



# Broomwood Primary School

## Relational Inclusion Policy

*Together we believe. Together we achieve*

At Broomwood Primary School we implement the following relational inclusion guiding principles to support children in managing their behaviour within school.

- We believe that a child would do better if they could.
- That behaviour is supported and managed effectively through relationships.
- We accept all emotions but not behaviours.
- We identify and address the cause, not the symptoms.
- We foster a culture of compassion and repair.

### **Aims**

This policy aims to:

- Create a positive culture that promotes appropriate behaviour, ensuring that all children 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 what appropriate behaviour looks like in our school and how we manage and support children when inappropriate behaviours are shown.
- Show how we provide support and appropriate interventions to support children with behaviour and how we remain consistent with our school core values.
- Show how we manage all types of behaviour within the school.

### **Legislation, Statutory Requirements and Statutory Guidance.**

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- [The Equality Act 2010](#)
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022

- Use of reasonable force in schools
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- In addition, this policy is based on: 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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

## **Introduction**

This policy sets out our whole school approach to promoting appropriate behaviour. It explains our approach to behaviour learning and how this links to our core values of commitment, respect, nurturing, welcoming and togetherness. This supports the development and maintenance of a calm and inclusive learning community to enable all pupils to achieve the best possible educational outcomes. Our behaviour learning is underpinned by the development of authentic relationships and unconditional positive regard for all and it is our intent that all children are able to get to a place where they can intrinsically make appropriate choices.

The combination of behavioural and relational approaches means that we are consistently providing the same message and predictable responses, but we are also available to be connected to each child when they need more time or support to reach our expectations and live by the school rules. We have high expectations of behaviour and recognise that behaviour may be a form of communication and the expression of some form of underlying need. It is not possible to support a child's behaviour without addressing these needs and therefore we implement more personalised responses to supporting their development. Consistency therefore does not mean responding in the same way to each child, it means responding in a way that is consistent with our values and beliefs.

Within our school there is a clear balance between structure and nurture. Clear structures and processes are in place so that children know what is expected of them. We recognise that there is still a place for rewards and consequences. Consequences are delivered in a restorative manner where children are supported to reflect and repair.

## **Our School's Behaviour Intent**

At Broomwood Primary School we want all members of our school community to understand what appropriate behaviour looks like in our school. Our core values- Togetherness, Respect, Welcoming, Commitment and Nurturing underpin our behaviour curriculum. We expect teachers to explain and model the appropriate

behaviour and routines that we want in order that pupils understand what is expected of them.

### **Togetherness**

We expect pupils to:

- Value the education of all
- Support the learning of others
- Work collaboratively with all members of the class and the school community
- Be a good citizen and speak out if you see something that is not right

### **Respect**

We expect pupils to:

- Be considerate and listen to others
- Look after and take care of school property
- Raise their hand when asking and answering questions/sharing ideas
- During independent and or focused learning, remain in their seat and ask for permission before moving around the classroom
- Show good listening behaviours (good looking, listening and taking turns)

### **Welcoming**

We expect pupils to:

- Be polite to all members of the school community (saying please, thank you and holding doors)
- Ensure that nobody is left out

### **Commitment**

We expect pupils to

- Move through all areas of school silently
- Line up in the classroom and at the end of break silently
- Line up at lunchtime and at the start of the day quietly and sensibly
- Take ownership of equipment and resources
- Be actively engaged in all lessons
- Wear uniform with pride and wear the correct uniform ( tuck in t-shirts in, cover earrings, have PE kit)
- Embrace individuality and accept cultural and religious beliefs
- Be an advocate for Broomwood values in the community and online

### **Nurturing**

**We expect pupils to:**

- Show kindness through words and actions
- Accepting mistakes and consequences (being the best version of yourself)
- Keep hands and feet to yourself

- Use language that is positive and supportive to others

We understand that this will be more challenging for some children and so where appropriate and reasonable, adjustments may be made to routines within the curriculum to support children to ensure all pupils can meet behavioural expectations in the curriculum.

## **Roles and Responsibilities**

### **The governing board**

**The Curriculum Committee is responsible for:**

- Reviewing and approving the written statement of relational inclusive principles (appendix 1)
- Reviewing this relational inclusion in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Advocate the school's core values to all members of the community

### **The headteacher**

**The headteacher is responsible for:**

- Reviewing this policy in conjunction with the Curriculum Committee
- Giving due consideration to the school's statement of relational inclusion principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff support children implementing the relational inclusive approach
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behaviour intent and the importance of maintaining the core values
- 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 relational inclusion, and the impact of special educational needs and disabilities (SEND) mental health, adverse childhood experiences (ACES) trauma and attachment 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 consequences and support when necessary
- Ensuring that the data from the behaviour logged on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- To act strategically to support in changing inappropriate behaviours.

## **SMT**

### **SMT are responsible for**

- Support staff in responding to the needs of their children
- Hold staff to account for implementing the relational inclusion policy
- Be a positive role model of how to act with each other and the children
- To implement 'time with' in line with the policy
- To record on CPOMS and to monitor trends of children and to act on the trends in a strategic manner.
- To be knowledgeable about children with adverse childhood experiences and how this could influence their behaviour

## **Teachers and staff**

### **Teachers and Staff are responsible for:**

- Establishing and maintain the core values of the school
- Staff to set the tone through their mood and manner. Their own behaviour and approach impacts on how children behave and how they feel.
- Model communication and responsible behaviour. Accept responsibility in the same way we would expect a child to.
- Make the time and effort to build authentic relationships with each other and the children.
- Be curious about changes in behaviour and consider whether this may indicate a wider safeguarding concern.
- Staff to know children well so that dysregulation can be pre-empted and that appropriate strategies for reset are used.
- Staff to implement the policy to ensure that children's learning is not disadvantaged through inappropriate behaviours.
- Creating a calm, safe and predictable environment for children which includes a time in area with a reset box.
- Implementing the relational inclusion policy consistently
- Providing a personalised approach to the specific behavioural needs of particular children in consultation with the parent and the SENDco
- Supporting children to regulate, relate and repair by enabling a child time to reset.
- Staff to provide a ways of children to communicate about their emotional wellbeing within the classroom environment and to act upon the information given. Ensure that the children know about the worry monster and that information given is acted upon in a timely way.
- Monitoring of wellbeing which may have an adverse effect on a child's behaviour and their readiness for learning

## Parents and carers

Parents and carers, where possible, should:

- Get to know the school's relational inclusion policy and core values and reinforce where possible
- Support their child in adhering to the school's relational inclusion 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 inappropriate behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst 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.

## Children

**Pupils will be made aware of the following during their induction into the behaviour culture:**

- Children are aware of what appropriate looks like in our school and how it relates to the core values.
- Children to understand that there are rewards and consequences in school and that there will be an expectation to reflect and repair inappropriate behaviour.
- Children learning how to effectively communicate their worries and needs and understand that staff within school want to help.
- Children to be open to engage in support and intervention and learn from it.
- Children are accepting of other children's needs and their varying levels of support and how a member of staff may have to support them in a different way.
- Children to know what support is available to them so that they can become independent with their own self-regulation.
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## The rationale behind our policy

We are an inclusive school and therefore we recognise that an overly compliant behaviourist approach is not appropriate for all pupils. At Broomwood, we have adopted a combination of behavioural and relational approaches. This ensures that our approach to behaviour is inclusive to all children. Relational Inclusion blends current evidence-informed thinking and approaches around cognition, metacognition and self-regulation and how they are compromised by Adverse Childhood Experiences; Adverse Community Environments; Trauma and Attachment. We know that these factors affect executive functioning, relationships, mental health, well-being and educational outcomes and therefore we have developed an approach to mitigate the negative effects on learning.

The combination of behavioural and relational approaches means that we are consistently providing the same message and predictable responses, but we are also available to be connected to each child when they need more time or support to reach our expectations and implement the core values. We know that children need clear boundaries but they also require a safe person to go to when they need more help as they move from co-regulation with adults, to self-regulation as adults themselves.

### Regulation

*Regulation is the process whereby we begin to heal, it is the way in which we are able to make stress more tolerable and manageable. Children who have good enough attachments learn this naturally, from their parents/carers, during infancy (Beem & Healy 2021).*

As not all children have good enough attachments, we actively teach regulation in our school through direct teaching and through the ethos and values we uphold in our relational inclusion approach.

We teach this at an emotional level, in three steps.

- **We provide a safe environment for our children**

*"Traumatised children make their outside world crazy and chaotic to match their inner feelings". (Cairns 2002)*

School therefore, needs to be a calm, safe environment where children feel supported and understood. The physical and emotional environment that we create is key. As such, our intention is that at Broomwood Primary School:

- Our school is a safe, inclusive, welcoming place.
- We make sure that each of our children is known, recognised for their strengths and given support for their needs.
- All staff are trained on trauma and attachment.
- We know our children's parents, carers and our community.
- It is organised and predictable, where positive relationships are at the heart of everything we do.

- We hold our children in mind and ensure they feel important and remembered
- We meet and greet all children each day – class teachers come out and greet each child individually as the line up to come in.
- We welcome parents/carers into school and listen and respond to their concerns and views.
- We treat each other with courtesy and respect.
- We teach our children about the core values of, respect, commitment, togetherness, nurturing, welcoming. What they mean and what they look like in the classroom and the playground.
- Staff refer to the core values when reflecting on incidents with children.
- We don't shout or shame, we protect, relate, regulate, reflect and repair.
- Our vision, values and our children's achievements are visible as you walk round the school.
- We encourage empathy by guiding children to make choices based on empathy and mutual respect.
- We acknowledge children's emotions and teach them how to respond them appropriately
- We develop routines that help everyone to feel safe – visual timetables are used for all children
- When things go wrong, we are honest and just and always look for solutions that repair damage and relationships.
- We recognise and celebrate great behaviour
- There are safe places for people to go when they need calmness or reflection – library, nurture room and re-set areas within the classroom and playgrounds
- There are outdoor spaces and room for children to run and use their energy safely.
- There are nurture clubs for those who feel apprehensive during unstructured times – lunchtime – and morning transitions
- We promote the positive well-being of staff and self-awareness, recognising that we can't help children to regulate if we are not regulated ourselves.

## **We support children with co-regulation**

Co-regulation is where an emotionally available adult is there to support a child to identify and manage their emotions through a Reset Process. The adult would guide the child through the self-regulation activities and together they would find the strategy that works for that particular child.

For co-regulation to be successful, we need to foster positive relationships between adults and children, where the adult is regulated themselves and is able to be non-judgmental, empathetic and curious when exploring issues. Adults validate the child's emotions behind the behaviour, create a connection with them and then support them in repairing the damage or relationship that has occurred.

As a school we are committed to teaching children what emotions are, how they can be displayed and how we can change or manage them. This is done through a relationally inclusive approach, our PSHE curriculum and through mindfulness sessions, where different strategies may be taught. These include;

- Accessing sensory activities
- Movement



- Breathing activities
- Water
- Distraction
- Mindfulness activities such as doodling, colouring
- Grounding exercises
- Talking, once calm

A selection of these types of activities can be found in a **Reset Box** which is readily available in each classroom, and the playground, for children who feel they need to access it in order to reset their emotions before continuing with their learning or play. For a child to be able to do this for themselves, they need to feel they are in a safe, supportive environment.

Within school we model self-regulation to the children through acknowledging when we are feeling different emotions and what we are doing about it. We also promote staff noticing when children are struggling, as a class or as individuals, and guiding them through a whole class re-set or directing them to the re-set area in the classroom to select a calming activity.

Adults within school support children to navigate difficult situations and give them the tools to ultimately be able to self-regulate.

- **We aim for self-regulation**

Self-regulation is the ability to understand and manage your behaviour, and your reactions, to feelings and things happening around you. A child who is able to self-regulate, is one who is able to work through the above re-set process independently.

Our intention is that children will learn how to self-regulate and be able to increase their window of tolerance so that they are able to build positive relationships and can achieve their potential in school.

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
- Ensure that teaching and learning is presented in a multi-sensory way in order to engage all pupils.
- Display the core values and ensure that the children are taught how the school rules link with these. They will ensure that all pupils sign up to understanding that they have to be followed.
- Develop a positive relationship with pupils by ensuring that they have a fair and consistent approach in line with the school's ethos. This includes implementing the zone board effectively.
- Support pupils who find managing behaviour more difficult by implementing extra positive initiatives after liaising with the head or SENDco.

## Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our 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 safeguarding policy for more information.

## Responding to appropriate behaviour

- When a pupil's behaviour demonstrates one of the school's core values, staff will recognise it with positive recognition and reward. 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.

## The Zone Board

At Broomwood extrinsic motivation is used to support children on their journey with behaviour as we believe that behaviour is something that we do have to teach and support. Our approach to extrinsic motivation is via a 'zone board'. We recognize that the core values underpin all aspects of school life and therefore, in using the zone board, the language used will to be linked to the values when a member of staff positively praises a child about their actions or when a reminder is needed if they are not behaving in line with the core values.

Within each classroom, there is a values area with the following up:



Children start **below** green each day. Children move up through green, blue and purple when they have demonstrated a particular core value in action- they can continue to do this throughout the day. Stickers are awarded by a child moving up the zone board to purple or they are awarded from the head and deputy. All children have their own personal sticker chart and teachers must ensure that they

implement the zone board effectively so that children have the chance to show how they have met the core values. On completing the chart with 20 stickers, they get to visit the headteacher, deputy or the SENDco for a prize.

### **Marbles in a jar**

Teachers are able to award the class a marble for excellent working. When 20 marbles in the jar are reached, the teacher can decide with the class what treat they would like. This may include activities such as: a film, extra PE session, cooking etc...

### **Star of the week**

In addition to the sticker chart and marble treats, every Friday a child is selected as 'the star of the week'. The class teacher will fill in a certificate and present it in front of the class on a Friday afternoon. The class teacher needs to input the name on a spreadsheet on google drive so that the child can be recognised on the newsletter.

### **Postcards**

All staff are encouraged to send a postcard to a child for something above and beyond. Postcards will be in classrooms- they should be filled out by the staff member and then sent to the office who will post them out.

### **Responding to inappropriate behaviour in a relation inclusive manner**

When a pupil demonstrates inappropriate behaviour, behaviour not in line with the core values, staff will respond in order to restore a calm and safe manner.

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 misbehaviour will always be addressed.

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

Where possible, we try to adopt a PACE: playfulness, Acceptance, Curiosity and Empathy approach.

#### **Why is PACE important?**

**PACE** focuses on the whole child, not simply the behaviour. It helps children be more secure with adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can and avoids labelling themselves negatively.

When children experience adults doing the best they can to understand them and trying to work out together more effective ways for the child to understand, make sense of and manage their emotions, thoughts and behaviour they start to believe that adults really will keep on trying until things get better for all of them.

For adults, using **PACE** most of the time, we can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of some children. Using **PACE** enables the adult to see the strengths and positive features that lie underneath more negative and challenging behaviour.

## **Playfulness**

This is about creating a fun, light-hearted atmosphere when communicating with a child rather than being irritated. It's about having fun and expressing a sense of joy.

"Oh, my goodness, it looks like a mouse has nibbled through your work, I hope it's not going to find my lunch and nibble through it. Are you ok? You look sad and upset. Why don't you come over to the reset area and we'll see what we can do to fix it,"

## **Acceptance**

This is about accepting that whatever the child is feeling right now is ok. You are showing them that it is ok to feel that way and are accepting of their thoughts, feelings and perceptions without judgement.

"I'm sorry you think I hate you, that must feel awful, no wonder you are angry with me." Or "I didn't realise that you felt like that, I'm sorry it makes you feel that way."

## **Curiosity**

This is about approaching children with an air of curiosity, seeking to understand what drives them – what is important in their life? Children often know their behaviour is not appropriate but don't know why. If an adult can stay curious, the child is less likely to feel cross or frustrated.

"You usually really enjoy your maths work. I wonder what's different about today. I wonder what might be making things so tricky today."

## **Empathy**

This is about putting yourself in their shoes and allowing yourself to feel what they must be feeling. This is essential in helping a child to feel misunderstood. This is not reassuring them it is about being in the moment and connecting with them.

"Look how upset you are. You look really sad. Is that right? That must not feel very nice. I think we need to work together to have a think about how we can make things better for you. We can find another way to make things better for you to let me know when you feel rubbish. What do you think?"

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.

There will be times when despite all our efforts children make inappropriate choices about their behaviour. Refusing to work, to co-operate with other children, particular individuals or teachers, to complete work is all viewed as poor behaviour. We are also striving to illuminate low level behaviour disruption and we take this very seriously. Initially we would aim to deal with these through a range of low-level corrective or re-directive behaviours, for example:

- Non-verbal signals
- Reminder of the choice you would like the child to make
- Reaffirmation of the rule which is being broken

Whilst we recognise that consequences will have to exist within school, we want to avoid shaming children into behaving, we want them to understand what they have done wrong but more importantly support them in bringing about change.

If a child has been rewarded and has moved to blue or purple, this can't be taken away from them.

We do however recognise that children need time to reflect and they need support from a member of staff to consider how we can help them to repair what they have done. We have therefore opted to have a 'time in' cloud and a 'time with' cloud. Children's names WILL NOT be moved to these.

What do we define as **inappropriate behaviour**?

We would always link this to the school core values

Examples include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards learning
- Disrespectful to any staff member, visiting teacher or visitor within the school community
- Not following instructions given by a staff member within the school community
- Purposefully leaving children out
- Being unkind to others within school

Serious inappropriate behaviour (Red) is defined as:

- Repeated breaches of the school rules
- Refusing to do what is asked by a staff member- e.g Not following the zone board or going to another class when sent
- Physically hurting a member of staff or other pupils
- Being verbally aggressive towards a staff member and using inappropriate language and tone

- Any form of bullying
- Sexual violence (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, transphobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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)

**At Broomwood 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, 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 or gaming sites

To support in preventing any form of bullying, we ensure that through our curriculum we teach children about the different forms of bullying and what is not appropriate. We also build into our curriculum ways in which children can be helped and supported if they are being bullied and how to report it effectively.

At Broomwood, we don't accept any form of bullying, including cyberbullying and we want children to feel safe in their learning environment. We do however recognise that on occasions there may be bullying incidents despite our expectation. Therefore, we will investigate any allegation of bullying and implement particular consequences where necessary. Such consequences will ultimately be at the discretion of the headteacher and the deputy in her absence.

**We want pupils to:**

- Report the incident to a trusted adult- This maybe their parent/carer initially or it may be a member of staff who will then help them to manage the situation.
- Be informed about other organisations that they can report bullying to such as: Childline or CEOP if it relates to cyberbullying

**We want parents/carers to:**

- Listen to their child if they have concerns and help them to report it in the right manner. This may be through school or a particular organisation such as Childline or CEOP.
- Speak to the school if they see that their child's behaviour has changed and they are worried that bullying may be the cause of it. This initially may be the

class teacher to see if they have noticed anything or beyond that- the headteacher, the deputy or the assistant headteacher.

- Approach school in the right manner and be supportive of the school in investigating the process.
- Recognise that the headteacher will ultimately make the decision on the consequence that will be put into place.
- Understand that we will get involved with incidents of bullying that happen outside of the school and will implement consequences where appropriate.

**Teachers and other staff members should:**

- Regularly remind children what bullying is and how it is unacceptable at Broomwood.
- Ensure that children in their class and around the school understand what they should do if they are being bullied: Speaking to a trusted adult or reporting it to a particular organisation like Childline or CEOP.
- Ensure that the children understand the school values and the rules attached to these.
- Listen to children when they are indicating that another child is making them unhappy- record on CPOMS
- Listen to a child if they have concerns about what has happened to them outside of school online or playing out with other pupils- Record on CPOMS and report the concern to the head, deputy, assistant headteacher or key stage leader if it sounds more serious
- Encourage the children to talk about how they are feeling in class
- Consider whether such an incident has happened before and whether it is bullying- if so, report it to the head, deputy or assistant headteacher or a key stage leader
- Listen to a parent/carer if they have concerns over any form of bullying and to spend time understanding why the parent/carer believes that it is. Record on CPOMS and report this to the head, deputy or assistant headteacher if a parent has shared this with you.

**The head, Deputy, Assistant head or at time the key stage leader:**

- Listen to a child, parent or staff member reporting an incident of bullying.
- Speak to the individual/s who believe that they are being bullied- record what they say on CPOMS
- Speak to the child highlighted as being the 'bully' to hear their side and to understand the context more- record what they say on CPOMS
- Speak to any other children who may have been witnesses to the incident or ongoing incidents- record what they say on CPOMS
- Consider any evidence that shows that bullying may have taken place
- Have a meeting with the parents of the child who believe they are being bullied- record on CPOMS



- Consider all of the evidence and decide on an appropriate consequence- SMT should liaise with the headteacher
- Inform/have a meeting with the child who has demonstrated bullying behaviour- record on CPOMS
- The consequence may result in a letter being sent home as a warning about the bullying behaviour and what will happen if such an incident were to happen again

**The headteacher:**

- Oversee incidents of bullying within the school
- Ensure that understanding bullying and what to do about it is part of the curriculum
- Will report incidents of bullying to the Governing Body on a termly basis

**The Governing Body:**

- Ensure that the headteacher is reporting about incidents and that they have been investigated appropriately and effectively.

## Time in- Reception to Year 6

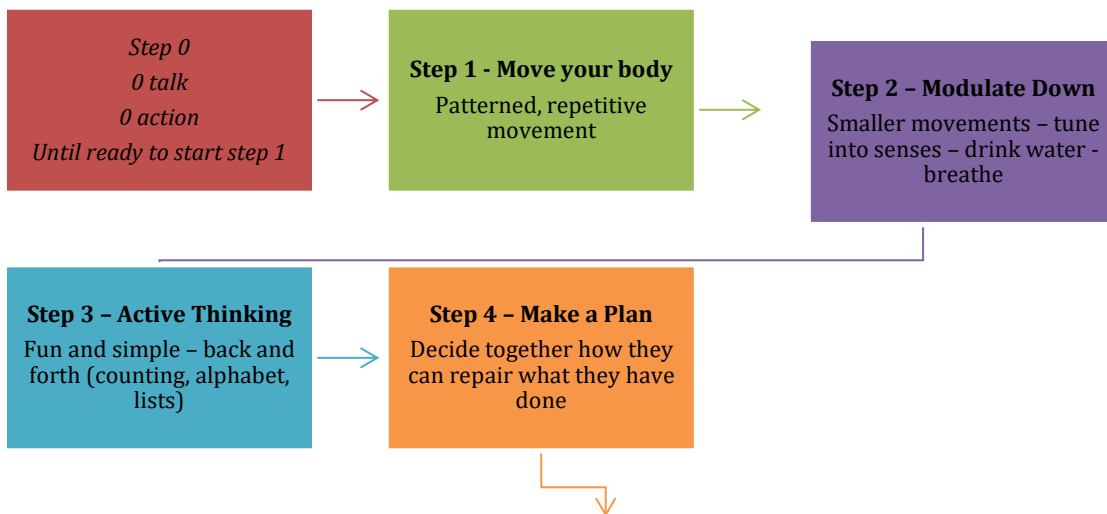
- You will have an area within your classroom- maybe near your reading area- where the children will move to have 'time in'- When a child is moved to this area they need an explanation linked to the core values why this decision has been made.
- If a child is not dysregulated but is not implementing the core values and disrupting learning, then you are able to send the child to the 'time in' area to reflect and complete the values sheet independently.
- When a child is moved to have 'time in' because they are dysregulated or prior to them becoming more dysregulated they should be directed to complete a task by the teacher. The task should be based on their needs, it might be a breathing exercise, reading a book, mindfulness colouring. This gives them time to calm and you time to direct the class before speaking to them.
- The teacher or teaching assistant needs to take some time to speak with the child 1-1 and you will discuss how the child feels that they can be supported more and to consider some actions moving forward.
- After some 'time in' no more than 10 minutes- a child needs to be successfully integrated back into their learning.
- A child may repeat this any number of times within the day/lesson and teachers need to make the judgement, based on what they know about the child, as to at which point this should be escalated to 'time with'. This will depend on what the behavior is and how it is affecting you and the class as a whole – it's ok to have a break from one another.

# The reset process

- Within your 'time in' area you will have a selection of activities for the child to choose from before completing the 'time in' sheet. Some children will be able to self-select and some will need to be directed.



- The Re-set process should only take 5 minutes, in most cases, and would be used to help a child calm and reset before re-joining the class. Not all children will need it but if a child is having 'time in' within the class, and they are struggling to calm down, this may be useful.



This can also be used as a whole class activity if they are needing to reset during a lesson. It works in a similar way to brain gym and 5 a day and can be pro-active rather than just re-active - try to build it in to being part of your class routine.

# Time with a key stage leader

- If 'Time in' isn't working with a particular child, it may be time to consider the child having some time 'with' a key stage leader or Jess. The key stage leader will complete a reflection-time with sheet.
- The key stage leader will decide actions with the child and discuss more with the child what the issues are and help them to consider what needs to change when they go back into class. The child may be given a 'consequence' that serves to repair the 'damage' that has been done. Where possible the consequence is linked to the behaviour so that the children can see the connection. E.g Children will not just miss their playtime but they may need to fix something over their playtime, complete work they haven't done or spend some time with another child repairing their relationship. Senior leaders will make the decision on consequences in most cases.
- Time with will normally not last more than 15 minutes and when the child returns to class, they need to be supported to continue their learning.
- The key stage leader will record this time with on CPOMS. Data linked to time with will be analyzed at least every half term so that we can see if there are patterns with certain children and if more support is required for particular individuals.

# Time with a senior leader

- There will be occasions where a child demonstrates behaviour that is more extreme and requires a different level of intervention. This is where a child may be sent to have 'Time with' the Head, Deputy or Assistant Head. This is what we will refer to as 'RED' behaviour as this is what most children understand. As a staff member, you will need to make your own judgment on this. You will need to complete the 'red' behaviour sheet giving as much detail as possible about the incident.
- Red may come as a result of not making adequate changes after Time in and Time with a key stage leader has already happened.
- In most cases, children may be sent to have this form of 'Time with' for a one off serious incident- Homophobic, Racist, Physical violence, Transphobia, Biting, Inappropriate language, Stealing, Bullying- some of these incidents may have happened outside of school and may need exploration by a senior leader.
- At this point, a senior leader will take some time to explore the incident in more detail and will consider what the appropriate consequence should be and how this behaviour can be repaired. This maybe a workshop, some 1:1 work or even a whole class/year group initiative to tackle a wider issue.
- If a child requires 'Time with' a senior leader, parents will always be informed. Specific interventions may be put into place for the child to help support them further. This information will be recorded on CPOMS and Louise will report to the governors then number of 'Red' incidents across a term. We will discuss particular children as senior leadership team to see which children are causing concern within a particular key stage. At this point we may decide to hold a team around the child meeting where all staff members who work with

the child will be invited to discuss the concerns, look at the triggers and find a way forward to better support the child.

- The Head will make the decision as to whether a child needs to be suspended or if a permanent exclusion needs to be considered.

## Managing behaviour in pre-school and Nursery

- As with the rest of the school relationships are key and it is our aim that knowing the children well and through building positive relationship we can intervene and model appropriate behaviour in the moment.
- If 'Time in' is needed, this will be 'Time in' with an adult in the room. During this time it is important to co-regulate with them and teach them how to calm themselves down. It is important to label emotions for them throughout this and show them pictures for reinforcement. There will need to be a 'Time in' area within the classroom and an appropriate box of resources.
- The adult who has worked with the child needs to complete a 'Time in' form so that we have a record.
- If 'Time with' a senior leader is required, class teachers will need to call for either the deputy, assistant head or sendco to come and see the child rather than removing them from the class. We will then make the decision how to progress with this and may take them out for a walk to give everyone a break.
- Where appropriate we will talk to the child and try to establish what the triggers were and how to repair the 'damage'. Actions and next steps will be added on to the sheet and it will be recorded on CPOMs.
- Children who are continually causing concern need to be brought to the attention of the deputy or sendco so that we can discuss their needs and hold a team around the child meeting and plan a way forward.

## Managing behaviour at playtime

- When you are on duty at playtime, we want you to manage the behaviour outside so that it is dealt with before the children come back into school.
- If there is an issue outside the 'Time in' zone should be used where you can send the children to- this will be under the tree for KS2 and under the smaller shelter for KS1.
- Resources such as: books, fidget toys, mindfulness activities should be available for the children to enable them to calm and reset.
- Teachers on duty should make a judgment of how long they think it is necessary for the child to stay there.
- Teachers on duty need to inform the class teacher so that they are aware- Class teacher- I believe you have had a tricky playtime- are you ok?
- During your key stage meetings- you may highlight any children that you are concerned about at playtime so that further support can be considered.

# Managing behaviour at lunch time

- There will always be a senior leader out in the KS2 playground to support with managing behaviour.
- Dinner ladies should speak to the senior leader if there are any bigger incidents that need resolving before the children come back into school. The senior leader will make the decision as to the consequence and if anything further needs to happen.
- A reset area is available in the playground for children who become dysregulated.
- Lunch time is more structured with more opportunities. A staff member will always oversee football and basketball and there are opportunities for children to go into the hub for quieter activities ensuring that play is more focused for children.

## Reasonable force

At Broomwood Primary, reasonable force is always used as a very last resort as we recognise that this can exacerbate a situation and cause a staff member and child more upset. Before using any form of reasonable force, we would always exhaust all other measures first of all. Where reasonable force may be required, a staff member should ensure that they have the support of another staff member. Where possible, other children should be removed from the situation immediately. 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:

- Hurting others
- 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 CPOMS, a reasonable force sheet completed and reported to parents. Where reasonable force may need to be used frequently with a pupil, a meeting must be held with the parent to agree an approach.

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.

# Searching, screening and confiscation

Any prohibited items (knives and weapons, alcohol, stolen items, tobacco and any other items deemed inappropriate by the headteacher) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Off-site inappropriate behaviour

At Broomwood, we want children to follow the school core values within their local community. Therefore, we will respond to inappropriate behaviours that happen outside of the school that have potentially caused harm to another pupil or member of the community. On receiving knowledge of inappropriate behaviour, we will work in school to investigate and explore what has happened. This may involve a conversation with parents. We will work with the child, as we would in school, to look at how 'repair' what has taken place and support the pupil in understanding how to apply the core values beyond the school gate. We believe that the school has a responsibility and that it is detrimental to the reputation of the school. We recognise inappropriate behaviours to include instances that:

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

At Broomwood We teach children how to use technology in a responsible manner. We recognise how detrimental it can be to a child when bullying happens through technology or social media. Therefore, even when this happens outside of school, we will intervene.

## 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, or deputy in her absence, 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 referral to children's social care, if appropriate.

### **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 safeguarding policy.

## 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 safeguarding policy.

This policy will be agreed on an annual basis. It was first agreed in February 2024.





# Guiding Principles: Relational Inclusion

## 1. We believe that if a child could do better then they would

Many children and young people don't know why they behave the way they do.

As a result of early negative experiences, their autonomic\* nervous system is convinced that adults cannot be trusted and all environments contain hidden threats. We understand that we all play a role in supporting a child to do better. \*Involuntary or unconscious

## 2. Relationships, Relationships, Relationships

By relationships we mean:

- RELATIONSHIP from the student's perspective
- RELATIONSHIP from the staff's perspective
- The priority given to RELATIONSHIP formation and maintenance from school leadership' (Riley 2011)
- The RELATIONSHIP we have with ourselves and our own well-being.

We understand that positive staff-student relationships have been shown to contribute to students' attendance, academic grades, psychological engagement and reduced disruptive behaviours. We know that supportive staff-student relationships can also help in overcoming family education disadvantage.

We know we must recognise blocked care\* and our risk of slipping from our social engagement system.

\*When it becomes difficult to remain open and engaged

## 3. We accept all emotions but not all behaviours

We see all behaviours as an opportunity to learn.

We believe in the unconditional acceptance of the emotional experience that lies behind behaviour, while communicating that the behaviour is indeed unacceptable for the child's life as it gets in the way of healthy relationship development or learning.

- We believe that discipline is based on the needs of the young person not our adult wants.
- We develop strategies aimed to work with a student's biology instead of against it.
- We understand that co-regulation must occur before self-regulation can be learnt.
- We know that a child must 'feel safe' and not be told they are safe.

## 4. We identify and address the cause not the symptoms

**Beneath every behaviour there is a feeling.** And beneath each feeling is a need. And when we meet that need rather than focus on the behaviour, we begin to deal with the cause not the symptoms. (Ashleigh Warner)

We understand that complicated behaviour deserves a more complex response which involves a 'state dependent' intervention rather than a one size fits all.

## 5. We foster a culture of compassion and repair

We repeat what we don't repair.

- Compassion to accept the individual experience: why people are suffering and what has happened to them.
- Compassion of understanding: every function is an adaptation and everyone is doing the best they can with the resources they have inside them and around them.
- Compassion of possibility in the here and now: every interaction is an opportunity for repair, reattunement and growth for a positive vision of the future and self.
- Compassion for the importance of voice, choice and empowerment: we give voice and offer choice within our relationships with children, families, staff and are inclusive in the process of transformation.



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