

Anti-Bullying Policy

Trythall Community Primary School

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This policy is based on DfE guidance [Behaviour in schools: advice for headteachers and school staff 2024](#) and supporting documents. It also considers the DfE statutory guidance [“Keeping Children Safe in Education”](#)

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Our School Rules are:

- Care for everyone and everything
- Show good manners at all times
- Follow instructions with thought and care

Central to this aim is the expectation that the children of Trythall Community Primary School will display high standards of behaviour and treat other people as they would wish to be treated themselves. 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 most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children and children need to have trust in the staff member enabling pupils to feel safe.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We want children to know that they can have confidence to try anything. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school
- recognising and praising the many positive qualities our children can show
- holding the belief that a child's self-image, can change in a positive way through seeing and feeling their successes
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns

Our expectation is that:

‘The Trythall child learns through doing, making, playing, working together and being outdoors. Every child and their family are included in an atmosphere of warmth and mutual support.’

This expectation is displayed throughout the school and is re-enforced with all children. Members of staff also regularly refer to this vision and our 3 school rules as part of our assemblies and PSHE programme.

Through the implementation of this policy, we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Unwanted behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Disrespect of others and our environment

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5. Roles and responsibilities

5.1 The governing board

The Full Governing Board 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
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Full Governing Board
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with unwanted behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, virtues and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The headteacher will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the agreed expectations.
- The pastoral support that is available to them to help them.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

Our school acknowledges appropriate behaviour as it believes that this will develop an ethos of kindness and co-operation. Our approach is designed to promote high standards of behaviour, rather than merely deter antisocial behaviour. It works in unison alongside our school rules.

We celebrate the children's behaviour in a variety of ways:

In the classroom - teachers, teaching partners and children celebrate children's work and achievements through:

- Positive verbal feedback.
- Displaying work throughout the school.
- Children may show their work to another class teacher or to the Headteacher, to celebrate achievements.
- At our Celebration assembly, members of classes across the school share examples of their learning.

- At our Celebration assembly, teachers nominate a member of the class for a Headteacher certificate.
- Each class are a team who collect Golden Virtue Tickets for showing the school virtues in their behaviours. The tickets are collated as a team and they earn a reward that is voted for by the class.
- Giving children opportunities to succeed through responsibility, such as being monitors and other roles however seemingly small.

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move with care around the school.
- Treat the school buildings and school property with respect.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations outlined in the curriculum.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the school rules.
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils on arrival.
 - Establishing clear routines (using visual timetables as appropriate).
 - Communicating expectations of behaviour.
 - Noticing and promoting wanted behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's unwanted behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to wanted behaviours

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise or positive body language/signing.
- Communicating praise to parents/carers.
- Certificates, Golden Virtues Certificates.
- Positions of responsibility, such as being entrusted with a particular decision or role.
- Whole-class or year group rewards when the class has earned 100 tickets.

7.4 Responding to unwanted behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unwanted behaviours.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unwanted behaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unwanted behaviour:

Low Level Disruption during learning time (including outdoor learning and assemblies)

- A verbal reminder of the expectations of behaviour.
- Publicly noticing someone who is demonstrated expectations of behaviour.
- Using non-verbal cues for expected behaviour
- Offering adult support

When Low Level Disruption persists and interrupts the child's or others learning

- A verbal warning to allow the child to stop with the appropriate sanction applied e.g. leaving the classroom, missing a breaktime.
- Adult supports the child to move away from the learning task – co-regulates with the child but does not engage in any activity the children could perceive to be rewarding unwanted behaviour.
- Allow the child to return to the learning when ready with the expectation they will complete the learning/task.
- When playtime is missed as an appropriate sanction, the teacher will be mindful of alternative physical breaks being necessary. Missing playtime never carries over to the next day.
- Adults record behaviour incident on My Concern – classified by headteacher as disruptive.

Persistent Low Level Disruption (over more than 1 session/day)

- As above
- The class teacher will speak to the child's parents at the end of the school day.

- Additional support may be identified e.g. more visual or adult supports, changing where they sit in the classroom, parents setting behaviour expectations with the child before the school day begins, personal profile shared with all relevant staff.
- Publicly noticing when the child makes the right choices in situations.
- Adults record behaviour incident on My Concern – classified by headteacher as challenging.

Persistent Low Level Disruption (over several consecutive days)

- As above
- The headteacher will speak to the child's parents and arrange a meeting to discuss the implementation of a personal support plan.
- The headteacher in conjunction with the class teacher will write the personal support plan.
- The headteacher, class teacher and parents will meet to agree the personal support plan.
- The personal support plan will be shared with the child (if appropriate) and all relevant staff.
- Personal support plans are reviewed termly.

Behaviour the causes harm (physically/verbally) to children, adults or animals (unsafe behaviour)

- A verbal reminder of what safe behaviour looks like.
- Adult support to co-regulate with the child who has harmed.
- Adult support to comfort the person who has been harmed to include first aid as necessary.
- An adult will support a restorative conversation with between those involved – supporting the perpetrator to apologise in an appropriate way and the person who was harmed to feel that their has been an agreed consequence (justice).
- Unsafe choices may result in a child sitting out, missing a playtime
- Both sets of parents informed at the end of the school day – this can be over the phone if the teacher feels a conversation in front of others is too public.
- Adults to record on My Concern – Headteacher to classify by the type of unsafe behaviour e.g. hitting, kicking etc.
- Adults to record any first aid as per the first aid policy

Repeated unsafe behaviour

- As above.
- Adults to record on My Concern – Headteacher to record as challenging behaviour and bullying if the same person is repeatedly, intentionally targeted.
- Headteacher reports bullying incidents to the Chair of Governors
- The headteacher will speak to the child's parents and arrange a meeting to discuss the implementation of a personal support plan.
- The headteacher in conjunction with the class teacher will write the personal support plan.
- The headteacher, class teacher and parents will meet to agree the personal support plan.
- The personal support plan will be shared with the child (if appropriate) and all relevant staff.
- Personal support plans are reviewed termly.

Unsafe behaviour that continues after the personal support plan is actioned

- Suspension – following the LA guidance.
- The chair of governors will be informed.
- The LA will be informed.
- A reintegration meeting will be held with the parents, headteacher and child before they return to school.

Damage to others belongings, school resources, premises

- › A verbal reminder of how we can respect our environment.
- › Restorative conversation to include an apology to those effected.
- › School-based sanction, such as tidying a classroom.
- › Parents informed at the end of the school day.
- › Adults report the incident on My Concern – Headteacher categorises as challenging.
- › Personal Support Plan if the behaviour persists.
- › Suspension if the behaviour persists beyond the personal support plan.

Personal circumstances of the pupil will be taken into account when deciding the most appropriate sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Personal support plans can include referral to appropriate outside agencies with the parents permission.

Permanent exclusion will be considered, in the most serious of circumstances.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort.
- › Be applied using the minimum amount of force and for the minimum amount of time possible.
- › Be used in a way that maintains the safety and dignity of all concerned.
- › Never be used as a form of punishment.
- › Be recorded on My Concern and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching and confiscation

Our school understands how distressing a search can be for the children who attend Trythall, we therefore would use our respectful relationships with the children to help them to take ownership of having a prohibited item (listed in section 3) in school – giving them the opportunity to hand it in. We will only search a child if we believe there is a risk to the child or school community. In most circumstances, we will ask the parent to come into school and keep the child away from others if we suspect they have a prohibited item. Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the headteacher and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is made on My Concern.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will 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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf.”
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil’s co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try to determine why the pupil is refusing to comply.

The headteacher will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt).
- Hats, scarves, gloves, shoes or boots.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened.
- What was found if anything.
- What has been confiscated if anything
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present?

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil.
- Not be a police officer or otherwise associated with the police.
- Not be the headteacher.
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site unwanted behaviour

Sanctions may be applied where a pupil has displayed unwanted behaviour off-site when representing the school. This means unwanted behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has displayed unwanted behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online unwanted behaviour

The school can issue behaviour sanctions to pupils for online unwanted behaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information [\[insert link\]](#).

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Sanctions

8.1 Missing breaktime

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing this sanction, the school will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical/SEN need.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal will only be used in response to serious breaches of the policy. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Personal Support Plans
- Multi-agency assessment
- Enhanced Provision (internal)
- Alternative Provision (external)

Staff will record all incidents of removal from the classroom on My Concern, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned including:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as neurodiversity.
- Use of outdoor spaces (café, trampoline or polytunnel) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction.
- The pupil was unable to act differently at the time as a result of their SEND.
- The pupil was likely to behave aggressively due to their particular SEND.

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Nurture based activities
- Changes to the environment
- A total communication approach
- Personal Support Plans and Personal Profiles
- Reintegration meetings

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of positive handling.
- The needs of the pupils at the school.
- How SEND and mental health needs can impact behaviour.
- How to record behaviour incidents appropriately.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of alternative provision, enhance provision and managed moves.
- Incidents of searching and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the headteacher who will report their findings to the Governing Board.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This Anti Bullying policy is linked to the following policies:

- Behaviour and discipline policy
- Complaints policy
- Child Protection policy
- Confidentiality policy
- Acceptable Use Policies (AUP)
- Curriculum policies
- Mobile and smart technology policy
- Social media policy

Appendix 1: written statement of behaviour principles

At Trythall Community Primary

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

Behaviour incidents are recording using my concern but will include the following information.

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

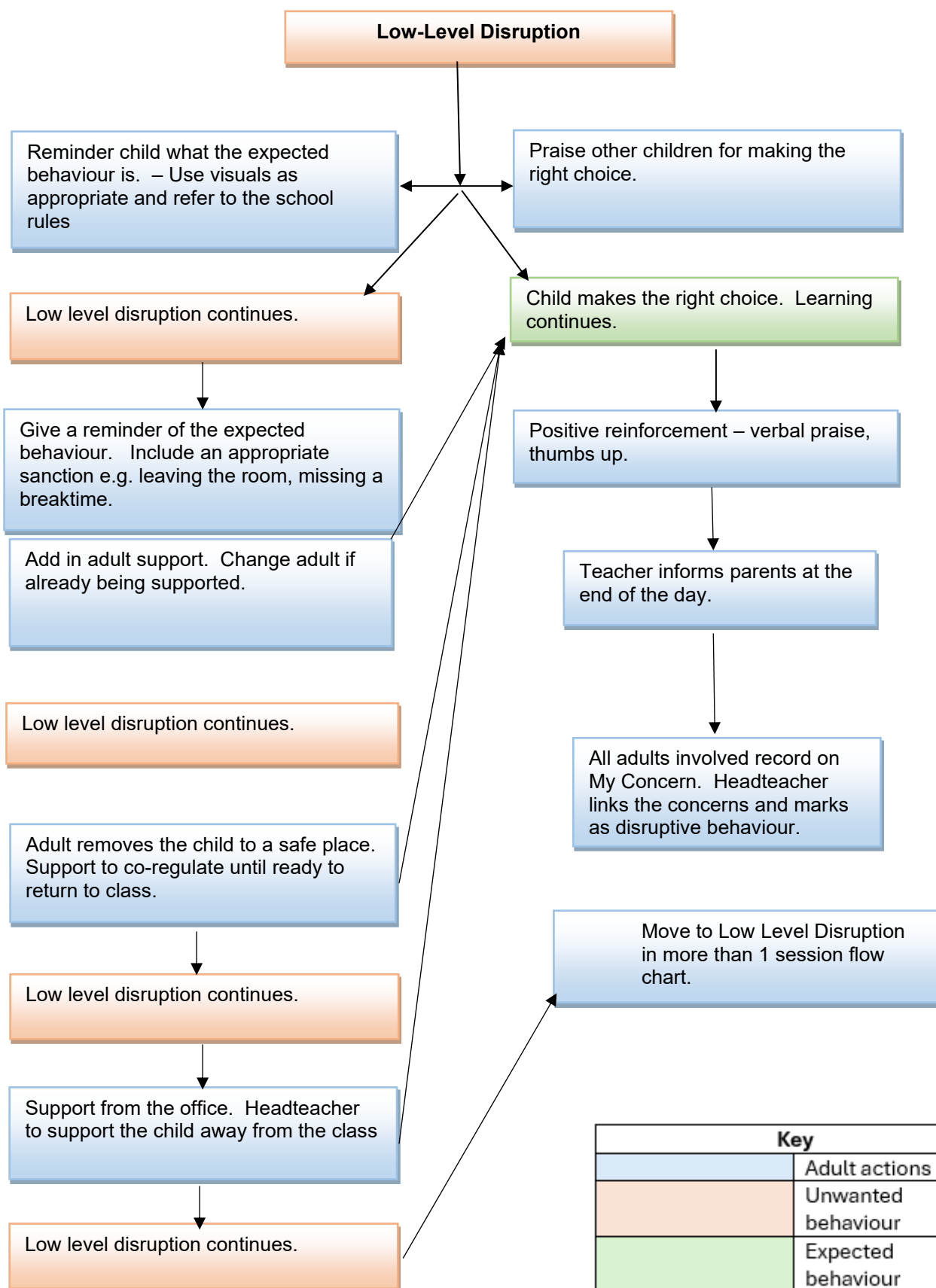
Yours sincerely,

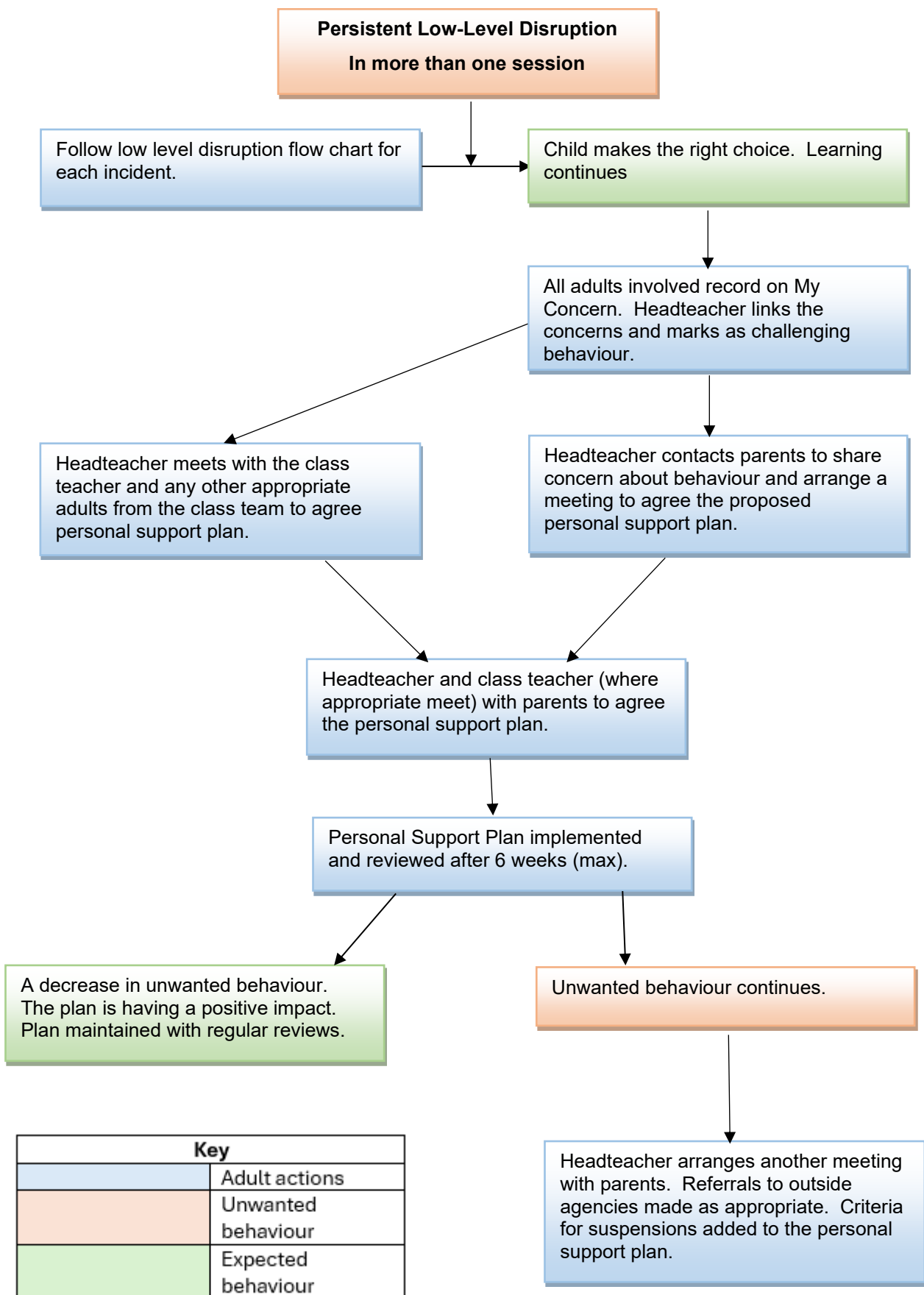
Class teacher name: _____

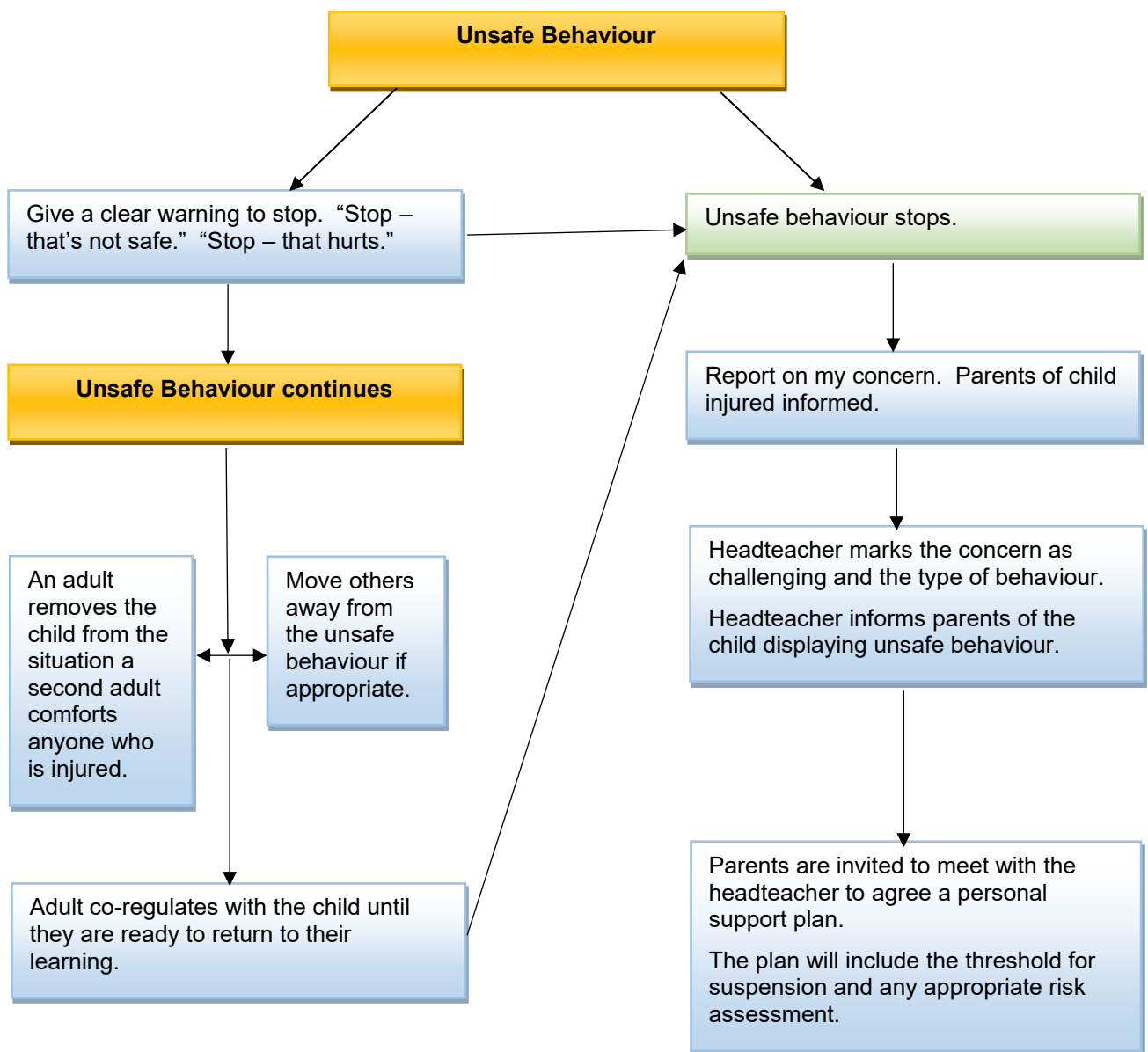
Class teacher signature: _____

Date: _____

Appendix 5: Flow chart for unwanted behaviours







Key	
	Adult actions
	Unwanted behaviour
	Expected behaviour
	Unsafe behaviour

Appendix 6: Example Personal Support Plan

Positive Behaviour Support Plan

Name

DOB

Year Group:

Things to know:

Triggers

- Having to concentrate for long periods (sitting/expecting to stay on task for long periods)
- Fear of failure – Shame responses
- Transitions from one situation to another
- Not getting his own way
- Losing control of a situation
- Home life

Motivators

- Friendships
- Lego
- Climbing
- Praise
- Calm and quiet voices

	Stages of Crisis and Signs of agitation (What are the behaviours)		Staff Intervention/Key phrases (How do staff manage the behaviours at this stage)
0	<p>All calm – What helps to keep calm, happy and able to engage in learning opportunities? Strategies that help to prevent the behaviours of concern occurring</p> <ul style="list-style-type: none"> • Is following adult instructions by giving 2 choices • Use of a timer • Engaging with peers I feel safe with • Engaging with adult support • Movement breaks 	0	<ul style="list-style-type: none"> • Ensure there are visual resources for in the classroom • Use a visual timetable – set up every day by and staff or use a white board or the class timetable to show him what his day looks like for him • Explain when there are changes to the day. Recognise that he is going to find this tricky, so everyone needs to have realistic expectations of his responses. • When adults spot following a rule, they provide immediate and direct praise, being really specific with him so he can fully understand your praise “<i>I am proud of you for making the right choice and putting that toy away, thank you.</i>” Encourage everyone to stay away from language such as “Good boy,” so that all feedback is about behaviour and not him as a person. • Say what you need him to do rather than what you want him to do. Be clear when you are not giving him a choice, so instead of “Can you please come in with me please?” use “<i>I need you to come in with me thank you.</i>” If he refuses, instead of “ok, well, you can either come in now, or in 5 minutes,” try “<i>We are going in and I am going to wait quietly with you here until you are ready.</i>” • Instructions to be delivered in a specific way. For example, always use his name at the beginning to cue him in and end an instruction with ‘<i>thank you</i>’ to show you expect him to comply. This needs to be backed up with confidence and presence. Adults need to believe they can get him to do what they are asking and communicate this alongside their words.

			<ul style="list-style-type: none"> Deliver instructions in manageable chunks. For example, “....., first you need to...’ (Allow time to process the instruction and response time). ‘....., next you need to...” This needs to be specific to so that expectations are reasonable for his chaotic brain.
1	<p>Level 1- Low level Behaviours/Physiology – Understand and spot the clues that is becoming unhappy/feeling agitated/over excited. Early Intervention to stop behaviours escalating. Trigger phase – best time to intervene when listening and responding are still possible.</p> <ul style="list-style-type: none"> Restless and moving around the class Reluctant to follow adult instructions Reluctant to work Starts choosing what he would like to do rather than what he has been told to do Ignores adults 	1	<ul style="list-style-type: none"> Identify that is having difficulties with a situation, this may present as frustration, or increased physical or emotional behaviour. Staff to remain calm and be aware of his tolerance level: Frustration, Anger, Aggression or Crisis If is frustrated you can normally use distraction or redirection strategies in order deescalate him, this could be using fiddle toys, playdough or Lego, or going to the main hall to play out his emotions. Give short clear instructions now and next..... “I need to you finish your sentence, then you will be able to go and” Use the language of choice i.e. <ul style="list-style-type: none"> When he is starting to become dysregulated, will struggle to manage choices and therefore you need to specific. “....., you can put that away or put it on my desk, you choose.” to be offered a movement break at regular intervals. Again, consistent wording is helpful so he feels understood and not judged “....., you have worked really hard this morning, thank you. I can see you are finding it tricky to be in the class room now, let’s go outside for a movement break.”

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • Offer a distraction e.g. job in the class as it offers a distraction and an opportunity for him to achieve positively. It also brings his left hemisphere into the forefront and encourages him to regulate. • Break the task down into manageable chunks – <i>“First we need to... then”</i> • Avoid “We can work here or in” Be more directive as he is off baseline by this point. <i>“....., I can see you are finding it tricky to work in here, let’s go and work together in where it’s quieter.”</i> • Ensure he knows there is an end in sight i.e. <ul style="list-style-type: none"> ○ Complete 2 sentences and you will be finished ○ Complete 2 sentences, have a break (timed) and then we will do 2 more ○ Clear beginnings and ends to tasks • If there has been an incident - <i>“Tell me what happened and we can sort it out”</i> He may not be able to do this if he has been triggered and is then likely to feel defensive and shamed. <i>“I can see that you were angry when you hit your friend and I’m wondering if that was because he took the ball off you.”</i> Less direct and judgemental and encourages safer communication. Then something like <i>“Ok, so I get that you were angry because took the ball and I know its super tricky when that</i> |
|--|--|--|

			<p><i>happens. However, it's not ok that you hit him, so let's see if we can think of other things that you could have done instead. Can you think of any ways to sort it out with?"</i></p> <ul style="list-style-type: none"> • This depends on whether he is regulated and able to access his thinking brain or if he is feeling shamed and sad. If it's the latter, wait and pick a later time.
2	<p><u>Level 2 – Challenging Behaviours/Physiology</u> – May lose the ability to be rational – preparing for fight, flight or freeze</p> <ul style="list-style-type: none"> • Not following adults instructions • Leaving the room or building • Climbing • Hiding • Using inappropriate language towards staff e.g. 'You're a big butt' • Being threateningly close to adults or children (in their face) 	2	<ul style="list-style-type: none"> • Give time and space to calm down but ensure that he can be seen at all times. This can be really tricky and he may need an adult to co-regulate with him, mirroring calm. Children can often feel abandoned in their dysregulation but I also get that it can also be helpful to have space. Good judgement is needed by someone who knows him well. • Say to <i>"I'm not going to let you Because I need to keep you safe."</i> This tells him that you are in control when he is not able to be. Super important in helping children feel emotionally held and therefore safe. • Say to <i>"Not in my face, it scares me."</i> • Encourage to take himself to a safe space (The Support Room, Forest School or The Hall) Again being mindful that he doesn't experience abandonment or rejection through this. Warm, nurturing and connective language needed. Also, be more directive <i>"....., I can see that you are getting angry / fidgety / anxious, so let's go to outside where it's quieter."</i> Remember, choices are harder the more dysregulated we are.

<p>C Crisis Level – Crisis point – behaviours that put self/others at risk of harm/damage to property. May be out of control so may be necessary (as a last resort) to guide, escort or hold, including a safe place.</p> <ul style="list-style-type: none"> • Refusing to follow adult's instructions • Removing himself from the room/building and being disruptive • Throwing equipment in an unsafe manner • Climbing higher and more risky objects • Hurting members of staff/children (kicking, hitting with implements) • Swearing • Self-harming, scratching, biting, (may remove clothing) 	<p>3</p>	<ul style="list-style-type: none"> • If is Aggressive or In Crisis, may not be emotionally available in his fight/flight mode. will need space to calm down, this may result in him being removed or the class being removed in order that he/they can be kept safe. can normally calm down with a trusted adult. THIS IS NOT THE TIME TO CORRECT OR IMPOSE OUTCOMES • Remember, CALM, CONNECT, COMMUNICATE. • When has been able to calm, you can then communicate about the incident and make changes as required. Give time and space to calm down but ensure that he can be seen at all times as above. • Say, <i>"I'm not going to let you Because I need to keep you safe."</i> • Giving warning that he will be moved to his safe space is highly likely to escalate him as it is likely to feel like a threat. He is not able to access his thinking brain now and his behaviours are purely emotional, <i>"Come on, we are going to leave the classroom together now and find somewhere quiet,"</i> or <i>"..... , I am not going to let you climb on that, so we are going to go to outside so that you are safe."</i> Earlier intervention is key. • Consider evacuating the area rather than moving • <i>"If you continue to behave in an unsafe way we will need to move you to your safe space."</i> • Ask for support from another key adult
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			<ul style="list-style-type: none"> • If is at significant risk of hurting himself or others move to a safe space using Team Teach. Only lift if others will get hurt if you don't. Call HT to help or witness. If at all possible move others so you don't have to hold him. Connection is key here as he is likely to feel out of control and you taking control needs to feel safe for him and not punitive / shaming. • Try not to cross more than one threshold (stop as soon as you are in a space/away from other children) • Ensure other children are safe. • Tell to stop (self-harming). Offer a pingy band for his wrist (trialling) • If it is clear that’s mental health is not going to recover enough to cope with the school day HT may call parents to collect him and he will go home from school for the rest of the day and come back to school for the next school day. This is not a suspension. • If there is a pattern of repeated aggressive behaviour towards staff and/or children during the same week a suspension will be considered.
4	<p><u>Calming down/ debrief</u> - Recovery interventions for the young person, peers and adults</p> <ul style="list-style-type: none"> • Not hurting/lashing out • Beginning to follow adult instructions once again • Takes himself back to the group and routine • Body language is relaxed and still 	4	<ul style="list-style-type: none"> • Leave him but keep a watchful eye on him as above, finding the balance between giving him some space and not leaving him feeling abandoned. Tell him what you are doing and why. <i>“I am going to leave you here now as I wonder if you might like some time to calm down but I will be just there if you need me.”</i> • Give him his calm down box. This might help but it is safe connection with his adult/s that he needs in order to recover.

	<ul style="list-style-type: none"> could display shame behaviours (head down, body closed, crying) 		<ul style="list-style-type: none"> Once calm put a time limit on this box. Give him a drink and maintain connection with him. Give him time to talk to an adult if needed; the skill is judging the right time so not to re-trigger or shame him. This comes from knowing and is often when we feel that reconnection. That sense of "I've got him back, I can access him now," a feeling rather than an action. Allow him to re-join the group with unnecessary attention or mention of previous behaviour ask him if he is ready to re-join the group and if he needs anything. Log the incident and communicate it with parents. Staff to have debrief with someone not involved, following procedure provided by Headsight.
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To enable to transition to and from school sessions successful he needs:

1. To arrive on time.
2. Parents to communicate with staff if
 - has missed a meal,
 - is tired,
 - has been dysregulated at home or on the way to school since his last session.
3. Be collected on time.
4. Be available to collect if we need to call home.

Agreed by:

School

Date

Child

Date

Parent
