



Behaviour policy including Anti-Bullying and Exclusion

Reviewed June 2025

	Person responsible/Signature	Date
Approved by:	I.Wyld- Chair of Governors	20.06.25
Last reviewed:	M.fellows in consultation with staff	May/June 2025
Next Review Date due:	Bi-annually	June 2027

BROOK PRIMARY SCHOOL

Behaviour policy including Anti-Bullying and Exclusion Policy

The positive behaviour of pupils is the most important factor in maintaining a happy school, a place where children want to be, where they feel secure and where they learn. We have five key school values which the children are taught from the moment they join our school community. It is important that they understand these because they are used consistently to promote positive behaviour within our school.



Our pupils strive to demonstrate:

- Respect- showing consideration for all staff, pupils, the school environment, resources and our community.
- Pride- showing pride in our behaviour, learning, classroom resources, school and of ourselves.
- Challenge- always striving to do more and having a determination to succeed.
- Independence- using our initiative, working independently with ever-growing confidence
- Resilience- learning from our mistakes, never giving up and always giving 100% effort.

At Brook Primary, all pupils are recognised and celebrated when they display our school values throughout their daily school practice with stickers and positive verbal reinforcement.

Aims of our Behaviour Policy

The aims of our Behaviour Policy are:

- To recognise the importance of establishing and developing effective relationships,
- To promote the safety and happiness of all the children and staff in our school,
- To promote good behaviour and self-discipline among all our children,
- To ensure that all our children learn to take responsibility for and manage their own behaviour
- To promote a sense of mutual respect among all members of our school community
- To promote co-operation and collaboration between home and school in managing behaviour
- To ensure consistency in the application of rewards, expectations, and stepped approach to behaviour choices.

Why do we use this approach?

The principles central to our behaviour policy are based on the work of Paul Dix and his book: **When the Adults Change, Everything Changes**, alongside research from the Education Endowment Foundation, **Improving Behaviour in Schools** guidance document. Both of which have a strong emphasis on the importance of relationships and consistency. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour. Consistency and coherence at a whole-school level are paramount.

We recognise that for some children following our behaviour expectations are beyond their stage of development. For these children, adaptations will be made to support each individual's needs.

At Brook, members of staff manage behaviour well by:

- Recognising and praising children who are demonstrating the school values
- Developing positive relationships
- Working relentlessly to build mutual respect
- Demonstrating care, kindness, and compassion.
- Remaining calm and keeping their emotion for when it is most appreciated
- Allowing children an opportunity to reflect upon their behaviour choices.
- Allowing students, a 'fresh start' as we encourage them to learn from their mistakes.
- Offering an engaging curriculum that enables pupils to succeed and enjoy learning
- Being fair and consistent
- Having a sense of humour

Special Educational Needs

Children may behave in a disruptive manner if work and expectations are not matched to their particular needs. Teachers should aim to plan a curriculum that meets the needs of all pupils, deploying support and resources effectively. Particular care in planning should be given to address the needs of pupils with SEND. Equally, teachers should be aware of other factors that may affect behaviour such as health/medication, diet, social and family circumstances.

Positive Reinforcement, Responsibility and Reward

At Brook Primary excellent conduct is valued, appreciated, and recognised. To reinforce good work, learning, behaviour and attitude our rewards include:

- Verbal praise / positive written comments
- Responsibility- Pupils who demonstrate positive behaviour will be encouraged to take on a pupil responsibility i.e. school council member, house team captain, prefects, play leaders.
- School value stickers are given to celebrate when they are being demonstrated.
- Positive notes are sent home i.e. Superhero of the day, class shout-out to ensure that parents are informed if their child has worked well or been helpful or co-operative, demonstrating our school values.
- Golden Book Certificates given at the fortnightly Golden Book Assembly
- Positive referrals to other members of the school team/SLT.
- Attendance certificates for both classes and individuals
- Hot Chocolate Friday with a member of SLT –for those children whose name is put forward by the class teacher for consistently demonstrating the school values.
- Headteacher Postcards
- House Points given- Each child is allocated to one of four teams: Lions, Sharks, Eagles or Dragons. House points are awarded for quality of work, displaying a strong work ethic, their contribution during the lesson, it can also be used for class incentives and rewards. House points should be displayed in class; they are counted each week by Team Captains and the winning team is given extra break time on a Friday.
- Top table invitation- Each term one child from each class will join the SLT on the 'Top Table' to share a celebratory meal (Christmas & Easter) to celebrate their achievements. In the summer term this is rewarded at achiever assembly.
- End of year achievers' assembly- At the end of the academic year, children (maximum of 2 per class) will be recognised as their class achiever for going above and beyond in all areas of school life.

Strategies for dealing with inappropriate behaviour:

There are several strategies that a member of staff can use for the normal day to day behaviour problems that can exist in any class. Staff should ensure that sanctions protect the pupil's self-esteem and maintain a healthy relationship between pupil and adult. As a school we recognise the unique nature of the personal, social and emotional needs of our children and staff will tailor the strategies to the needs and level of understanding of these children whilst at all times adhering to the guidelines outlined in this policy.

When instances arise when behaviour is unacceptable, we have a consistent approach to managing conversations and interventions around those situations. For the vast majority of our children, a gentle reminder is often all that is needed to get back on track and to resolve most situations. We understand that a common and consistent use of language around behaviour is key to creating clear boundaries for learning how to behave. Conversations around behaviour should remain calm and professional, it should always be made clear that it is the behaviour that is unacceptable and not be made personal to the child – phrases such as naughty boy/girl are not to be used – it is imperative that we remember, it is the behaviour that is unacceptable and not the child.

Negative behaviour should not be ignored, staff will 'stop, notice, remind and move on' e.g. "I need to continue working with my group, you know our value of respect and talking to adults so please follow this". At all times, staff should be calm and consistent to establish respectful relationships with our pupils. All adults in school will avoid shouting at children or becoming emotionally charged. Our aim is to pay first attention to the absolute best conduct to establish clear expectation for behaviours for all children.

We use our CPOMs system for recording behaviour incidents. It is important that incidents are recorded factually, as soon as possible and all dated. Notifications of recorded incidents will be sent to DSLs, Phase Leaders, the Deputy and Headteacher who is responsible for monitoring behaviour across the school.

We use a stepped approach to dealing with behaviour:

Step	Consistent Approach
Step 1 - Reminder	Quiet reminder Subtle look Name mention Short instruction Referral to school value not being followed Praising positive behaviours of others
Step 2 – Warning 1	Reminder that they have already been spoken to This is the second time that I have had to remind you to show the required school value Short discussion around next steps if behaviour is not changed
Step 3 – Warning 2	Reflection on behaviour Conversation about how they could alter their behaviour Explain how they need to demonstrate the school value Reminder of how to make the right choice
Step 4 – Thinking time	Thinking time given- this maybe on a separate table in the class, in another class or with a member of SLT. Restorative conversation Discussion with class teacher on return to their own class/seat Recorded on CPOMs
Step 5 – Consequence	Member of SLT involvement Recorded on CPOMs Parents informed

Very serious Incidents

If a child demonstrates danger to themselves or others, another adult should be notified using the Red Card system. A child should be sent, with a red card, to the closest available adult. Red cards are positioned in all classrooms and all staff carry red cards. It is the responsibility of that adult to assess what is happening, offer or seek further support. Depending on the age of the pupil, 'serious' incidents will be dealt with at the discretion of the SLT. All serious behaviour incidents must be reported IMMEDIATELY to the Headteacher or SLT. Staff will be asked to record full details on CPOMs immediately.

Very serious behaviours must not be managed through our system of stepped approach but referred to a member of SLT. Such incidents may include:

- Fighting
- Stealing
- All forms of bullying
- Racist, sexist, or homophobic comments
- Using abusive/offensive language
- Violence against other pupils or adults

There is a range of consequences for these actions, including short time-out away from the class, meetings with parents, internal and external fixed term exclusion, and ultimately permanent exclusion.

When traumatised, some children portray extreme behaviour and they may require a calm adult to assist them. The calming adult will:

- Keep language to a minimum
- Keep it concise, clear, calm and kind
- Remain firm, fair and caring
- Allow them the time and space that they need.

Further Strategies

There may be occasions when the teacher feels that the usual sanctions are proving ineffective and more serious measures are required. The key issue is to work in partnership with the pupil's parents/carers to find ways to best support the pupil.

Parents/carers will be contacted by the school to explain the nature of the incident and a record of the discussion will be kept on file. The focus of the discussion will be what needs to be done to improve the current situation. The pupil may require a 'Plan, Do, Review' in order to set targets to support the child to make improved behaviour choices.

Individual Behaviour Targets are shared with key staff and celebrated with rewards when they are achieved. Persistent disruptive behaviour may result in the exclusion from clubs and trips where a risk assessment deems it unsafe for the pupil to attend.

The child's behaviour will be monitored over further weeks for improvement.

For certain children placed on the SEN register for social, emotional & mental health (SEMH) staff will monitor their behaviour. Teaching staff will consult with the Pastoral team/SENCO/SLT to devise behaviour targets for each child. Progress will be shared with parents, staff and the SLT.

If necessary, an agreed behaviour review will take place, and it will be decided whether outside support is required. The school may refer to outside agencies for additional support for a child who repeatedly doesn't meet our behavioural expectations. However, it must be recognised that changing behaviour takes time and can only be achieved in a context of good, vibrant teaching with the school, outside agencies and home working together.

Monitoring of Behaviour

We believe it is important to monitor behaviour. This helps us to identify trends and patterns and gives us data with which to speak to parents/carers and governors. Staff at Brook Primary will use CPOMs to record and identify patterns in behaviour. This is monitored by the designated member of SLT who monitors behaviour. Exclusions will be monitored by the Governing Body and Dudley Local Authority

Bullying:

Bullying is a deliberate act which happens **repeatedly over time** to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. Bullies are not bad, but the behaviour they exhibit is not acceptable.

Bullying, either physical, verbal or cyber (mobile phones/social network websites), in or outside of the school grounds, will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. It is also important that parents and children understand exactly what bullying is, to ensure when real incidents are reported, they can be dealt with effectively.

It is vitally important that teachers listen to and act upon information given by children and/or parents. They should consult the Head, Deputy or other senior leader in dealing with such problems immediately. Parents of both bullies and victims will be informed with a view to becoming partners in the solution and reconciliation.

All reported incidents of bullying are investigated and recorded onto CPOMs system.

The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved. Support is always offered to the both the 'victim' and 'bully'. Repeated bullying will not be tolerated and can lead to exclusion.

Parents will be made aware of the school complaints procedure, if they feel a situation has not been dealt with appropriately.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, school will:

- Inform parents/carers of the reported behaviours,
- Speak to the child about the accusation and complete a reflection sheet to review their actions,
- Where necessary, seek report from the local neighbourhood team/PCSOs.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way, be identifiable as a pupil at the school.

Also, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Parental Support:

Parental support plays a vital role in the successful implementation of any behaviour policy. When parents are actively engaged and aligned with the school's expectations, students are more likely to exhibit consistent positive behaviour both at home and in the classroom. Effective communication between school and home helps reinforce shared values, encourages accountability, and fosters a supportive environment where students feel secure and motivated to meet behavioural expectations. By working collaboratively with parents—through regular updates, meetings, and clear guidance—Brook aims to develop a unified approach that promotes respect, pride, independence, challenge and resilience in our pupils.

Parents play a critical role in shaping their children's behaviour through modelling, serving as the first and most influential examples of how to interact with the world. When parents consistently demonstrate positive behaviours—such as respect, empathy, responsibility, and effective communication—children are more likely to adopt these values and behaviours themselves.

When parents demonstrate respectful communication with staff, follow school policies, and engage positively with other families, they reinforce the importance of cooperation, accountability, and mutual respect. Conversely, negative behaviour—such as confrontations, disregard for rules, or poor role-modelling—can undermine school culture and send conflicting messages to students. Encouraging and supporting positive parental conduct on school grounds helps create a safe, respectful, and inclusive atmosphere that benefits students, staff, and families alike. Our parent agreement helps to promote these positive behaviours.

Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

Appendix 1: Brook Behaviour Chart

Appendix 2: Pupil Reflection prompts

Appendix 3: School/Parent Agreement

Appendix 4: Removing pupils from the school site, where it is not an exclusion

Appendix 5: Child Leaving the School Premises

Appendix 6: Powers of Search

Appendix 7: Exclusions:

Appendix 8: Policy on the use of Physical Intervention

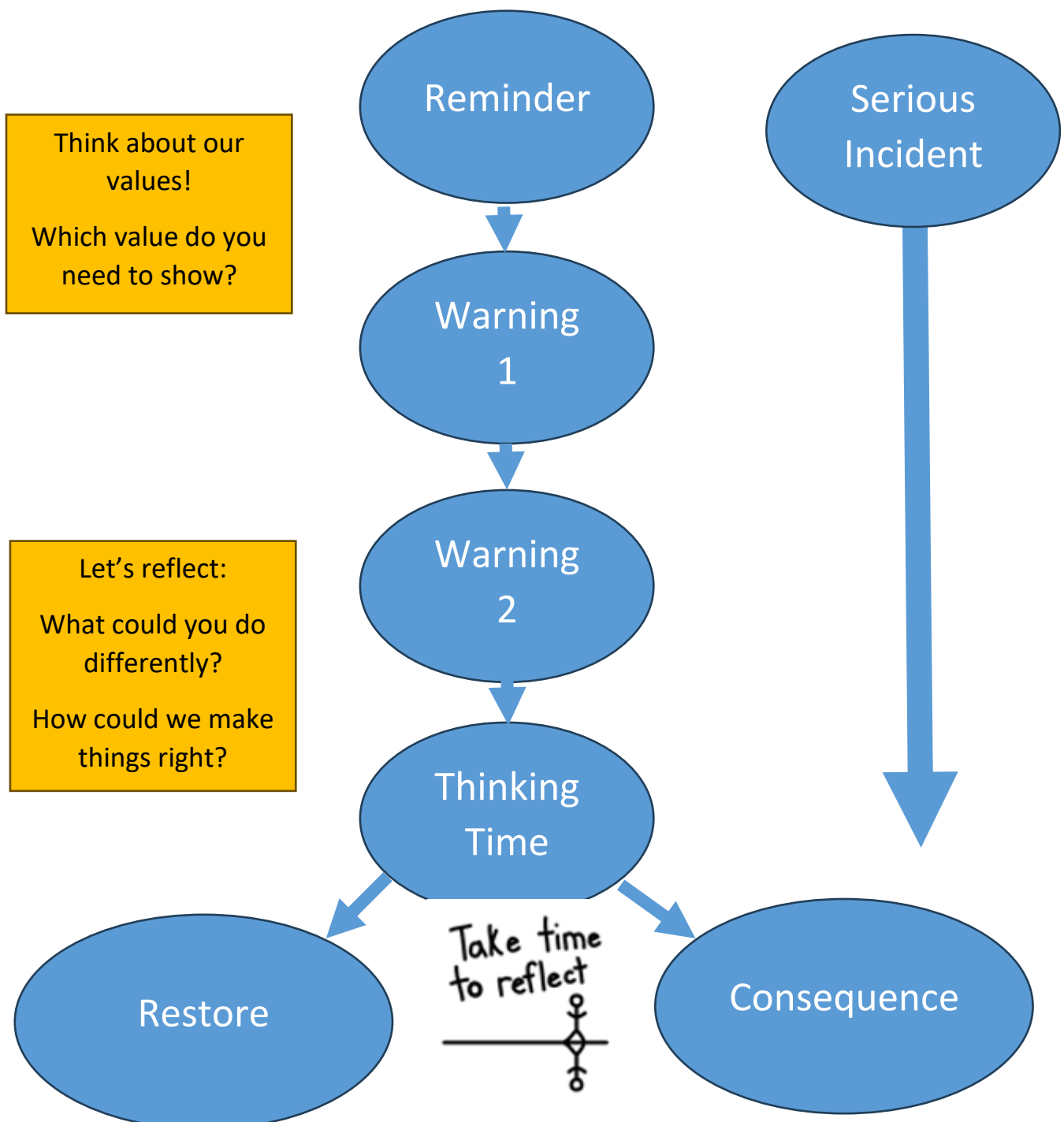
Appendix 1: Brook Behaviour Chart

At Brook Primary, we work together to demonstrate our core school values



We celebrate these positive behaviour choices and encourage everyone to reflect upon the choices they make.

To support our pupils to make good choices we use this stepped approach.



Appendix 2: Pupil Reflection Prompts

- What behaviour choice did you make?
- How did it make you feel?
- How did it make others feel?
- Which value do you need to think about?
- What could you do differently next time?
- How can you put things right?
- How will you learn from this?
- Remember it is important that we learn from our mistakes.

Appendix 3: School/Parent Agreement

At Brook primary School, we believe that strong partnerships between families and the school are essential for student success. This Parent Agreement outlines the expectations for behaviour and collaboration to ensure a positive, respectful, and productive learning environment for all. We ask that all parents read and agree to follow our expectations.

1. Respectful Communication

- I will communicate respectfully with all staff, students, and members of the school community.
- I will address any concerns or issues calmly and through the appropriate school channels.
- I will model positive language and behaviour when speaking about the school, teachers, and other families.

2. Support for Learning

- I will encourage and support my child's learning at home and school.
- I will ensure my child attends school regularly and on time.
- I will engage with homework, reading, and other school-related tasks as appropriate.

3. School Engagement

- I will attend parent-teacher meetings, school events, and workshops when possible.
- I will respond to school communications in a timely and respectful manner.
- I will collaborate with the school to support my child's educational and behavioural development.

4. Behaviour on School Grounds

- I will follow school policies and procedures while on school premises.
- I will treat all staff, students, and families with courtesy and respect.
- I will not engage in aggressive, threatening, or disruptive behaviour on or near school grounds.

5. Digital Conduct

- I will use social media and other digital platforms responsibly, avoiding negative comments about the school, staff, students or families.
 - I will raise any concerns directly with the school rather than posting publicly online.
-

Acknowledgement

The Parent Agreement must be read and understood by all parents to show their commitment to working in partnership with Brook Primary to support their child's learning and contribute to a positive school community.

By sending your child to Brook Primary, you are acknowledging this commitment and agreeing to adhere to the expectations.

Breach of the School/Parent Agreement

In the event that a parent or carer fails to adhere to the expectations outlined in the School/Parent Agreement, they may be invited to attend a formal meeting to discuss the matter. Depending on the nature and severity of the breach, further actions may be considered, including but not limited to:

- Prohibition from entering the school premises under Section 547 of the Education Act 1996;
- A formal meeting with the Chair of Governors;
- The implementation of a structured communication plan to manage ongoing interactions with the school.

Appendix 4: Removing pupils from the school site, where it is not an exclusion

This may be necessary where a pupil is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction. In these circumstances the head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.

For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a head teacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.

The pupil is given permission by the head teacher, or person authorised by the head teacher, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will need to be considered.

Appendix 5: Child Leaving the School Premises

If a child leaves the school premises without permission, staff will follow/monitor the pupil's movements and encourage them to return to school but they will not give chase. Parents will be called to inform them of the situation, if a pupil has not returned to school after 10 minutes the police will be called, if parents cannot be contacted or in consultation with them. (See Absconding Policy)

Appendix 6: Powers of Search

Head teachers, and staff authorised by them, have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence
- anything that can cause personal injury to, or damage to the property of, any person (including the pupil)
- electronic devices suspected of having data, information or files that have been, or could be, used to cause harm, to disrupt teaching or break the school rules

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

School staff can search a pupil / bags for **any** item if there is a concern with another adult and the pupil present. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search, except where data is deleted from an electronic item that has been confiscated.

Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Further advice is available in 'Screening, Searching and Confiscation' Advice for Head teachers, Staff and Governing Bodies and Electronic Devices – Searching and Deletion Policy

Appendix 7: Exclusions

Exclusion will very occasionally be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules, e.g. assaulting a member of staff. However, the Head may also reserve the right to exclude where the health, safety, welfare or education of others is threatened. The school invites parents to attend school immediately after an exclusion to discuss their child's reintegration and behaviour expectations. If they do not attend, this meeting will proceed with the child. Pupils that are found to have made malicious allegations against a member of staff will have breached school behaviour policies. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff
- b) sexual abuse or assault
- c) supplying an illegal drug
- d) carrying an offensive weapon
- e) serious damage to property or theft
- f) prejudice based intimidation

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. (See Suspension & Exclusion Policy)

Appendix 8: Policy on the use of Physical Intervention

Brook Primary School has developed an ethos which minimises the need to use force and where the use of physical intervention will only be used in exceptional circumstances as a positive application of force with the intention of controlling a pupil's behaviour in order to protect him/herself or others or preventing serious damage or disruption. Staff with a duty of care operate within exceptional circumstances where it is sometimes necessary to touch, move or hold a child. This may include to stop self-harm, injury to other children, staff and parents, damage to property or an offence being committed. When they do so it should be clear why it is **necessary** and that any actions are in the child's **best interests** and that they are **reasonable** and **proportionate**.

Physical intervention will then only be used as an act of care and protection, not as a punishment, following the advice of Circular 10/98 – Section 550A of the Education Act 1996 and 'Use of Reasonable Force Advice – July 2013'. Copies of which are saved in the Physical Intervention Policy Folder.

1 PRINCIPLES

There are a limited number of occasions when reasonable force may be used to control or to physically intervene with a pupil:

- Where a criminal offence is being committed.
- Where pupils may injure themselves or others.
- Action in self-defence: Everyone has the right to defend him/herself against an attack provided they do not use a disproportionate degree of force to do so.

Reasonable force might be used to:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Under the Education Act 1996, the headteacher may authorise all teachers (and other people who work regularly in the school as classroom assistants, caretakers etc) in the school to use reasonable force to physically intervene with pupils.

There is no legal definition of reasonable force, but 3 criteria are established for guidance:

- If the circumstances of the particular incident warrant it.
- The degree of force must be in proportion to the circumstances.
- The age and understanding of the pupil. Gender of staff or pupils would be considered, if relevant.

Only minimum force should be used and NEVER as a punishment.

2 METHODS OF PHYSICAL INTERVENTION

Methods of physical intervention always aim to reflect the best interests of pupils whose behaviour may cause harm. The Head, Deputy and some other staff have been trained in Team Teach.

Generally staff would not be expected to use physical interventions (Team Teach) in and around the main school on a regular basis, but they may occasionally need to intervene, for example:

- physically interposing between pupils
- standing in the way of a pupil
- holding a pupil
- leading a pupil away from an incident by the hand, arm or by gentle pressure on the centre of the back
- in more extreme or complex cases, Team Teach interventions, may be used, notably with pupils with significant behavioural difficulties
- Pupils may need to be directed to a safe place until they calm (Learning mentor room or the Head and Deputy's offices)

In exceptional circumstances they may be required to stay there if they are a risk to their own safety, or others or a disruption to the school.

De-escalation Techniques

The Golden Rules for Physical Intervention using Team Teach (ref Team Teach workbook v.2018) are:

Continue to use Low Level Positive Handling Responses

- Read the body language
- Read the behaviour
- Intervene early
- Communicate – 'Talk and I'll listen'
- Display CALM body language
- Talk low and slow and quietly
- Offer reassurance – including positive physical prompts
- Assess the situation
- Divert and distract by introducing another activity or topic.

Continue to use Medium Level Positive Handling Responses:

- Continue to use Level One de-escalation responses
- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation, consider making the environment safer and getting help
- Guide the elbows towards safety

High level Positive Handling Responses

- Continue to use all the Level one and two De-escalation responses.
- Make the environment safer
- Moving furniture and remove weapon objects
- Guide assertively – hold or restrain if absolutely necessary
- Ensure face, voice and posture are supportive not aggressive
- Use Help Protocol to save face by changing face

3. TIME-OUT AND WITHDRAWAL

The school is very aware of the 1989 Children's Act's comment on the 'restriction of liberty' via seclusion. For us at Brook time-out is not a seclusion strategy.

Doors to the school are locked as a safety measure and security precaution in line with our duty of care to pupils, internal door locks are overridden by the fire alarm. Where doors are locked staff are always present and are supervising the pupils.

Time-out may be taken within classrooms or in smaller group teaching spaces/rooms. Children sometimes require time alone to calm and may be able to recognise this themselves, removing themselves from a situation to a quiet place, such as the learning mentor room or a quiet corner allocated in the classroom.

Time-out may be called for by an adult where the child's behaviour needs to calm/change but they have not been able to recognise this themselves or where a pupil will not follow reasonable instructions, having been warned. Time out may be in another classroom, learning mentor room or the Head and Deputy's offices.

Time out can be used where a child's behaviour is becoming a danger to themselves and/or others or the environment. If a child is hurting others or destroying property they may be directed to the chill out zone in the learning mentor room as it provides a calm and safe space where they can de-escalate.

At these times children will always be able to leave the room at will. In compliance with the 1998 Human Rights Act children will not be locked 'in a room'. There is no lock on the chill out room door. The door can be closed by the child but there is a window for adults to check their safety. Adults will only close the door momentarily to prevent injury if the child is attacking them.

Time-out in the chill out zone will be closely supervised. It will be recorded if the child is in a highly distressed state and/or closes the door for some time, is violent – damaging property or attempting to hurt staff. Children should be offered a drink as they calm.

A child who needed to be removed due to an aggressive incident may not be allowed to resume contact with staff and pupils involved in the build-up, until an agreed point where they can interact successfully. If this was repeated, advice would be sought from professionals such as our Educational Psychologist and parents would be involved.

Withdrawal is not a punishment or for safety purposes, it is a planned activity where a pupil works away from a full class or their normal group. It requires no physical intervention. Children may work one to one with an adult, or in a pair or three. They may work independently on their own or with another child or children but with an adult's frequent and close supervision. Withdrawal is to allow a situation or mood to dissipate, to enable a child to concentrate, or to allow for intensive or individualised work with an adult away from the "interest" of other pupils. Withdrawal might follow time-out as a transition back to normal teaching and learning.

4. RISK ASSESSMENTS

Individual risk assessments/behaviour management plans will be completed for pupils with social and emotional or mental health needs that give rise to extreme behaviours and will be reviewed termly or sooner if there are changes to behaviour or an incident.

5. RECORDING

All incidents when Team Teach interventions are used must be recorded as soon as possible. The record will be written by the member of staff involved. The following information should be detailed on the appropriate forms.

- names of pupils involved
- the time of the incident
- the reason for intervention being used
- the place where the incident occurred
- the names of the staff or other adults involved
- names of all witnesses and statements as needed
- a description of the way in which the incident developed
- the pupil's response
- details of the outcomes of the incident including injuries or damage

Parents/carers are told of serious incidents. In such instances, or where physical intervention has not been necessary previously, parents/carers would be informed by letter or phone call. All incidents are recorded on the CPOMs system.

Post Incident Support

Serious incidents may result in injuries. Immediate action should be taken to provide first aid. These incidents can be upsetting to all concerned, so it is important to ensure that staff and pupils are given external support, if required.

6. REVIEW AND MONITORING OF PRACTICE

Following the recording of the incident the head teacher (or deputy) will:

- read all accounts of the incident
- talk to staff who witnessed the incident
- discuss the incident with the pupil or pupils who were directly involved
- ensure that all concerned are aware of their rights of complaint
- Ensure that all incident records are kept on CPOMS.