

Bosmere Community Primary School



Behaviour and Relationship Policy

Prepared By: Gwyn Oakley (DHT)	Date: 9th April 2026
Approved By:	Date:
Review Cycle: Annually	
Next Review By: February 2027	

Rationale

At Bosmere Primary School we believe that all members of the community feel safe, secure and valued at school, and that each person is treated fairly and according to their needs. To ensure this happens, as well as teaching our curriculum, we feel that it is important to teach all members of the community to work, play and learn alongside each other. This should result in a community based on mutual respect and trust where we can live and work together in a supportive way. All members of the community need to be aware of issues of right and wrong, fairness, justice, and tolerance. This is to be achieved through restorative practices and conversations. (see APPENDIX 1 RESTORATIVE APPROACH).

At Bosmere we understand that children's behaviour tells us something important. Sometimes, it's a way of showing us that they have an unmet need and other times it is a reaction to feeling stressed or unsafe. We believe that children learn best when they feel safe and have positive trusting relationships with adults around them. That is why we focus on:

- **Understanding the reason behind the behaviour.** We work hard to establish what a child needs and give them the right support to help them succeed.
- **Building positive relationships.** We want every child to feel safe and connected to our school community.
- **Recognising, noticing and praising good behaviour.** We make sure to notice, praise and celebrate when children are doing well.
- **Setting high expectations.** We expect everyone to behave respectfully and responsibly.

Our goal is to create a safe and supportive environment where all children can learn and thrive.

In some cases, usually when a child's behaviour is dangerous and/or seriously detrimental, and support or sanctions are not deterring misbehaviour, we may need to take further action. In serious cases, a child may need to be suspended or excluded. Our process for exclusions follows the [Children's Endeavour Trust \(CET\) Exclusions Policy](#).

Our core values:

Respect
Readiness
Resilience

Our school rules:

At Bosmere we:

- are kind
- do our best
- follow instructions
- look after property
- actively listen



Positive relationships are key:

We know that good behaviour thrives on positive relationships. This means:

- **Adults in school and pupils:** We build relationships based on mutual respect and trust.
- **Pupils with each other:** We encourage friendships built on respect, trust and understanding each other's needs.

We believe everyone in our school community should treat each other with respect, kindness and consideration.

Aims

At Bosmere we aim to:

- Promote the highest standards of behaviour amongst all members of the community.
- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Celebrate successes and good choices, and where behaviour is inappropriate, to challenge that choice positively through the restorative approach and language.
- Make sure that rewards and sanctions are applied fairly and consistently throughout the school.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidents are not referred to and should focus on the way forward.
- Support the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and wellbeing of all members of the community and the environment in and out of class (including transitioning around the school).
- Be fully inclusive. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Legislation and Statutory Requirements

This policy is based on 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](#).
- 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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Policy](#) and for Prejudice Related Incidents please see our [PRI policy](#).
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Roles, Rights and Responsibilities

We believe that:

- All members of the school community have the right to feel safe at all times.

- All members have the right to be treated with respect, to be cared for and be happy in school.
- We will teach children how to build positive relationships that enable and empower them. If a relationship breaks down, we will support and teach the children how to repair that relationship through the restorative approach.
- Any inappropriate behaviour will be addressed and all parties involved will be given the opportunity to correct the situation.
- All members of the school community have the responsibility to treat others as they wish to be treated.
- All members of the school community will make the most of opportunities given to them.
- It is the responsibility of all staff to help the children develop into outstanding citizens and act as positive role models.

Governors

The Trust and the governing body has the responsibility of setting guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school Behaviour and Relationship Policy.

Headteacher and Senior Leaders

In addition to the responsibilities of teaching staff, it is the responsibility of the Headteacher and Deputy Headteacher to:

- Support the staff by implementing the policy and by setting the standards of behaviour.
- Ensure Bosmere Learning Tree is displayed around the school.
- Report to governors on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Monitor records of all reported serious incidents relating to behaviour.
- Support staff by providing strategies and interventions that will support more challenging behaviours.
- Liaise with outside agencies for guidance on reasonable adjustments for individual pupils where applicable.
- Meet families of pupils with complex needs to discuss concerns and together set an agreement to improve behaviours in a Behaviour Support Plan (BSP) (APPENDIX 3). This may include an adapted timetable to meet the needs of the pupil.
- Offering all staff, including support staff, appropriate training to meet the needs of teaching and support staff when they are dealing with difficult behaviour.
- Issue suspensions/exclusions to individual children for dangerous and severely detrimental. (More information on suspensions and exclusions is provided in the [Suspensions and Permanent Exclusions](#) section of this document).

Classroom Based Staff (Teachers, HLTAs, LSAs)

With the principles above in mind, specific responsibilities for teaching and learning staff are to:

- Create and sustain strong and positive relationships with the children.
- Teachers are to greet the children at transition times, such as the end of breaktime and lunchtime, as well as first thing in the morning.
- Use the restorative approach to rebuild and repair relationships that have been damaged.
- Treat all members of the school community with respect, equality and understanding.
- Praise, encourage and reward pupils where ever possible including verbal praise, team points and Classroom Champion Celebration Assemblies.
- Encourage appropriate behaviour rather than rely on sanctions.
- Apply sanctions and rewards with consistency.
- Display and use The Bosmere Learning Tree (APPENDIX 2)
- Display the school core values of: respect, readiness and resilience and regularly refer to them.

- Make sure that all pupils enter and leave the classroom in a calm, orderly and respectful manner and move around the school in the same manner.
- Create a stimulating learning and working environment.
- Teach PSHE and values in discrete lessons and assemblies.
- Use Arbor behaviour log to record incidents and sanctions given (see Sanctions paragraph)
- Seek further help and guidance when required from other teachers, the PSO, the Deputy Head or the Headteacher. This is to be regarded as an appropriate strategy rather than an admission of failure.
- Liaise alongside the SENCo, with external agencies where there are concerns around behaviour choices.
- Contact and report to parents through Arbor, phone calls or face to face meetings to discuss their child's behaviour.
- **Wet playtimes:** Children stay in their designated area and have access to board games, books, paper and pencils. However, for safety reasons, children are not permitted to use tools such as scissors.

Non-Classroom Based Staff

All staff have the right and responsibility to ensure that pupils' behaviour is given the appropriate consequences as detailed below. It is the responsibility of all other adults in school to support the Headteacher and teachers in meeting the above. As with classroom-based staff, a key priority is to reward and praise good choices to reinforce good behaviour and positive relationships.

With the principles above in mind, specific responsibilities for the non-classroom based staff are to:

- Praise children on an individual and group basis.
- Be consistent with all consequences, positive and negative.
- Be a positive role model by demonstrating positive relationships.
- Engage in regular training which will help develop positive relationships.
- At lunchtime record extreme behaviours on Arbor and inform the class teacher of steps that have already been taken, to enable them to prepare for reflection time if required.
- Where at all possible reflection time should be carried out during lunchtime and not carried over to the afternoon, however if the children involved are not calm enough for this to happen then class teachers need to be informed.
- Refer to Team Points for positive behaviour.
- **Wet lunchtimes:** Children stay in their designated area and have access to board games, books, paper and pencils. However, for safety reasons, children are not permitted to use tools such as scissors.

Pupils

It is always the responsibility of pupils to make good choices. It is the responsibility of pupils to follow the school rules.

Behaviour Outside Lessons

- **Coming into school after break and lunchtime:** when the whistle blows, children walk to their lines and are greeted by their teacher at the line/walk quietly back into school and are greeted by the teacher at the door.
- **Moving around the school:** pupils move around the school in a calm, orderly and respectful manner.
- **Assemblies:** children walk to the school hall, enter and sit down in silence.
- **Wet breaks:** Teachers, HLTAs and LSAs will supervise the children in their classrooms.
- **Wet lunchtimes:** Children stay in their classrooms and have access to board games, books, paper and pencils. However, for safety reasons, children are not permitted to use tools such as scissors.

Play fighting and grabbing are not allowed. This is due to injuries that can be sustained and misunderstandings that can occur. All staff are required to be vigilant in relation to play fighting, and to regularly talk to pupils about appropriate types of play. Children are encouraged to have kind hands and feet.

Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents if we have concerns about their child's welfare or behaviour.

We expect parents to:

- Be aware of the school's rules and to support them.
- Co-operate and work alongside the school as a partnership.
- Support their child's learning.
- Support the school's decision when applying consequences to deal with any specific incident/issue.

If parents have any concerns about the way that the behaviour has been managed for their child, they should contact the class teacher. If the concern remains, they should contact the Headteacher or Deputy Headteacher. If the matter remains unsolved they should refer to the school and Trust's Complaints Procedure which is published on the school's website.

Parent Helpers and Volunteers

With the principles above in mind, specific responsibilities for the parent helpers and volunteers are to:

- Praise children on an individual / group basis.
- Understand the school's Behaviour and Relationship Policy as published on the school website.
- Understand, reference and support the school's core values of Respect, Resilience and Readiness.
- Support the school in encouraging children to understand the consequences of their choices.
- Treat each child equitably and with respect and understanding
- Be a positive role model by demonstrating positive relationships with everyone in school.
- Share any concerns they have with the class teacher.

Positive Consequences (Rewards)

When a reward is given, that reward cannot be revoked. The reward should be meaningful and a reason given so that pupils understand why they are being praised, building the positive relationships further.

Positive consequences include:

- Verbal feedback
- Reference to and thanking good examples and role models
- Awarding team points when children have shown examples of school values and positive behaviours.
- A sticker can be awarded for good effort, progress or work.
- A 'Classroom Champions' certificate during Celebration Assembly for the child who the class teacher feels has demonstrated a school value.

On a Friday, a Team Captain is given the responsibility of counting their team's points for the week in class. This will result in either 1, 2, 3 or 4 team tokens to take to Friday's Celebration Assembly and add to the totalizer. When a team eventually completes their totalizer, they will receive a Team Reward. This will be announced to parents in a Friday Bosmere Bulletin. A list of possible rewards will be put together by the School Council.

Zones of Regulation/Colour Monster

At Bosmere Primary School we use the Zones of Regulation in KS2 and Colour Monster in KS1 and EYFS with children who need additional support to recognise and work through their emotions.

Negative Consequences

Each class will have:

- An identical Bosmere Learning Tree (APPENDIX 2) displayed in a prominent place (at least A3 in size). This will display the school core values, an opportunity to Turn It Around and Time To Reflect
- A designated visitor space within the classroom displaying the Visitor Space Sign (APPENDIX 1 - Resources To Support The Restorative Approach). Where this is not possible, the Visitor Space Sign will be placed down when needed to create an appropriate visitor space.
- A copy of the Bosmere Learning Tree Restore flowchart and tally chart next to it to enable to daily log to be kept of where children are in the process. (APPENDIX 1 - Resources To Support The Restorative Approach).

The Bosmere Learning Tree is reset at the beginning of the afternoon session.

If a child is not following the Bosmere Learning Tree, we have a series of consequences if someone breaks a school behaviour rule:

- A **verbal reminder** and a chance to **'Turn It Around'** explaining the concern and how to put it right.
- If negative behaviour continues the child will have **'Time To Reflect'** in class sitting in the visitor space for a maximum of 5 minutes, with an explanation of how they are going to get back to their regular seat.
- If the behaviour continues they will have **'Reflection Time Out'** and must take their learning to another class for 10 minutes.
- If the child **refuses** to go they need to understand it will be dealt with in their free time (maximum 10 minutes breaktime or lunchtime) being spent with an adult reflecting on the issue. This must be recorded on a reflections slip which is then brought to the member of SLT managing the lunchtime reflections.
- If there is a **Further Refusal or 3 Refusals in a half term**, then SLT will be called and 30 minutes reflections at lunchtime will be spent restoring and the parent will be notified through Arbor.
- If a child reaches 5 lunchtime Reflections in a half term an ILP/BSP will be considered/reviewed.
- **It should be made explicit that the child has the opportunity to restore at every step and return to the Bosmere Learning Tree as a reset.**
- **Each class room has a behaviour tracking folder where all warnings and reflections will be recorded.**
- **Lunchtime Reflections sessions are tracked centrally.**

RESTORE



Verbal Reminder and Turn It Around (explain the concern and how to put it right.)

Time To Reflect (clock icon)

in class sitting at the 'visitor' space for a maximum of 5 minutes.
(explain how they are going to get back to their regular space.)

Reflection Time Out (two people icon)

in another class with their learning for 10 minutes.
(explain to the child why it has got to this point.)

Refusal (X icon)

explain this will result in 10 minutes of their break or lunchtime being spent with an adult reflecting on the issue.

Further Refusal or 3 Refusals in a half term

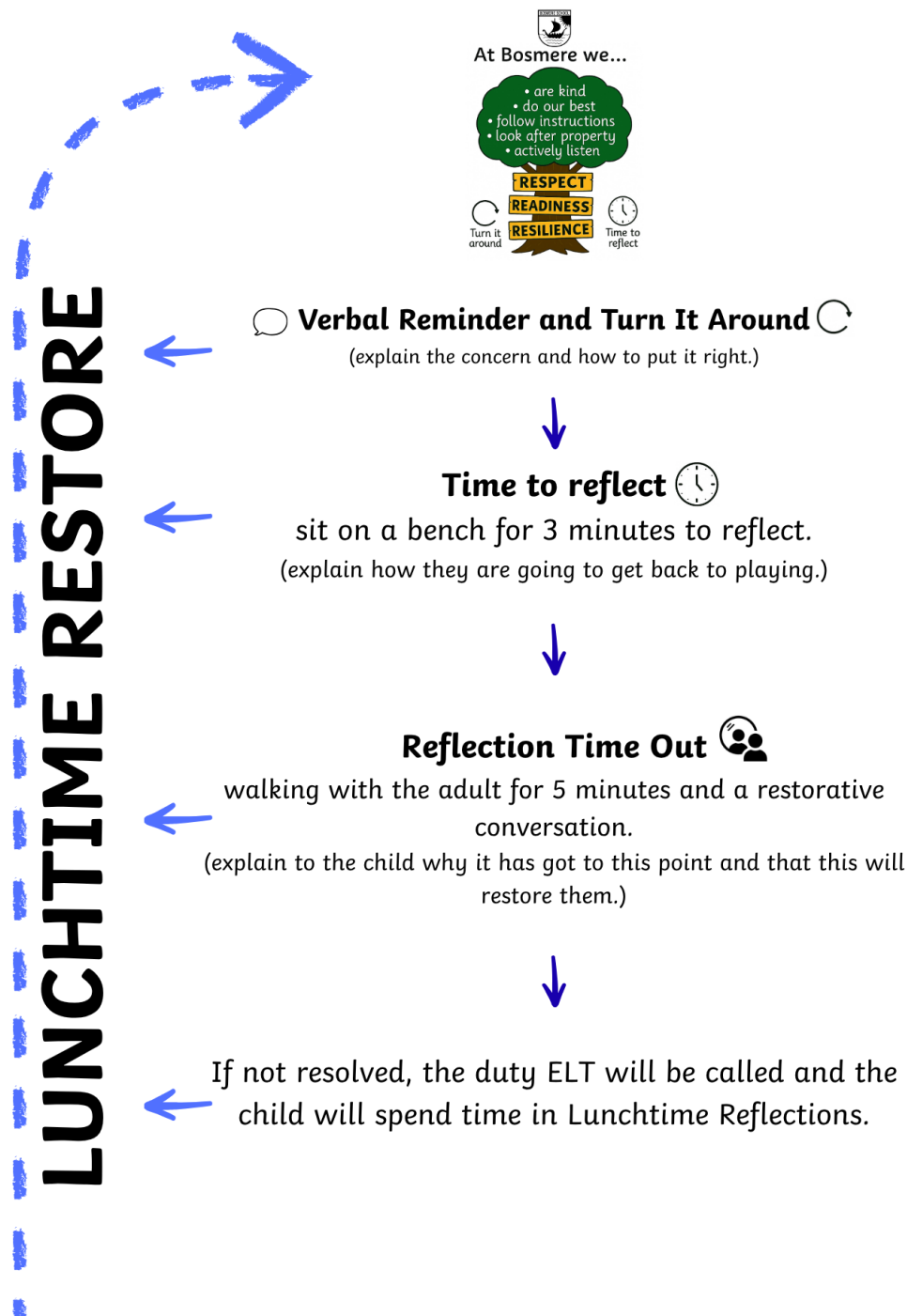
(30 minutes Reflections at lunchtime and parents notified through Arbor.)

5 Lunchtime Reflections in a half term

(Review with Teacher and ILP/BSP considered/reviewed.)

Lunchtime procedures

Lunchtime staff will use the procedure outlined below and will have a half termly briefing to explain the children that need specific strategies outside:



Lunchtime staff need to inform class teachers if a child reached the 'Reflection Time Out' stage.

Following discussion between the class teacher and pastoral support, if there are consistent and frequent negative behaviours being displayed by a child, parents will be asked to attend a meeting with the class teacher and a Behaviour Support Plan (BSP) see Appendix 3 may be provided for the pupil if it is felt that their challenging behaviour is regular and consistent and warrants an additional support strategy – this is

written with the class teacher, child and parents and will be reviewed half termly or sooner if behaviours warrant a review with again with parents, child and class teacher.

Dangerous and Severely Detrimental Behaviours

Where behaviour is purposefully intimidating, dangerous and/or prejudice, SLT or a member of the inclusion team should be called to respond. The child would be exited from the class for a period of time to reset.

These behaviours could include PRIs (racism, disablism, sexism, homophobia), intentionally hurting (emotional harm or physical harm) another person, severe damage to property, purposeful intimidation or being persistently disruptive. This is not an exhaustive list. PRIs must be logged on My Concern under the PRI concern type.

These behaviours need to be logged on Arbor and parents need to be contacted. A restorative conversation or sanction needs to happen at the next most appropriate time, with the most appropriate adult.

Parents are contacted if serious negative behaviours take place. We do recognise that there are occasionally overriding factors or circumstances which affect a child's behaviour. In these cases, challenging behaviour can be exhibited and reasonable adjustments need to be considered and made as appropriate by the class teacher and then in consultation with parents/carers, the child and pastoral support. There will be adjustments considered for lunchtime and breaktime made by teachers and conveyed to staff on duty.

When a pupil exhibits consistent negative behaviour, the following may be put in place:

- a)** Behaviour Support Plan (see APPENDIX 3): A child will have a behaviour support plan which is personalised to the child and written by the class teacher (with support from the pastoral lead if necessary). This plan will be reviewed half termly or sooner if behaviours warrant a review sooner. This will be discussed with and signed by the parents of the child.
- b)** Individual reward chart: This is a reward chart that may be made to suit a child's individual needs when reasonable adjustments may be required. An example of this could be a more visual reward chart for very simple positive behaviours.
- c)** Referral to the Specialist Education Service (SES) for consultation and advice which may lead to child being placed on their caseload and allocated a support worker who liaises with school and parents and offers support and strategies.
- d)** Risk Assessment: An audit of risk will be conducted and a risk assessment regarding the child's behaviour and potential risk will be put in place. The parents, the child, the class teacher and PSO will consult to ensure the risk assessment is appropriate and regularly reviewed (see APPENDIX 4)
- e)** Self Exit Protocol: If a child decides to self-exit themselves from a classroom or learning environment an exit protocol will be followed (see APPENDIX 5)
- f)** Referral to the Inclusive Support Service for a multi-agency assessment, a specialist provision placement, an alternative provision or a managed move to another school.

Suspensions and Permanent Exclusions

At Bosmere Community Primary School, we do not wish to suspend or exclude any child from school, however sometimes it may be necessary.

Suspension – Issued by the Headteacher. Parents will be informed of this decision immediately. 'A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic

year).’ A suspension does not have to be for a continuous period. A suspension can also be for parts of the school day.

Permanent Exclusion – Issued by the Headteacher. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault or threatening behaviour against a pupil
- Physical assault or threatening behaviour against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school’s Behaviour and Relationship Policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Our process for exclusions follows the [Children’s Endeavour Trust \(CET\) Exclusions Policy](#).

SEND

This Relationships policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). At Bosmere Community Primary School, we acknowledge that there are cases where children behave in a disruptive way due to an underlying special educational need or disability. To help address the underlying causes of disruptive or challenging behaviour, we follow a system of early intervention to assess whether the behaviour is a result of unmet learning needs. Where a child is disabled or has SEND and is becoming disruptive, we will review whether those additional needs are being met. The class teacher in conjunction with the SENDCO and external agencies, as appropriate, does this. There may be some SEND children that have an adapted version of the Behaviour and Relationship Policy to ensure that they are successful - this will be their own Behaviour Support Plan. These children are also likely to have their own Individual Learning Plan.

Transition

Inducting Incoming Pupils

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

Preparing Outgoing Pupils for Transition

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

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

Bullying/Prejudicial Incidents

Incidents of bullying are taken very seriously at Bosmere Community Primary. We are a 'telling' school and have an Anti-bullying policy in place to prevent and repair the damage caused by bullying. – See the Anti-Bullying Policy for further details.

Any prejudicial related incident (PRI) (see separate policy) will be recorded on Arbor. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship. All prejudicial related incidents will be taken to the Headteacher.

The Use of Physical De-escalation (Restraint) and Reasonable Force

The use of physical de-escalation (restraint) and/or reasonable force is set out in the school's policy '[CET Use of Restraint](#)'.

Reasonable, proportionate, force may be used by any member of staff where a pupil's behaviour is a significant level of risk to themselves, to others or to property. The use of reasonable force will be logged within the restraints bound book (located in the Headteachers office) and parents informed.

Risk assessments will be produced for children who regularly display behaviours which have required the use of reasonable force. Staff who respond to this need will receive appropriate training so the pupil and staff are safeguarded.

Searches and confiscations

A member of staff may only seize, retain or dispose of a pupil's property if he/she has authority to do it. The Education and Inspections Act 2006 provides authority when the confiscation is a lawful disciplinary penalty. At Bosmere Primary school the Headteacher has delegated the authority to all teaching staff to confiscate items from pupils as a lawful disciplinary consequence. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned and by whom. Often an item will be confiscated by a class teacher who will return it at the end of the school day. There are specific instances when a member of staff may choose not to return the item to a pupil these are stated in APPENDIX 6

Banned Items

The following items are prohibited: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images and any article likely to be used to commit an offence or to cause personal injury or property damage. This is not an exhaustive list.

The following items are banned in the classroom: mobile phones and smart devices which enable communication (such as watches). Where parents require their children to bring a mobile phone to school, the mobile phone must be handed into the Class teacher when it will be kept locked away until collected at the end of the school day.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored securely until they can be returned. Staff should ensure that confiscated items are kept in a safe and secure place until they are returned.

Staff should keep a record of items they confiscate and the grounds for the action, so that they may justify them later if challenged. This should be recorded on Arbor.

Reasons for Confiscation may include:

- Item posing a threat to others.
- Item poses a threat to good order for learning.
- Item is against school uniform rules.

- Item poses a health and safety threat.
- Item which is counter to the ethos of the school.
- Item which is illegal for a child to have. (Protocols for how to deal with such items can be agreed with local police).

This is not an exhaustive list.

These confiscated items will be kept in a lockable filing cabinet.

For full details on the latest guidance on this, see the DfE's [‘Searching, Screening and Confiscation: Advice for Schools’](#) (2022) Guidance.

Searching for inappropriate items/material.

The legal power for school staff to search pupils currently only extends to weapons. A pupil might reasonably be asked to turn out their pockets or to hand over an item for reasons above and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

However, if it is felt necessary for a pupil to be searched, for example for illegal drugs or stolen property, that should be done by the police rather than school staff using the appropriate powers available to them.

Pupils’ Behaviour Outside of the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89 (5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils’ behaviour in these circumstances ‘to such an extent as is reasonable’.

Pupils could be disciplined for any misbehaviour when they are: taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform, or are in any way identifiable as a pupil at the school. Pupils could also be disciplined for any misbehaviour which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Training

New staff will receive training and CPD which helps them develop an understanding of behaviour and behaviour management, as well as how to follow our school’s Relationships Policy effectively. The school will continue to seek further research and CPD into the development of restorative justice and effective strategies.

Monitoring

The Headteacher and Senior Leadership Team will constantly monitor the impact of this Behaviour and Relationship Policy and regularly explore the effectiveness and impact of the policy.

Reviewing date

This policy will be reviewed annually or when changes are needed.

APPENDICES

APPENDIX 1 - THE RESTORATIVE APPROACH

At Bosmere Community Primary, everyone involved in an incident are taken through the restorative approach. The restorative approach allows all involved to have their say and identify ways in which a relationship can be rebuilt and repaired and how the members involved can move forward. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. If pupils decide on the ways to move forward, then they are more likely to abide by the solution. It will also teach the children the skills and practices that they need to resolve and avoid conflict in the future. The restorative approach can involve anything from an informal conversation (at staff level) to a formal conference (with a member of the pastoral team).

Effective restorative conversations can support the children:

- To be **heard** and **listened** to.
- To not be judged.
- To give your reasons and share mitigating factors.
- To put it right / find a solution.
- To be treated with **respect** and **unconditional dignity**.
- To say sorry (possibly).
- To be forgiven (possibly).

We use restorative questions to ensure the conversation is reflective, yet is not detrimental to a child's view of themselves. Staff should use non-threatening statements such as 'I wonder...', 'I notice...', 'I imagine...' to facilitate this conversation.

All members of the community involved in the incident are taken through the questions in order, therefore creating an understanding of the harm that has been caused to all parties.

Facilitators will use the questions set out below. Before the conversation the facilitator of the meeting will set ground rules, such as allowing each person to have their say without interruption, no shouting, no swearing and no physical violence.

The conversation starts by asking the party/parties who caused the harm the following questions one at a time:

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?

Next, the conversation turns to the party/parties that have been harmed and they are asked:

1. What happened?
2. What were your thoughts at the time?
3. What have been your thoughts since?
4. How has this affected you and others?
5. What has been the hardest thing for you?

Following this, the conversation returns to the party that caused the harm and they are asked:

- What do you think needs to happen next?

Lastly, the harmed party is asked:

- What do you think needs to happen next?

We recognise that all children are individuals and we are flexible in our approach to addressing negative behaviour. The restorative questions underpin our policy, but we are also able to adapt our approach to

behaviour issues to ensure it is suitable to the pupil's age and level of understanding. When working with Early Years Foundation Stage the focus will be on feelings and how they are caused. Children with low levels of emotional maturity or with Special Educational Needs will be supported in recognising how their actions have affected others or how they feel about an incident.

Staff will investigate incidences of poor behaviour to determine who was involved. Staff will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and the best way to implement the process. If the approach is not successful at the time, we understand we will need to stop the process and come back to it later when the pupils have calmed down and are in the right frame of mind.

The following is not an exhaustive list, but aims to provide examples of when a restorative conference or sanction may be issued:

- A pupil has hurt (emotionally or physically) another child
- A pupil has sworn at an adult or child
- A pupil has persistently ignored instructions by an adult. In this instance it is likely that the pupil has been warned before and given the opportunity to Turn It Around.
- A pupil has left the classroom without asking permissions
- A pupil is behaving in a threatening manner towards an adult or another pupil
- A pupil is purposefully damaging property
- A pupil is being persistently disruptive. This could include persistent low level behaviour which impacts negatively on other pupils and staff.
- A pupil has been rude to an adult
- A pupil has acted in a way which has caused another pupil emotional harm, such as name calling
- A prejudicial related incident
- A pupil has refused to engage in learning. This could include a pupil not returning to class from break, lunch or another activity, or when a pupil refuses to engage in the learning within a classroom.

Rebuild and Repair

At each stage, staff need to take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward. The restorative approach will be used when necessary to help resolve conflict. At each stage, children will be praised for improving their behaviour.

When a child has struggled with their behaviour, we work together to find a solution. This means:

- **Agreements:** The child and an adult will talk and agree on what should happen next.
- **Appropriate Consequences:** Any consequences will be suitable for the child's age and understanding.
- **Learning and Growth:** The main goal is to help the child learn:
 - How their body reacts to challenges.
 - How to manage difficult situations better in the future.

Our approach encourages children to 'put things right' and we support children in learning how to apologise. The restorative conversation must not be an introduction to an apology and an apology will never be forced. Forcing an apology does not teach humility, it simply underlines obedience.

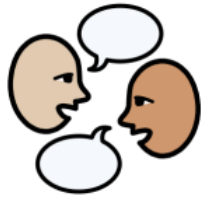
What Has Happened Prompts

 I fell over	 I had no one to play with.	 I lost my...	 I hurt my...	 ... got broken	 I feel ill		
 I didn't want to play with...	 I saw something upsetting	 <p>What has happened?</p>		 I didn't want to eat my lunch...	 I made a bad choice		
 My classroom is different	 My friend is not here			 Lunchtime was different	 My lessons are different		
 Someone wouldn't share...	 Someone hurt my...			 Someone broke my...	 Someone made a bad choice	 Someone said unkind words	 Someone was unkind to me

Restorative Conversation Prompt Cards for Adults

 Restorative Conversations	 Person/People 1 (those who caused harm)	 What happened?	 What were you thinking at the time?	 What have your thoughts been since?
 Who was affected by what you did?	 In what way have they been affected?	 Person/People 2 (those that have been harmed)	 What happened?	 What were you thinking at the time?
 What have your thoughts been since?	 How has this affected you and others?	 What has been the hardest thing for you?	 What do you think needs to happen next?	 What do you think needs to happen next?

Restorative Conversation Prompts for Children



Restorative Conversations



During ... I was...



I was in the ... area



At the time I was...



The people involved were...



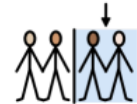
I was playing with...



At the time I felt...



The mistake I made was...



The other people affected are...



How do you think it made them feel?



Now I feel...



I think I can put this right by...



If this happened again I would...

Apology Sentence Starters



I thought about what happened and I now understand what I did wrong.



Thank you for your apology. I feel...



I would like to say sorry for... I will try not to do it again.



I forgive you for... / I am not ready to forgive you yet.



I hope you will forgive me.



I am / am not ready to accept your apology.



Is there anything else I can do to make it better?



No thank you. / It might be helpful if you...



At Bosmere we...

- are kind
- do our best
- follow instructions
- look after property
- actively listen

RESPECT

READINESS

RESILIENCE



Turn it
around



Time to
reflect

Behaviour Support Plan

Name of pupil	
Date	
Any known Special needs?	
Which specific behaviours is this plan focussed on?	
Triggers <i>(anything known to bring on the behaviour?)</i>	
Warning Signs <i>(any behaviour changes which indicate child is becoming agitated?)</i>	
Interventions to avoid	
Interventions (to be used as soon as any early warning signs or triggers are seen)	
<p>When Becomes <u>Non Compliant</u></p>	
Active interventions <i>(to be used as soon as behaviour is displayed)</i>	
<p>WHEN ADULTS NEED TO TAKE CONTROL OF THE SITUATION</p>	

How will this be achieved <i>(TA support? Praise for successful transition? Time out?)</i>
Reward system for improved behaviour
How will you measure success
Key staff
Identified training required
Review date
Signature of lead staff member
Signature of parent/carer

APPENDIX 4 - RISK ASSESSMENT TEMPLATE

	<h2 style="margin: 0;">INDIVIDUAL RISK ASSESSMENT</h2> <h3 style="margin: 0;">NAME:</h3>	
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Context:

Risk Assessment

Prepared by:	Assessment Date:	Review Date: This plan will be reviewed as required
Types of hazard(s) identified (assuming no controls)	Who is at risk and how?	Do controls reduce the risk to an acceptable level?
Likelihood X (1-5)	Severity (1-5)	Risk Rating LMH
Risk Reduction Measures In Place		

Signatures

Parent:	Class Teacher:	SLT:
Date:	Date:	Date:

Descriptor Matrix

Severity	1 = Trivial injury - Minor bumps and bruises	2 = Minor Injury – cuts, first aid required	3 = Moderate injury - sprains, strains, hospital referral	4 = Major injury – broken bone, loss of a digit, unconsciousness	5 = Death, debilitating injury (incl. psychological)	Overall Risk Rating = Severity x Likelihood																																				
Likelihood	1 = May only occur in exceptional circumstances	2 = It is unlikely to, but could, occur at some time	3 = Fairly likely to occur at some time, or in some circumstances	4 = Will probably occur at some time, or in most circumstances	5 = It is expected to happen in most circumstances	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>Likelihood</td><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td></tr> <tr><td>4</td><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td></tr> <tr><td>3</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td></tr> <tr><td>2</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr> <tr><td>1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td colspan="6">Severity</td></tr> </table>	Likelihood	5	10	15	20	25	4	4	8	12	16	20	3	3	6	9	12	15	2	2	4	6	8	10	1	1	2	3	4	5	Severity					
Likelihood	5	10	15	20	25																																					
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3	3	6	9	12	15																																					
2	2	4	6	8	10																																					
1	1	2	3	4	5																																					
Severity																																										
Risk Rating	Unacceptable = Stop activity and take immediate action	High = Take immediate action, stop activity if necessary, maintain Existing controls rigorously	Medium = Improve within a specific timescale	Low = Seek to improve at the next review or if there is a significant change	Trivial – No further action but ensure controls are maintained and reviewed																																					

APPENDIX 5 SELF EXIT PROTOCOL

Protocol – To be followed when a child exits the classroom

- Adult to explain to the child that they have 2 choices, firstly to return to the classroom to complete their work or to take their work to another class to complete
- If the child refuses a member of SLT will be called.
- If the child continues to refuse and walks around the school a member of staff will follow at a safe distance (not chase).
- If the child exits the school building two members of staff will stay with the child and encourage him to calm down and make a positive choice.

Child Leaving School Site Protocol

- Remind the child that they are unsafe if they leave the school premises.
- If they leave the site you may need to call home and the police.

EVENT - The child leaves the school site either by the front office door or by scaling the school fence.	
PROTOCOL 1	PROTOCOL 2
Child is calm when leaving the site.	Child's behaviour is erratic and volatile or the child has SEND which affects their decision making.
Ensure you pursue the child in pairs. Inform the office you have left the building. Make sure you have two mobile phones.	
CALMLY – Remind the child that they are unsafe if they leave the school premises. If they leave the site you may need to call home and the police. Encourage returning to the safety of school.	CALMLY - If you feel the child is likely to cause harm to themselves or others, use Reasonable Force (en loco parentis) to prevent the child leaving the site and to prevent serious harm.
Follow the child in pairs – do not run. Observe from secure distance.	If you cannot reach the child, follow the child in pairs – do not run. Observe from secure distance.
Colleague 1 uses their walkie talkie to contact school office as contact point. Obtain contact number of parent from Arbor.	If you cannot reach the child safely or you feel they or others will be harmed, colleague 2 call 999. Colleague 1 uses their walkie talkie to contact school office as contact point. Obtain contact number of parent from Arbor. Colleague 2 uses their phone as contact point for police.
Colleague 2 contact parents using 141 to disguise number to make them aware of the incident.	School Office contacts parents to inform them that the police have been called.
Colleague 2 contact 101 to inform the police that a child has left the site but they are safe at the moment.	
If the child's demeanour or behaviour changes, switch protocols.	

APPENDIX 6 REASONS FOR NOT RETURNING CONFISCATED ITEMS

Instances when the school chooses not to return an item to the pupil:

- Items which the pupil should not have brought to school or has misused in some way might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter into school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.
- There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.