



Pimperne CE VC Primary School

Behaviour Policy

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.”
Pam Leo

Date policy last reviewed: 1/9/2023

Signed by:

FCWaller

Headteacher

Date: 1/9/2023

JTorrance

Chair of governors

Date: 1/9/2023



'As each one does their part, we grow in love'
Ephesians 4 vs.16



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“Feeling hurt or threatened causes people to close themselves in, withdrawing from their surroundings.”

“Reflection is more than just noticing what one feels...; it’s an effort to make sense out of feelings.”

Hauser et al.

Statement of intent

Pimperne Primary believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Teaching behaviour
- Defining our considered unacceptable behaviour, including bullying, gender-based violence and discrimination
- Promoting desired behaviour by stating how we expect pupils to behave
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Challenging and disciplining misbehaviour through known consequences
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with all including parents and visitors.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions (consequences) will be used where a pupil’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response known as ‘Roots and Fruits’.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach ‘[Switched On](#)’, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

All staff are 'Trauma Informed' and there are currently 4 Trauma Informed Practitioners within the school who support all aspects of this policy.

1. Pimperne Philosophy

"We are teaching behaviour, not controlling it."

Angel Wadham, Dorset STEPSs consultant

From September 2018, Pimperne Primary School Staff have been trained in the Trauma Informed Schools (TIS) approach. In January 2022, the Dorset STEPS approach was dovetailed in. This behaviour policy for the whole school is underpinned by a therapeutic approach to managing behaviour where prosocial behaviours are promoted to encourage sustainable positive behaviour choices from pupils.

Therapeutic approach

"An approach to behaviour management which prioritises the prosocial feelings of everyone in the school community." (Dorset STEPs)

We recognise that negative experience create negative feelings and that negative feelings may lead to negative behaviours, whilst positive experiences create positive feelings which are more likely to lead to positive behaviours. At Pimperne CE VC Primary School, every adult seeks to understand the reason why a child is presenting with antisocial behaviour(s) and endeavors to change the circumstances in which the behaviours(s) occur.

Therapeutic viewpoint

"Negative experiences create negative feelings. Negative feelings create negative behaviour.

Positive experiences create positive feelings. Positive feelings create positive behaviour." (Dorset STEPs)

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better."

Pam Leo

Instead of thinking of 'good' and 'naughty' pupils. Pimperne Primary School upholds that a significant minority of pupils will have a number of risk factors in their life (Ref. DfE: Mental health and behaviour in schools 2018) which means that they are significantly more likely to have a conduct disorder. These are the children who are likely to display the most difficult or dangerous behaviour in school, yet are the least likely to respond to traditional, suppressive behaviour approaches. For these pupils, a therapeutic approach to behaviour is more likely to



'As each one does their part, we grow in love'

Ephesians 4 vs.16



change behaviours, not just in school, but also at home. Emphasising prosocial experiences will have a positive impact on all pupils, but it will require a consistent and understanding approach from all staff.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct & Home School Agreement
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

3. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions (consequences) for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead and TIS Practitioners will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

All Staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their care.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Supporting pupils in adhering to this policy.
- Modelling high levels of behaviour.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENDCO.
 - Headteacher.
 - Class Lead
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Modelling prosocial behaviours.
- Implementing the behaviour policy consistently, being mindful of the need for a therapeutic approach.
- Staying up-to-date with necessary training.
- Using a range of strategies to teach positive behaviour.
- Adjusting lesson planning to have a positive impact on behaviour, including reasonable provision for vulnerable pupils.
- Being proactive and creative with educational consequences applied for difficult behaviours.
- Leading or contributing to personalised behaviour analysis, mapping and planning, and risk management using Dorset STEPs tools (appendices 1 - 6).
- Liaising with other colleagues to design behaviour interventions.
- Using class reward systems, recognition book and Headteacher awards to reward positive behaviour and inform parents, if required.
- Recording very difficult and dangerous behaviours using My Concern, using agreed categories (appendix 8).
- Using TIS scripts when leading 'reflect and restore' discussions.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Ensuring they act responsibly and safely online.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Discussing any behaviour concerns with teachers/year group teaching team promptly.
- At the point of need, attending meetings to design bespoke behaviour or risk management plans, including involving outside agencies.
- Supporting any consequences as a result difficult or dangerous behaviour.
- Ensure appropriate monitoring checks are made regularly and security around online use of age appropriate apps, games, social media etc

4. Definitions

For the purposes of this policy, the school will define “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

5. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

6. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **‘Switched On’ Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour. These are then addressed individually, in consultation with the parent/carers and a 'Roots and Fruits' plan devised for active support.

7. Managing behaviour

"Positive experiences create positive feelings. When you change people's feelings, you change people's behaviours - permanently."
Dorset Steps

Positive behaviour should be rewarded with:

- Verbal or non-verbal praise from member of staff
- Class rewards
- Name in the book of recognition
- Headteacher's Award/sticker

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

"Consequences are a conclusion derived through logic. Something that logically or natural follows an action."

Dorset Steps

Difficult or dangerous behaviours should lead to an educational and/or protective consequence:

Educational consequences: (See School rules)

Punishment is not used at Pimperne CE VC Primary school. Punishment relies on external discipline. Punishment is seen as a sanction imposed by an adult who does not have a direct relationship with the problem behaviour. As a result, punishment can harden and numb the child, produce obstinacy, sharpen sense of alienation and strengthen the power of resistance.

Educational consequences must be supported by an adult (Teacher, TA, ELSA/TIS Practitioner) so that it encourages prosocial feelings for the child. Examples could include:

- Positive behaviour report
- Rehearsing prosocial behaviours
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings

Where educational consequences are frequent, parents will be contacted. The purpose of this would be for home and school to work collaboratively to best support the child. This may involve a bespoke graduated response and behaviour plan for a pupil. [See Appendix 2 Roots and Fruits](#)

Protective consequences:

If the safety (physical or emotional well-being) of pupils, staff or property is at risk, the following protective consequences will be considered and planned by class teacher/senior leader as appropriate (This list is not exhaustive and other appropriate consequences may be considered):

- Move class to another room
- Positive behaviour report
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Withdrawal from peer learning
- Fixed term suspension
- Permanent exclusion



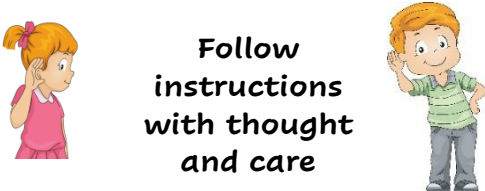


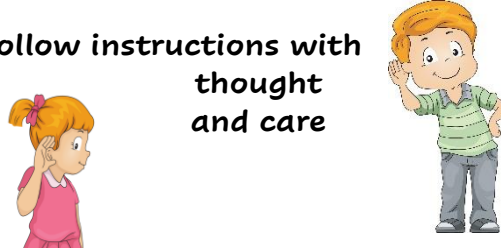
All protective consequences should be communicated with parents (including potential victims). Multiple use of protective consequences should involve a bespoke behaviour plan for

a pupil. This will be drawn up collaboratively involving both home and school. [See Appendix 2 Roots and Fruits](#)

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff members will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

After an initial incident of negative behaviour, the following sanctions (consequences) shown in our [school rules](#) will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

KS1 Our School Rules:	First Oops 😞:	Second Oops 😞:	Third Oops 😞:
<p>Care for everyone and everything</p> 	<p>Let's stop and think about our school rule.</p> <p>Adult help: What can we do to stop this happening again?</p>	<p>'Time in' with a class adult to reflect, during own time (playtime).</p> <p>Make our apologies.</p>	<p>'Time in' with a senior adult, in a calm place, during own time (playtime).</p> <p>Make our apologies.</p> <p>Parents contacted.</p>
<p>Show good manners at all times</p> 			
<p>Follow instructions with thought and care</p> 			
KS2 Our School Rules:	Consequence 1:	Consequence 2:	Consequence 3:
<p>Care for everyone and everything</p> 	<p>Let's stop and think about our school rule.</p> <p>Adult help: What can we do to stop this happening again?</p>	<p>'Time in' with a class adult to reflect, during own time (playtime).</p> <p>Make our apologies.</p>	<p>'Time in' with a senior adult, in a calm place, during own time (playtime).</p> <p>Make our apologies.</p> <p>Parents contacted.</p>
<p>Show good manners at all times</p> 			
<p>Follow instructions with thought and care</p> 			

School Record Keeping

Records are kept in regard to:

- Unacceptable online behaviour
- Discrimination of sexuality, gender, race ...
- Child on Child Abuseive behaviours
- Bullying

The forms for reporting are kept in the staffroom and Head's office and must be completed.

"Prosocial behaviour is the utopia. A good behaviour policy should focus on how to create prosocial behaviour. If it doesn't, it is expecting children to develop prosocial behaviour without being taught or shown how."

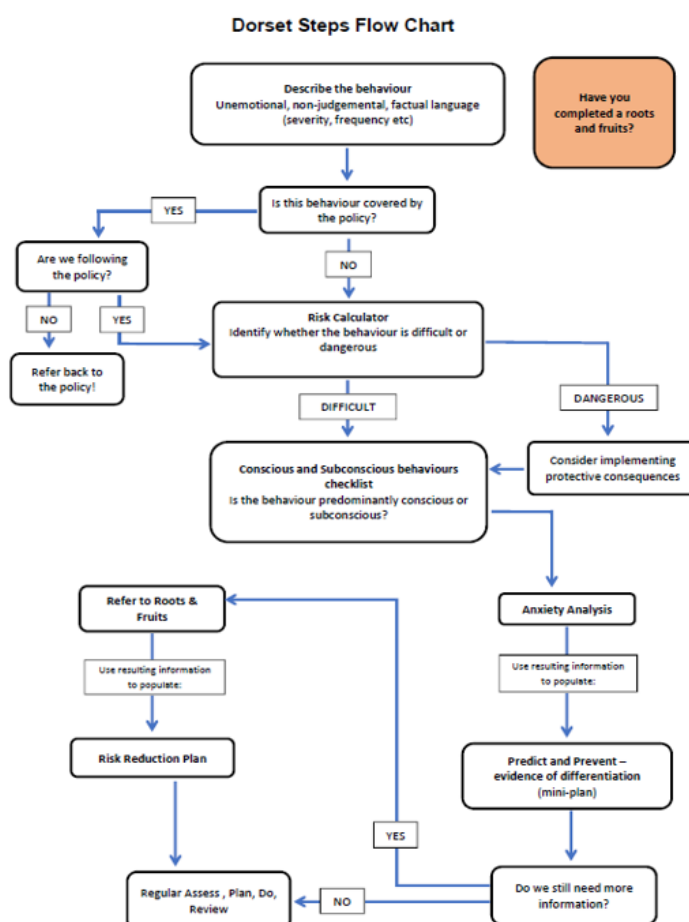
Anaela Wadham

STEPS to take in the face of very difficult or dangerous behaviour:

Teachers will use the inclusion circle diagrams ([Appendix 4](#)) to consider their class and recognise the safe learners, externalisers and internalisers, or unsafe learners.

An individual [Roots and Fruits](#) plan will need to be completed.

If the behaviour is most often difficult, teachers will use the Dorset Steps Behaviour Flow Chart (see diagram below & [Appendix 10](#)). Home and school will complete this collaboratively. Documents referred to in this flow chart can be found in appendices 1-6.



Once completed, the final plans will be agreed and shared with school and home. A review date will be set to ensure that support remains relevant and effective.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- After in-class strategies have been tried. The pupil will be removed from class to prevent further disruption or danger to themselves or others.
- Use a safe, calm space: corridor, library, Sapling, Admin corridor, KS2 group space, Elm Room
- 1:1 strategies and time to calm, reflect and return when ready.
- The staff member will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident. (Unless there is a Roots and Fruits in place with other intentions set out).

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan known as '[Roots and Fruits](#)' will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

8. De-Escalation, Prevention and Intervention strategies for unacceptable behaviour

"You are somebody's hero, so step up to the plate or get off the team."

David Bouchard

This section outlines the school's strategies for preventing unacceptable behaviour and initial de-escalation and interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

All staff will consider their language and body language in order to promote prosocial behaviours and de-escalate difficult or dangerous behaviours.

All staff will adopt the following, most effectively through individual 'Roots and Fruits' pupil plans where appropriate:

Standard practice is to use:

Emotionally Available Adult Model: Protect, Regulate, Relate, Reflect (Appendix 8)

Positive Phrasing of Language:

- Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity, empathy and compassion. They could include:
- Come and stand by me
- Put the pen on the table
- Walk in the corridor

Limited choice of language

- Limited choices often follow directly from positive phrases; these phrases will be delivered with empathy and compassion. Possible examples are:
- Where shall we talk? Here or in the library?
- Put the pen on the table or in the box.
- Are you going to sit on your own or with the group?

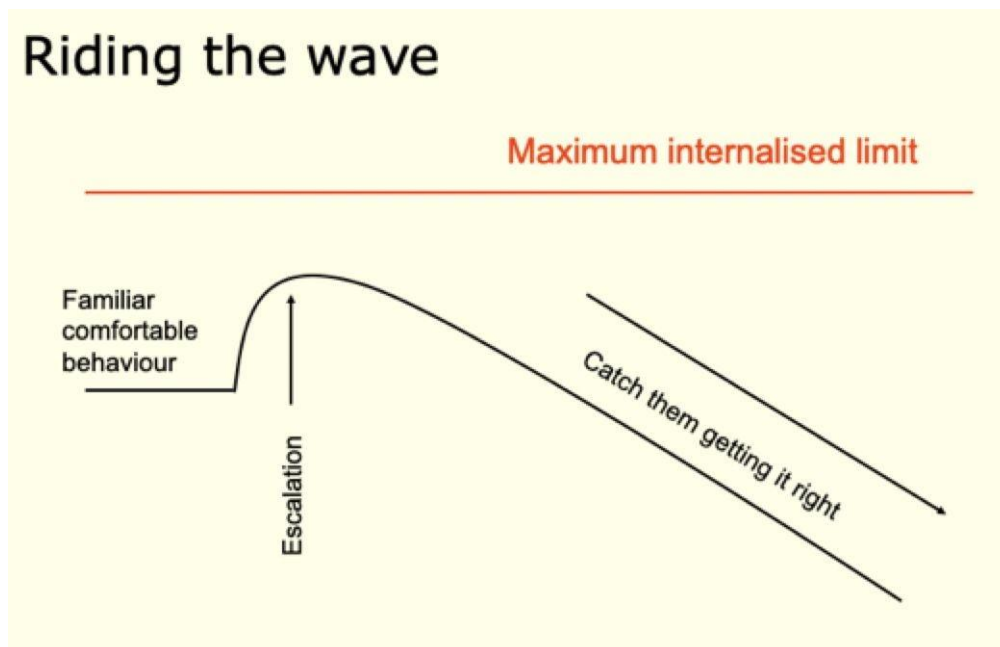
See also **'Your Words Matter'** (Appendix 9)

Disempowering the behaviour through language

Anti-social empowered behaviour needs to receive as little interaction as possible whereas prosocial behaviour needs to receive positive interaction to empower and promote prosocial behaviour as soon as it is evident. The message is anti-social behaviour is pointless; prosocial behaviour is powerful. For example:

- You can listen from there.
- Come and find me when you come back.
- Come back into the room when you are ready.

By having positive relationships with children, we can judge a child's window of tolerance (internalised limit) and predict if the behaviour will escalate to a difficult or dangerous level. If it will remain difficult (not dangerous) we can allow the student to ride the wave (see diagram below) until they change direction to gain a familiar comfortable response for their prosocial behaviour.



We also use and are aware of:

De-escalation Scripts (Appendix 9A)

Body Language: The following body language choices should be adopted to de-escalate a situation:

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff, including the SENDCo are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans 'Roots and Fruits'
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach and individualised [Roots and Fruits](#) plan will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Physical intervention

"Our choice of language matters. A child isn't 'going into melt down' or 'kicking off'. They are in crisis."

Angela Wadham, Dorset STEPs consultant

All staff are trained in the [Dorset Steps Approach](#) to Positive Handling.

Positive Handling

Positive handling is the positive application of reasonable, proportionate and necessary force with the intention of protecting a child from harming themselves or others or seriously damaging property. Our concern at Pimperne Primary School is the care and protection for everyone within our school community and we will respond to every behaviour "crisis" with care and responsibility, following this behaviour policy or bespoke plans which have been developed for a particular child.

Teachers named on bespoke risk management plans, who have also completed Dorset Steps Training, are authorised to use positive handling (see appendix 7) to guide or escort pupils away from dangerous situations and before "crisis" moments. The school will always follow our policy or bespoke plans and parents are always fully informed about any situation that arises.

All school staff were trained in the 'Dorset Steps' approach to behaviour management. This will be refreshed periodically. Dorset Steps is an approach that aims to reduce and manage conflict and build a positive school ethos and eliminate the need for fixed term or permanent exclusions. The training covers a range of areas, including conflict, de-escalation, calm body language, debriefing and positive handling techniques.

[See Appendix 7:](#)

Guiding and Escorting

Calm Stance

Safe touch (Appendix 12)

It is not illegal to touch a pupil. There are occasions when physical contact, other than positive handling, with a pupil is proper and necessary. Where touch is used, contact should be brief and gentle, on clothed or publicly visible parts of the body: hands, arms, shoulders. At no point and under no circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.

See Appendix 12: [Safe Touch Examples](#)

Reasonable Force

Members of staff will have the legal right to use 'reasonable force' to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical action will only be used as a last resort and as a method of keeping a child/adult safe or protecting others. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. **All incidents involving 'reasonable force or positive handling' must be recorded and the SLT team, in addition to parents, be made aware.**

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately removed from the classroom to a safe space and the pupil's parent will be contacted by the class staff member – parents may be asked to collect the pupil and take them home for the rest of the day. This would be recorded as a fixed term exclusion / suspension.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The class teaching team will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the

expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

[See Appendix 14: Use of Reasonable Force](#)

Detentions

At Pimperne Primary, the use of detentions is not common practice, however, we reserve the right to work with children during a time outside of the school day.

We would always seek parental consent and hope that parental support would indicate the partnership within which we work.

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

9. Behaviour Curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

Our [Switched On](#) approach to Learning and Life skills and attitudes supports our curriculum.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour. Visual timetables and reminders will be used for all pupils.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Our [Relationship Policy](#) is fundamental.

Part of our Behaviour Curriculum emphasises the need to teach and have time to [Reflect, Repair and Restore](#).

"An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment."

All people affected by an incident need to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During an incident, behaviour may be influenced by anger, frustration or disappointment etc. The purpose of reflect, repair and restore is to re-visit the experiences with each individual once calm, relaxed and reflective. The debrief is about repairing the feelings of everyone involved.

- A restorative approach:
 - focuses on the harm that has been done
 - how the harm can be repaired
 - looks at experiences, feelings and needs
 - plans to ensure conflict is less likely in the future *
- this may mean starting an [anxiety map](#) or [roots and fruits](#) exercise, risk management plan or even adapting these if they already exist.
- Restorative questions:
 - What happened?

- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?*
- What have we learned so as to make a different choice next time?

*** sometimes, the answer to this question may lead on to an educational consequence also.*

- For younger children or those with additional needs, here are some alternative approaches to a 'normal' conversation:
 - social stories
 - comic strip conversations
 - role play with soft toys or puppets
 - circle time activities
 - use signs, symbols and pictures to communicate emotions
 - sand play (therapy)

See Appendix 1: [Anxiety Mapping](#)

10. Sexual abuse and discrimination

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

11. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school

will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

12. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and 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; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

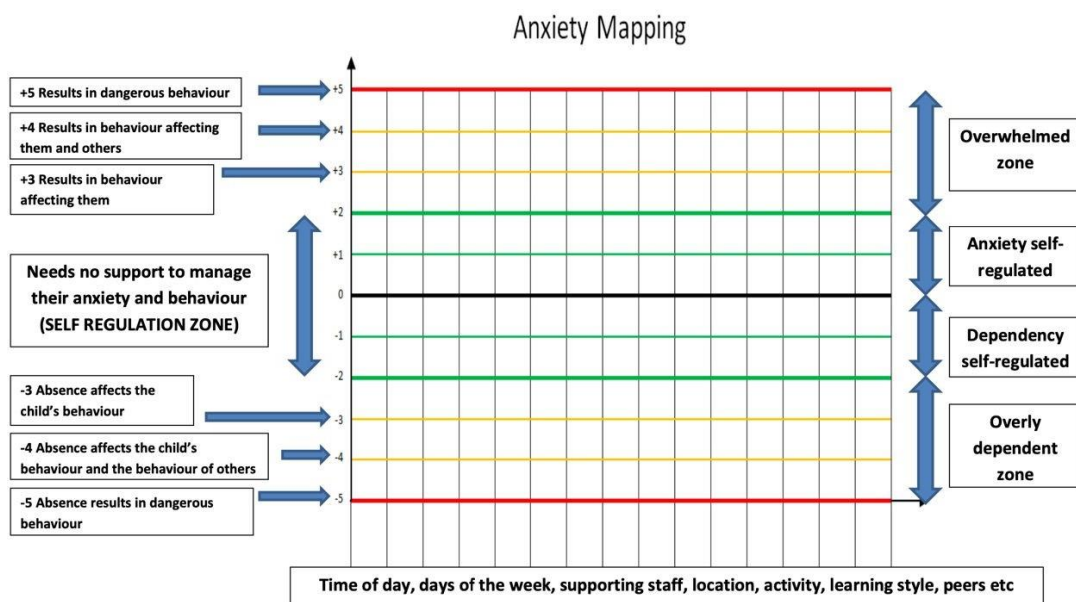
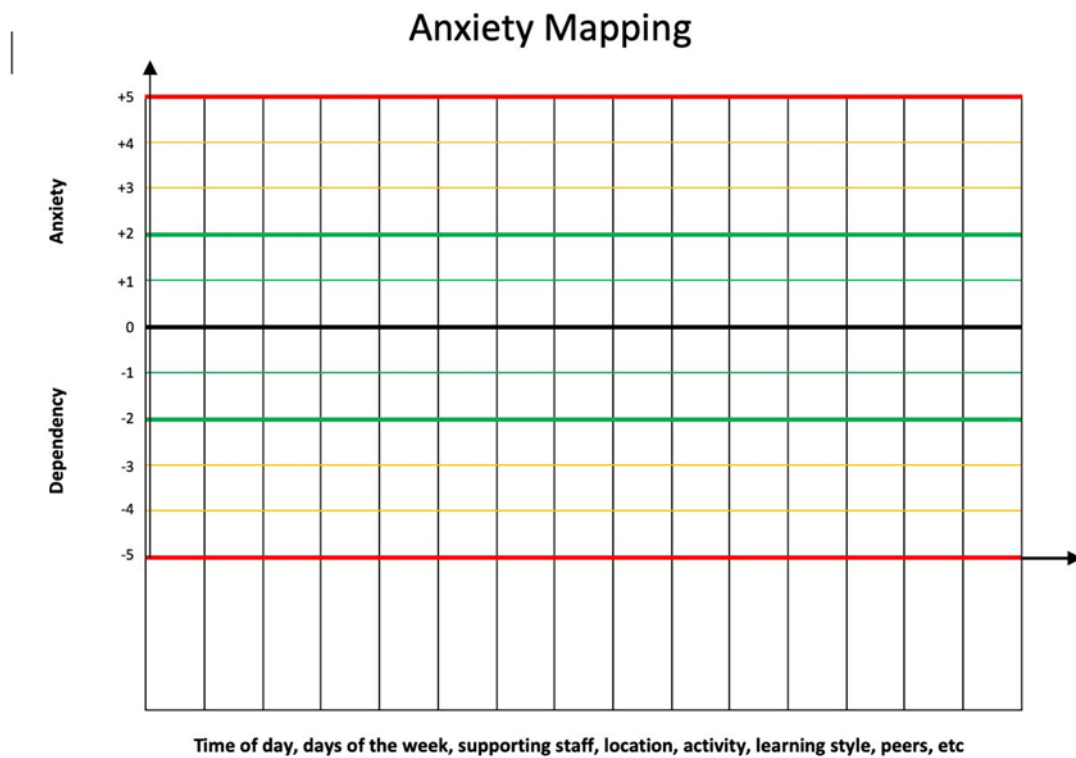
14. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2023**

Appendix 1 – Anxiety Mapping



Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	+2	These items run the risk of overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 9. 10. 11.	Monitoring needed 9. 10. 11.
	-2 - -5	These areas have developed an over reliance 12. 13. 14.	Differentiation needed to reduce this over reliance 12. 13. 14.

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil <ul style="list-style-type: none"> Writing-based lessons/tasks Reading aloud Being kept in at break/lunch Transitioning from playground back to classroom 	Planned Differentiation required to reduce anxiety <ul style="list-style-type: none"> Differentiated tasks in lessons with a practical focus Must never be chosen to read aloud in front of other children. Scaffolds for written tasks with sentence starters and word banks Break time should never be removed as a consequence. Timings may need to be altered as a protective consequence. Support needed outside. Separate breaktimes from whole school breaktimes as a protective consequence. Likes doing jobs – during whole school break time offer a job to do.
	+2	These items run the risk of overwhelming the pupil <ul style="list-style-type: none"> Carpet time Topic work 	Monitoring needed <ul style="list-style-type: none"> Option to sit at his table during carpet time Differentiated curriculum with practical or non-written opportunities to show learning in topic Pictorial resources and support with reading
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant <ul style="list-style-type: none"> Individual, non-public praise 	Monitoring needed <ul style="list-style-type: none"> Feedback needed but not in front of other children. Acknowledge the behaviour and say how it made you feel.
	-2 - -5	These areas have developed an over reliance <ul style="list-style-type: none"> Unstructured play Football club 	Differentiation needed to reduce this over reliance <ul style="list-style-type: none"> Break times/play times should never be removed as a consequence. Use play leaders/sports coaches to help engage in structured games at lunch time School staff must never use the threat of missing after-school football as a consequence.

Appendix 2 – Roots and Fruits



**Anti-social / difficult / dangerous
Behaviours**

Pro- social behaviours

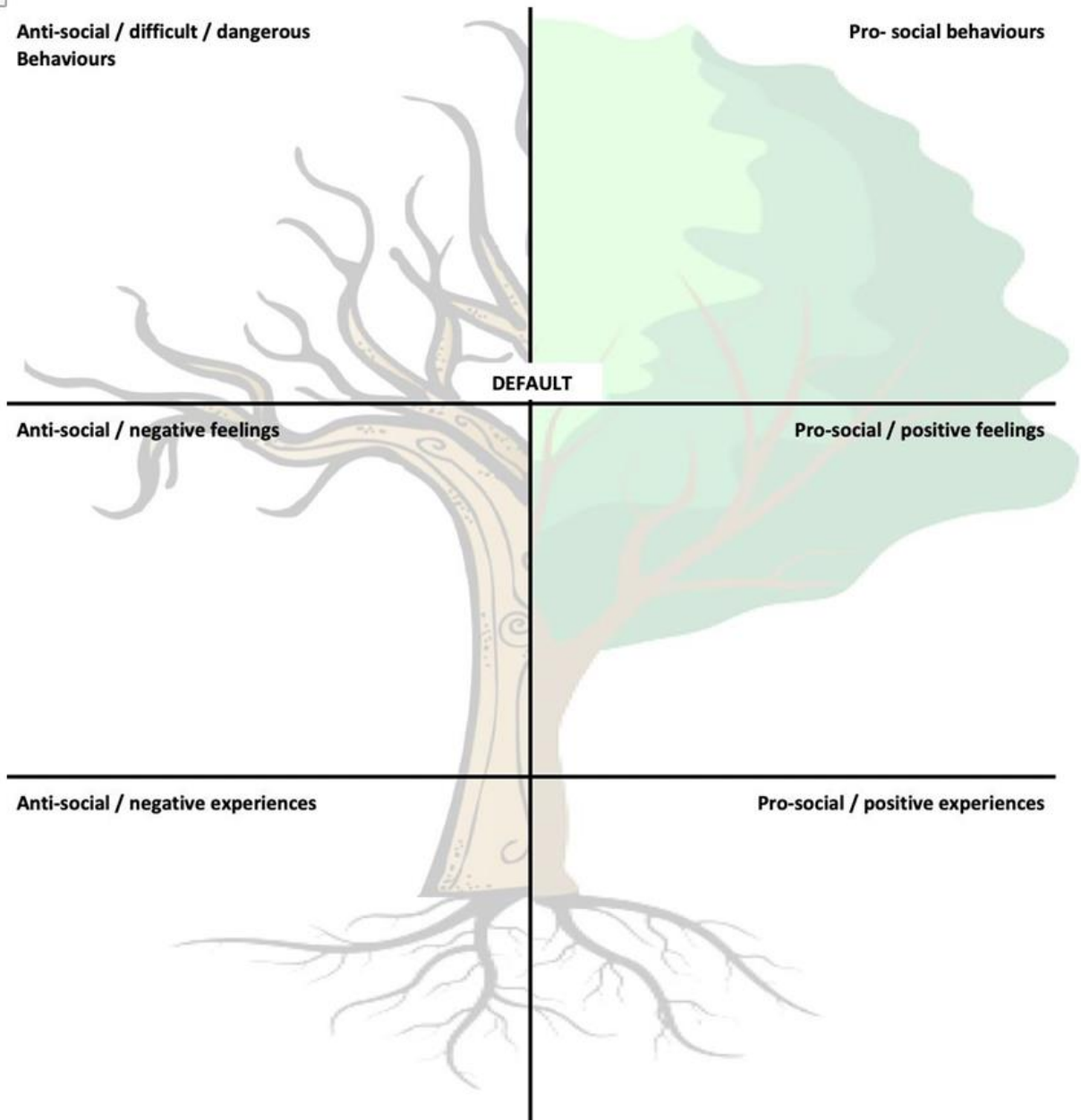
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Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences



Roots and Fruits guidance

Anti-social / difficult / dangerous Behaviours (No. 1)

The behaviour logged on your systems can populate this box e.g. Sims, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- | | |
|--|---|
| <ul style="list-style-type: none"> Running inside the school building Refusing to start a task in literacy Calling out when the teacher is talking Throwing pencils in class Putting equipment in their mouth | <ul style="list-style-type: none"> Pushing over chairs Kicking staff Going under the table Racially abusive Language Intimidating younger pupils Hiding in the toilet block Climbing the outside of the building |
|--|---|

Avoid generic undefined terminology such as:

Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan

Pro- social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on 3-5 key behaviours that you want to facilitate and achieve.

Examples: -

- | | |
|---|---|
| <ul style="list-style-type: none"> Walking while inside the school building Starting a task independently Putting their hand up to answer a question Using only the specified equipment | <ul style="list-style-type: none"> Staying at their work station for 10 mins Asking staff to help with a task Coming in off the playground when asked Participating in an adult led game with peers |
|---|---|

This section should populate the pro-social behaviour section of the risk reduction plan

Roots and fruits should be a working document, once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Anti-social / negative feelings (No. 3)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feeling rather than just the obvious ones e.g. anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

- | | |
|---|--|
| <ul style="list-style-type: none"> Helpless Anxious Blamed Shamed Uninspired Disliked Rejected Isolated Controlled Forced | <ul style="list-style-type: none"> Worried Bored Irrelevant Rejected Hungry Pain Confusion Embattled Worthless Embarrassed |
|---|--|

Pro-social / positive feelings (No. 5)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below No. 6 should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make us feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

- | | |
|--|--|
| <ul style="list-style-type: none"> Happy Calm Liked Involved Safe Included | <ul style="list-style-type: none"> Valued Inspired Needed Understood Respected Motivated |
|--|--|

If you begin by identifying a feeling, e.g. 'safe', you will then need to think about what experiences you can provide so they feel safe.

Anti-social / negative Experiences (No.2)

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

DfE mental health and behaviour in schools document. Page 14-15 risk factors should be considered when completing the above

Anxiety analysis

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section

Pro-social / positive experiences (No. 6)

Protective factors are outlined in the DfE mental health and behaviour in schools document.

All advice and strategies from external agencies should be included here.

- EHCP recommendations
- Specialist advisory services
- Health professions
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

Anxiety analysis & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiated experiences, staffing etc. you are going to provide in school and include in the risk reduction plan.

Once listed these should then populate the top of the risk reduction plan

Appendix 3 - Individual Risk Management Plan

Individual Risk Management Plan (Doc 1)


Name	DOB	Date	Review Date
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		
Pro social / positive behaviour		Strategies to respond	
Anxiety / DIFFICULT behaviours		Strategies to respond	
Crisis / DANGEROUS behaviours		Strategies to respond	
Post incident recovery and debrief measures			

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Risk Reduction plan - Guidance

Name	DOB	Date	Review Date
			
<p>Risk reduction measures and differentiated measures (to respond to triggers)</p> <p>What are the differentiated experiences we give this pupil to help lower anxiety and create pro-social feeling and behaviours</p> <p>Once it is written into the risk reduction plan, the information becomes the agreed actions which <u>must</u> be carried out by all staff. The plan is the agreed job description for working with the child outside of whole school policy and failing to follow the agreed strategies should be taken as seriously as not following any other policy or job description. (A risk reduction plan states strategies that either differentiate from or add to the practice stated in policy.)</p> <p>Conscious and Subconscious – this analysis needs to be completed before writing a risk reduction plan. This analysis helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.</p> <p>Roots and fruits – this needs to be completed before trying to write a risk reduction plan. Roots and fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences.</p> <p>What pro-social experiences did you identify from completing roots and fruits that you would give to them? These become the provision, risk reduction measures and differentiated measures.</p> <p>Anxiety maps – Staff should aim to complete a number of anxiety maps on key areas for the child. We recommend completing anxiety maps for activity, staff, peers and time. These can then be analysed to identify where we can predict the child may escalate through anxiety and help explore prevention through differentiation.</p> <p>If the anxiety map shows that they struggle with Literacy, what do we do to support them within literacy so that it becomes a less anxious experience? Identified opportunities to lower anxiety should form part of the provision here.</p> <p>All of the above should be written as the job description for managing these experiences consistently by all.</p>			

Appendix 4 – Inclusion Circles



Appendix 5 – Written Conduct Statement 2022-2023

This document is neither policy nor procedure, rather it is a statement to set out Pimperne Primary School's broad principles and values with regard to the conduct that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

The governing body is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on high standards of individual and personal conduct.

This is why, at Pimperne Primary School, we seek to uphold high standards of conduct that are guided by the principles within this statement.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the headteacher and governing board, and is clearly set out within the school's Behaviour Policy and Physical Intervention Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

General expectations

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

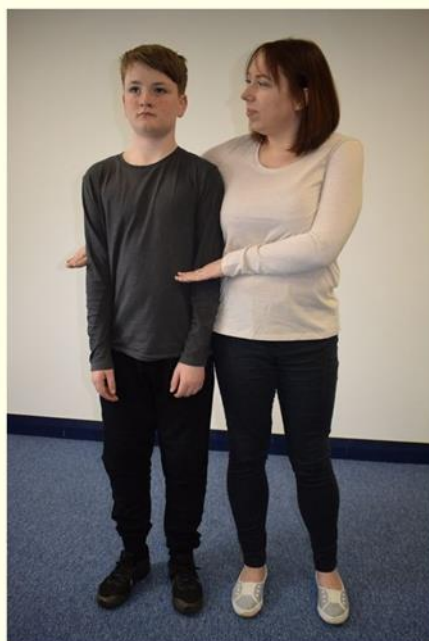
This written statement applies to all pupils, parents, governors and staff inside and outside of school.

Appendix 6 – ‘Provision Map’ Intervention & SEND Online Platform

Open mitten



Open mitten escort (to support, guide and escort)



Guiding and Escorting

Sometimes it may be necessary to guide children, ideally when this has been agreed by parents and school as part of a risk management plan, including named adults within school. However, the school reserves the right to use escorting and guiding if an emergent need arises. All staff who have completed the Step On training have been shown how to do this in a way that does not harm the child or put anyone else at risk (see appendix 7). It is important that any named adult considering use of guiding or escorting also uses a de-escalation script (see above or one agreed as part of a bespoke plan). The de-escalation script should be used more than once, repeating the child's name to help them focus. It should be used with compassion, empathy and sincerity until the child has been persuaded to leave the situation and calm down.

The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

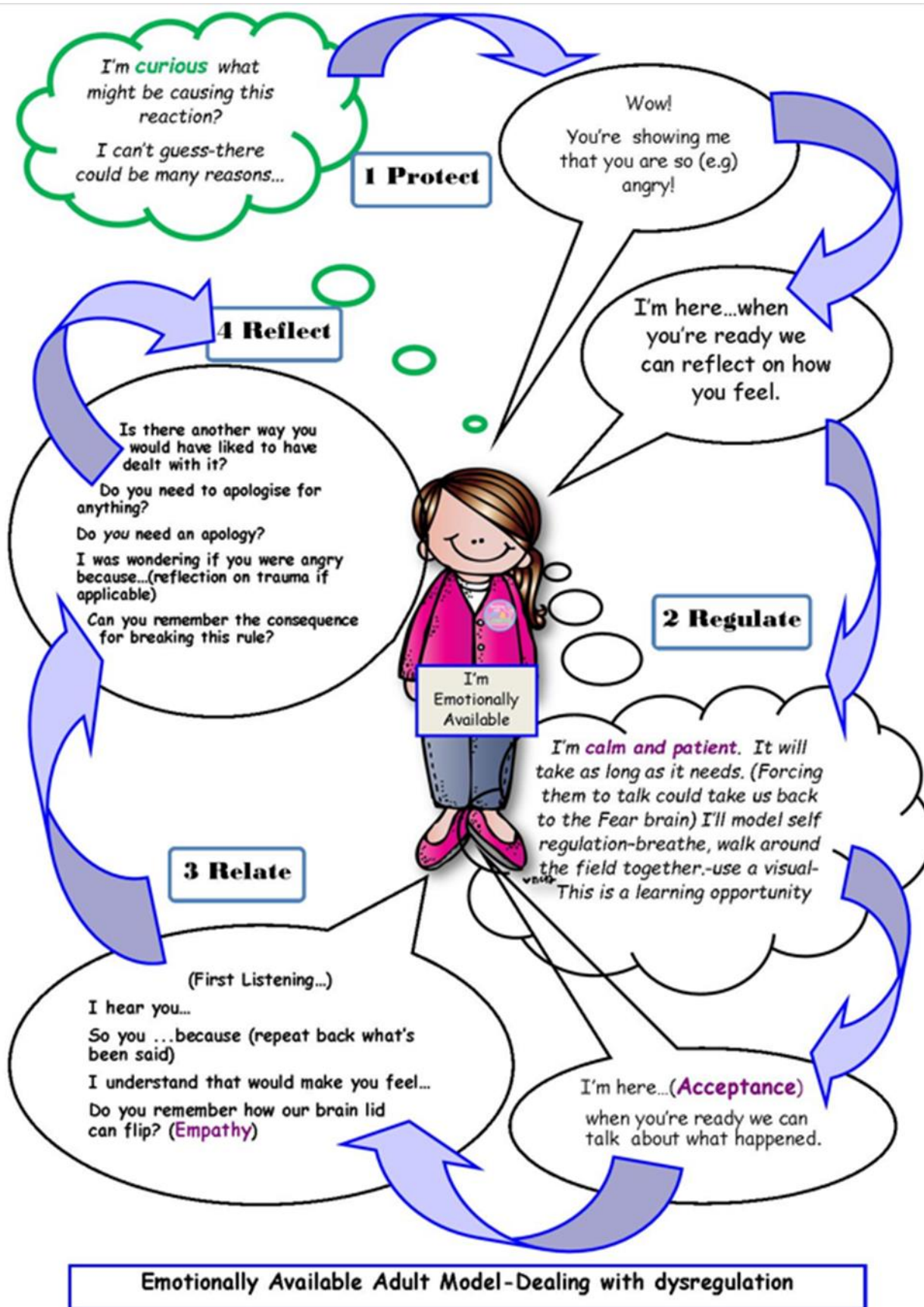
This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and causing harm to either themselves or the "guide". Both guiding and escorting should be performed only if absolutely necessary and should be recorded on My Concern, along with an explanation of the reasons for it and what other strategies had been tried first.

Any episodes of guiding and escorting must be recorded on My Concern, shared with SLT and discussed with parents. The child will also be involved in a reflection session as part of the TIS PRRR approach (see separate section above).

Calm Stance

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go. Calm stance and escorting should usually be used in conjunction with a de-escalation script (PRRR), in order to remove a child calmly and assertively from a conflict situation.










Appendix 8 – Emotionally Available Adult



Appendix 9 – Positive Language ‘Words Matter’

YOUR WORDS

MATTER

	INSTEAD OF...	TRY
	Be quiet.	Can you use a softer voice?
	What a mess!	It looks like you had fun! How can we clean up?
	Do you need help?	I'm here to help if you need me.
	I explained how to do this yesterday.	Maybe I can show you another way.
	Do I need to separate you?	Could you use a break?
	Stop crying.	It's okay to cry.
	Do you have any questions?	What questions do you have?
	You're OK.	How are you feeling?
	It's not that hard.	You can do hard things.

Appendix 9A – De-escalation Scripts

The specific de-escalation script should be used like a 4 point menu. Any element can be chosen as an appropriate response to the difficult/dangerous presented by the child. A de-escalation script is designed to remove heat from a situation and create space and time. A generic example for this school is described below, but can and should be considered for each child when specific plans are needed:

1. Protect:

"Wow! You are showing me you are really cross/excited/upset."



2. Regulate:

"I am here for you. Let's go for a walk/breathe/sensory. When you are ready, we can talk about what happened."



3. Relate:

"I hear you. I understand that would make you feel cross/excited/upset."



4. Reflect:

"I'm wondering if there is another way you would like to have dealt with it?"

"Can you remember the consequence for breaking the rule?"

Further examples of language that could be used as part of the PRRR approach are:

I...

W- Wonder

I- Imagine

N- Notice

E- Empathise

I was wondering if you're feeling...

Tell me what you were thinking.

Things are just too much for
you at the moment.

It seems like you were ready to snap!

I can see you are very...

You must be heart broken.

You're watching your every step?

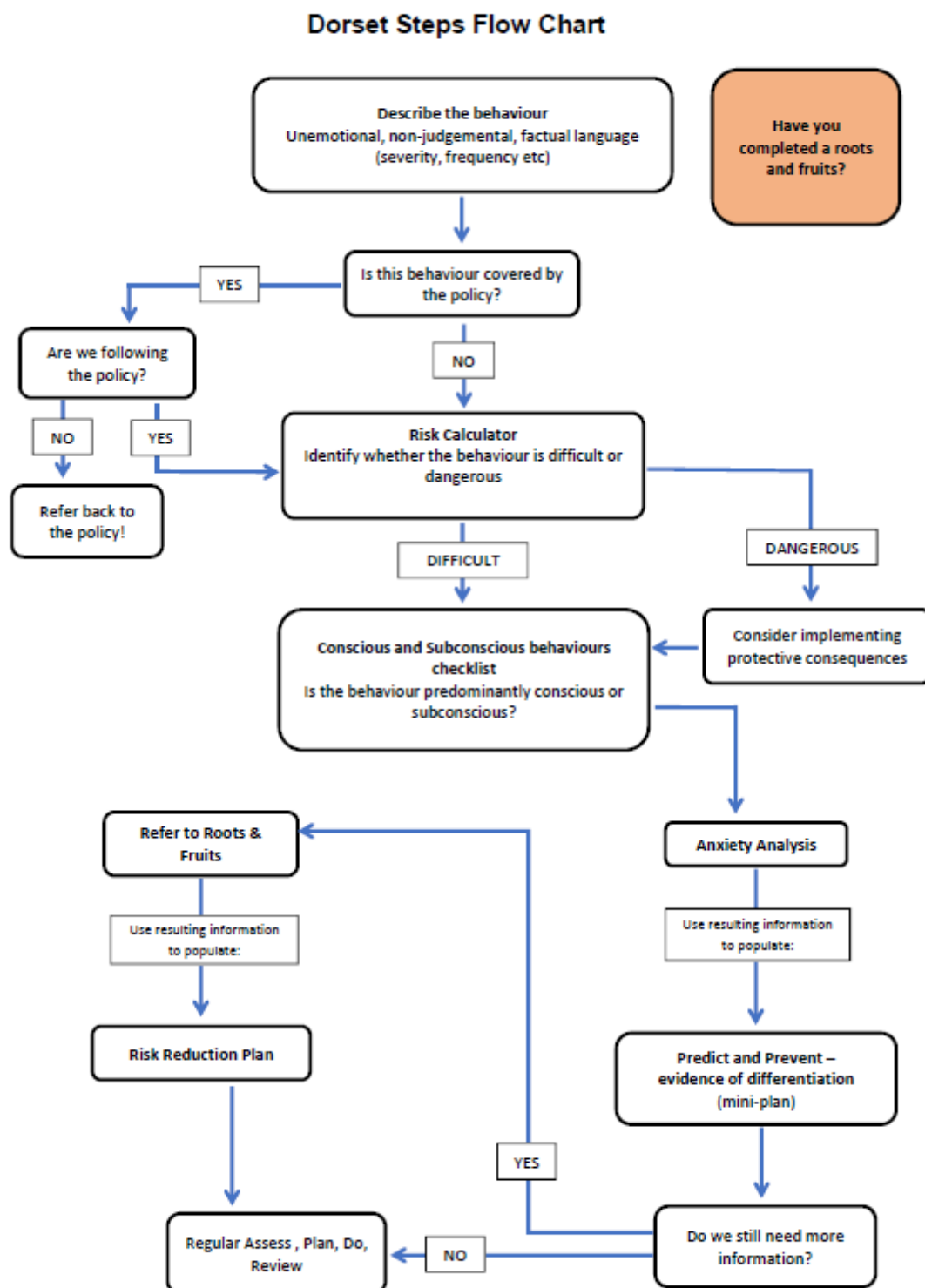
That must be really painful.

You must be feeling so...

She/He must have been feeling so
cross to have done that.

Let's find out how they are feeling.

Appendix 10 – Dorset Steps Flow Chart



Appendix 11:

Appendix 12: Safe Touch Examples

At Pimperne Primary School, all staff are aware of the following examples of safe touch:

Scenario	EYFS	KS1 (Y1 and Y2)	KS2 (Y3, Y4, Y5 and Y6)
A child will not separate from their parent at the start of the day.	<ul style="list-style-type: none"> ○ Bend down to the child's level using encouraging words and gestures. ○ Two practitioners either side encouraging the child to separate. ○ Using minimal fuss and a calming manner, arm around shoulder whilst guiding them away. ○ With parent permission, carry inside on hip (not facing adult) as last resort. ○ If needed, a supportive hug with a closed mitten hand can be given with the child's consent. 	<ul style="list-style-type: none"> ○ Encouraging words to separate. ○ Minimal fuss and a calming manner. ○ Reassuring hand to be taken by the child if they choose to. ○ If necessary (with parent permission), arm around shoulder whilst guiding them away. 	<ul style="list-style-type: none"> ○ Reassuring hand/linked arm to be taken by the child if they choose to.
A child needs to be carried or picked up. For example, if they have hurt themselves or they are in danger if they were to stay in that position.	<ul style="list-style-type: none"> ○ As a last resort, the child can be carried on a hip (not facing adult). 	<ul style="list-style-type: none"> ○ Not be used unless colleague has received manual handling/lifting training and is part of a child's accessibility or health care plan or emergency medical situation (with L3 First Aid at work colleague). 	<ul style="list-style-type: none"> ○ Not be used unless colleague has received manual handling/lifting training and is part of a child's accessibility or health care plan or emergency medical situation (with L3 First Aid at work colleague).
A child is upset and would benefit from physical comfort.	<ul style="list-style-type: none"> ○ Practitioner at first would sit or kneel near the child and offer a cuddle. ○ If needed, a child can sit on adult's knee for reassurance but side or front facing (not facing adult). ○ Hold a hand or both hands, arm around shoulder, rub back. ○ Offer a hug if the child still needs reassurance: communicate intention and use mitten hands with arms across shoulders. 	<ul style="list-style-type: none"> ○ Hold a hand or both hands, arm around shoulder. Offer a hug if child still needs reassurance: communicate intention and use mitten hands with arms across shoulders. 	<ul style="list-style-type: none"> ○ Supportive hug: communicate intention; side on; head away; closed mitten hands on shoulder.
A child has had a 'wow' moment and the teacher wants to provide physical affirmation.	<ul style="list-style-type: none"> ○ High five; thumbs up; shake hands; arm around shoulder with closed mitten hands; gentle touch on arm or shoulder; or if needed, a supportive hug - all the time communicating intentions and gaining consent from 	<ul style="list-style-type: none"> ○ High five; thumbs up; shake hands; arm around shoulder with closed mitten hands; gentle touch on arm or shoulder; or if needed, a supportive hug - all the time communicating intentions 	<ul style="list-style-type: none"> ○ High five; thumbs up; shake hands; arm around shoulder with closed mitten hands; gentle touch on arm or shoulder; or if needed, a supportive hug - all the time communicating intentions

	the child.	and gaining consent from the child.	and gaining consent from the child.
A child needs to be guided to a safer place.	○ See section on guiding and escorting and where possible, used in conjunction with agreed risk management plan.	○ See section on guiding and escorting and where possible, used in conjunction with agreed risk management plan.	○ See section on guiding and escorting and where possible, used in conjunction with agreed risk management plan.
A child is receiving first aid	○ It is appropriate for trained adults to touch children in order for them to administer basic first aid.	○ It is appropriate for trained adults to touch children in order for them to administer basic first aid.	○ It is appropriate for trained adults to touch children in order for them to administer basic first aid.

Appendix 14: Use of Reasonable Force

Pimperne Primary School accepts the guidance on 'Use of reasonable force' (DFE -00295-2013) and the premise that "...all members of school staff have a legal power to use reasonable force" to "...prevent pupils from hurting themselves or others..." Nevertheless, Pimperne Primary School asserts that such actions should always be a last resort, given the detailed guidance set out in this policy. Use of force should always be:

- proportionate;
- necessary;
- reasonable.

Any use of reasonable force should also consider the emotional impact on those witness to it. Any episodes of reasonable force must be recorded on My Concern, shared with SLT and discussed with parents, immediately after the incident. The child will also be involved with a 'reflect, repair and restore' process, as part of the TIS PRRR approach (see separate section).

This school also states that any use of reasonable force should be carried out with compassionate language to signal intent and de-escalate the situation and with other colleagues in support where possible. Pimperne Primary School also puts forward these examples of unsafe touch or use of force which are prohibited:

- Any hold that could potentially restrict breathing: where the adult's arms, the student's own arms or their clothing is held in a way that could restrict the free movement of the abdomen, diaphragm and chest.
- Pulling or dragging by the hand or wrist.
- Holding a child by lying on their chest or back.
- Pushing on the neck, chest or stomach.
- Forcing a student up or down stairs.
- Lifting or carrying children who are capable of walking (cross reference safe touch policy and any specific risk management plan for disabled pupils).
- Seclusion- where a child is forced to spend time alone against their will.

Appendix 15: My Concern – Behaviour Categories

DSLs and DDSLs can assign a category to a concern when triaging the cases that come through from My Concern. PLEASE COULD ALL STAFF CHOOSE ONE OF THE FOLLOWING CATEGORIES, IF APPROPRIATE AND LIST IN THE CONCERN SUMMARY SECTION. This will help massively with analysis of concerns coming through.

Abuse/Violence towards Staff

Bullying Peers - Physical

Bullying Peers - Verbal

Classroom Disruption (significantly impacting on the learning of others)

Cyber-bullying

Damage to Property

Dangerous Behaviour (please describe clearly including severity and frequency)

Discrimination (Age, Gender, Marriage, Race, Religion, Sexual Orientation)

Disruptive Behaviour (in class, outside class)

Fighting

Online Safety

Physical Abuse - Child/Young Person

Physical Aggression towards Peers Physical Aggression towards Staff

Physical Assault by Peer

Physical Assault on Staff

Physical Intervention By Staff

Racism

Sexting

Sexualised Behaviour/Language

Social Media