the item in a lockable cupboard. Parents will be notified of the confiscated item by the child's class teacher.

Reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to keep pupils and other members of the school community safe.

The term 'reasonable force' describes the actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' is defined as 'using no more force than is needed'.

At Abbey CofE Infant and Nursery School, members of staff have the power to use reasonable force to prevent pupils from:

- committing an offence;
- harming themselves or others;
- damaging property.

However, reasonable force should only be used as a last resort when other approaches have failed.

The headteacher and authorised school staff can, if necessary, use reasonable force when conducting a search for prohibited items. Staff should note that reasonable force must not be used to search for other items banned under the school rules.

When using reasonable force, staff should consider any vulnerabilities that pupils may have, such as medical conditions, SEND or mental health needs, and adapt their response accordingly.

Further guidance on the use of reasonable force can be found in the [government guidance](#).

Malicious allegations

The behaviour policy will be implemented for pupils who have been found to have made a malicious allegation against a member of school staff. The HT will oversee the response to any such instance. The HT or DHT must be notified on the same day of any incident of an allegation against a member of staff.

As a school, we recognise the distress and harm that can be caused by being subject to a malicious allegation and will ensure that any affected staff are offered appropriate support through additional supervision.

If a pupil is found to have made a malicious allegation, the school still has a duty of care towards that child. The school will ensure that appropriate safeguarding measures are put in place and that they access any support that they may require.

Suspensions and exclusions

At Abbey CofE Infant and Nursery School, we believe that all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Headteachers can use suspensions and exclusions in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or following a serious incident. Headteachers are permitted to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil.

The school follows both Department for Education regulations and Warwickshire guidance on exclusions. Exclusion is a very serious matter. Only the school's head teacher (or a person with delegated authority to act on behalf of the head teacher, if the head teacher is not on the school site) can exclude a pupil. The head teacher may decide to exclude a pupil only when he/she is sure that: The pupil has broken the school's discipline policy; and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school. There are two main types of exclusion – *suspension* and *permanent exclusion*.

Suspension - Fixed period exclusion (FPE)

A pupil is excluded from school for a fixed number of days and a date is set for a return to school. During this period the pupil must not enter the school premises. Unless there are exceptional circumstances (for example, new evidence comes to light about the incident for which the pupil was excluded or the FPE was “in the first instance” with a clear statement that this is the case and that it may be extended or turned into a permanent exclusion), the pupil must return to school on the day following the last day of exclusion, even if the parent/carer cannot attend any reintegration meeting which may be arranged.

Permanent exclusion (PE)

This is where the school wants to remove the pupil from their school roll – the pupil will not return to that school unless the Governors’ Disciplinary Committee, which reviews the Head Teacher’s decision to permanently exclude, overturns that decision. Parents have a right for the governors’ decision to be reviewed by an Independent Review Panel. The review panel can uphold the exclusion, recommend that the governing body reconsiders the exclusion or quash the decision and direct that the governing body considers the exclusion again. The review panel cannot directly reinstate the pupil.

The head teacher will only permanently exclude a pupil as a last resort, after trying to improve their behaviour through other means. However, in exceptional circumstances the head teacher may decide to permanently exclude a pupil for a first or “one-off” offence.

Further information about suspensions and exclusions can be found [here](#).

Specific facilities to support behaviour

At Abbey we use Thrive for all pupils, age appropriately, woven within and across the day as ‘right time learning’. This is within classes led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

Thrive is also used in response to identified or emerging need for an individual or group as ‘key time learning’. In these cases the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme.

Our Learning Hub, is a room where THRIVE interventions take place. This involves the delivery of supportive programmes for pupils in a variety of ways across the school day. Children involved in targeted thrive interventions might do this on a 1to1 basis or as a small group. The Thrive Lead Practitioner oversees the delivery of the programmes ensuring they have a positive impact. The children use the Thrive hub for short periods during the day or week and return to class following completion of their thrive session, usually no more than 30mins per day.

Find out more about THRIVE at: www.thriveapproach.co.uk

Pupil transition

An effective transition programme will support pupils to settle into their new school quickly and to understand the rules and expectations. At Abbey CofE Infant and Nursery School, we take the following measures to achieve this:

- Liaising with previous settings or a receiving school setting to share relevant information
- Induction meetings
- Induction settings
- Professional meetings (where appropriate)

As well as transitions into the school, support will also be given to pupils at other transition points, including when pupils move into a different year, have a different teacher or when there are changes to school policy, practice or day-to-day arrangements for pupils. Pupils with specific needs will be given extra support during periods of transition where relevant. This support will be determined on a case-by-case basis.

All pupils will be supported to understand the school’s behaviour policy and expectations. Those pupils who join the school mid-phase will be offered additional support during their induction to ensure that they are not at a disadvantage compared to those joining the school at normal entry points.

Working with parents

At Abbey CofE Infant and Nursery School, we recognise that behaviour management works best when it is done in partnership with parents/carers. We seek to work in partnership with parents through:

- Regular communication – 3 reports per academic year
- Workshops
- Collaboration on providing support for children who maybe experiencing difficulties

- Regular parent information sessions
- Early Help Support – signposting to support services through the local offer
- Community Café

Working with partner agencies

At times, it will be beneficial to commission the use of external agencies to support individuals and groups of pupils with their behaviour or issues linked to their behaviour. We work with a range of partners including:

- The Specialist Teaching Service
- Educational Psychologists
- School Nurse
- Early Help support agencies such as the Family Support Service
- Social Services
- The Virtual School for children who are in care of the Local Authority

Staff induction and training

We recognise that in order to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training on the school's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach a senior member of staff to request this.

Communicating the policy

It is important that every member of the school community understands the school's approach to behaviour management. This means that everyone will feel confident that behaviour issues are addressed fairly, consistently and in line with legislation, guidance and the school's expectations.

This policy will be published on the school's website and paper copies will be made available upon request. In addition, pupils, parents/carers and staff will be reminded of the content regularly through assemblies, training, newsletters, updates and any other relevant opportunities.

Appendix 1: Removal Report Form

REMOVAL RECORD

Name of child	
Name of staff member completing the form	
Circumstances surrounding removal including details of any triggers etc	
Date and time of removal	
Any other individuals involved <i>Include all staff members and pupils</i>	
Any background factors which may be relevant	
How was the child supported during removal (by who?)	
Time and date of parents being informed	
Is a social worker involved with the child?	
Is the child CLA or CPLA?	
Time and date social worker informed by deputy DSL.	

(section BELOW to be completed by HT or DHT)

Date and time reported to HT or DHT:

Any follow up actions to carryout (by who?)

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Form to be saved to CPOMS and recorded as a behaviour incident by HT or DHT

