



Blackbrook
School

Behaviour Policy

September 2025

Review: September 2027

Vision and Values

This policy was revised in September 2025 and considers our vision and values.

“Our school will be a happy community that encourages and celebrates individuality, where **everyone** feels **safe, valued and inspired to achieve.**”



Aspiration



Fairness



Kindness



Responsibility



Teamwork

Contents

Vision and Values.....	2
Aims	4
Review	4
Legislation, Statutory Requirements and Statutory Guidance	4
Key Principles.....	5
Promoting Positive Learning Behaviours	5
Recognising Achievement	6
Internalising and Externalising Behaviours	6
Responding to Negative Behaviour	6
Specific Behaviour Interventions.....	8
Communication	9
Trauma and Shame.....	9
Continuous Professional Development	10
Reporting and Monitoring	10
Use of Physical Intervention to Restrain Pupils.....	10
Preventing and Responding to Bullying	15
Appendix 1: Responding to Minor Forms of Unacceptable Behaviour.....	17
Appendix 2: Responding to More Serious Forms of Unacceptable Behaviour	18

Aims

This policy aims to:

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

It is our aim at Blackbrook School to provide a school environment that is safe and stimulating for the children in our care. We have a commitment to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying. In order to ensure that this is so, we have agreed a positive approach to behaviour management to create a calm, secure and happy working environment for all.

Review

This policy will be reviewed every two years by the Senior Leadership Team.

Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- 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
- [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.

Key Principles

This policy and our approach to promoting positive behaviour is underpinned by research.

Our Behaviour Policy has been written with particular reference to:

- The Equality Act 2010
- The UN Convention on the Rights of the Child
- The Thrive Approach: <https://www.thriveapproach.com/>
- Zones of Regulation: a framework designed to promote self-regulation and emotional control
- Running the Room- Tom Bennett 'Behaviour Tzar'
- 'What's the Message' principles: <https://whatsthemessage.co.uk/>
- Restorative Justice 4 Schools: <http://www.restorativejustice4schools.co.uk>
- Emotion Coaching: <https://www.emotioncoachinguk.com/>
- P.A.C.E: <http://www.danielhughes.org/p.a.c.e..html>
- EEF Guidance report on Improving Behaviour in Schools, September 2019
https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

The development of positive social, emotional and learning behaviours is core to our work as a school. Our approach to behaviour management is underpinned by investing heavily in developing, fostering and maintaining positive relationships between all stakeholders in our community. We believe behaviour is a form of communication and we work hard to understand the causes of behaviour.

Our policy is heavily informed by research and development around attachment, neuroscience, adverse childhood experiences, trauma and supporting children's mental health and wellbeing. We also draw heavily on research into the role of creativity and play in developing emotional resilience and promoting positive behaviour.

Promoting Positive Learning Behaviours

There are various terms used to describe the learning behaviours necessary to succeed in learning both within school and the workplace. Some schools call them 'learning powers', 'habits of the mind', 'attitudes to learning', 'characteristics of effective learners'; we call them the Secrets of Success (an approach created by Chris Quigley).

Our 8 Secrets of Success promote positive learning behaviours that we believe are important in bringing success in learning and indeed life.

1. Try new things
 - a. If children are willing to try new things, they may just find something they are good at. Even better than this, they may find something that they love doing. Most successful people love what they are doing. This gives them energy and motivation. Instead of enduring life they enjoy it.
2. Work hard
 - a. No real success comes without hard work. Successful learners work hard, but they also have a great deal of fun working hard.
3. Concentrate
 - a. Successful learners give their full attention to whatever they are doing.
4. Push yourself
 - a. Successful learners need to push themselves. They need to push past doubts, fears and low energy.
5. Imagine
 - a. Successful learners have ideas both good and bad! They use their imagination and are prepared to be wrong. This is the keystone to creativity; after all, everything we now see as brilliant, began with an idea.
6. Improve

- a. Real accomplishment does not come from doing something once and moving on. It comes from lots of tweaks and refinements. Successful learners are always trying to improve what they do.
7. Understand Others
- a. Successful learners understand others. They communicate in a way that helps others to understand and they present things in a way that others value. Collaboration is important for success in learning.
8. Don't give up
- a. All successful learners experience setbacks, rejection, criticism and failure. However, they all manage to bounce back. We hope that children feel happy to fail in a safe environment and learn to have another go.

Recognising Achievement

All pupils are encouraged to exhibit positive behaviour, take pride in their behaviour and to feel valued for their contribution to the life of the school.

At Blackbrook School, we believe it is important that all children regularly experience success. Staff and children should take every opportunity to celebrate individual and group success in all aspects of school life. We encourage intrinsic motivation (the act of doing an activity for the fun and challenge of it and for inherent satisfaction) and avoid an over-reliance on extrinsic rewards (being driven to do something for an external reward such as stickers, prizes etc). This decision is informed by research (as summarised in Hattie and Clarke 2019) on the potential negative impacts of a learning culture reliant on and dominated by extrinsic rewards. We are particularly mindful to avoid extrinsic comparative rewards.

Verbal praise should be the most used reward for recognising and celebrating achievement.

When praise is given as a reward, adults are reminded to give explicit reasons and consider the language that they use carefully.

In addition to the regular, informal recognition of achievement by pupils day-to-day, the school collectively celebrates achievement in a weekly 'Celebration Assembly'. All members of school staff recognise the achievements of pupils with explicit links to our school values.

Internalising and Externalising Behaviours

We recognise that behaviours can be internalised or externalised and that these behaviour profiles differ significantly. Internalised behaviours such as low mood, withdrawal are often less noticeable than more disruptive externalising behaviours. We are committed to notice and respond appropriately to all forms of behaviour.

Responding to Negative Behaviour

We work to prevent and de-escalate negative behaviours. In terms of our time spent, as a rule of thumb we aim to invest 70% of our time preventing negative behaviours, 20% of our time de-escalating behaviours and will, therefore, only need to spend 10% of our time and reacting to negative behaviours.

Phases of Behaviour Escalation

We recognise that negative behaviour often goes through a similar pattern of phases and we use this knowledge to try and de-escalate behaviour before it reaches a crisis point.

Baseline: This is when a 70% of our prevention strategies will be implemented. In other words, meeting the needs of the pupil and promoting positive behaviour.

Triggering phase: A pupil may exhibit changes in the 'baseline' behaviour or mood. An individual may appear upset, angry, withdrawn or demanding.

Escalation phase: Pupil progresses to the point where they show signs of clear agitation. Adrenaline is building up in the body, which interferes with the ability to think rationally and react rationally (see emotional hijack below)

Crisis phase: A pupil is now unable to maintain self-control. At this point, the safety of others and themselves may be jeopardised as the quality of judgement of the person is at its lowest point.

Recovery phase: A pupil returns to baseline behaviour and mood. Heightened adrenaline remains in the body for at least ninety minutes and can last up to 3 days, causing an individual to react more forcefully if provoked or demands placed upon them.

Post-crisis depression phase: A pupil may feel remorseful, ashamed, humiliated about the incident/outburst.

Planned or Logical Consequences

Despite our positive approaches to behaviour and hard work around prevention and de-escalating behaviours, we recognise that there will be times when a pupil might misbehave and, because of this, a consequence must follow.

Consequences are outcomes – negative or positive – that happen naturally or through society in response to a person's action. With any of our choices or behaviours there are consequences. Some consequences to behaviour occur naturally and some are planned. On occasions the natural consequence of a negative behaviour are sufficient and sometimes a planned consequence is necessary in order to help teach the pupil about the result of their actions. Planned consequences are a way for a person to repair the harm that has been done and reduce the likelihood of a behaviour re-occurring. A planned consequence could be small and short lived or more serious and long term.

All staff are able to communicate and put in place consequences but it must be done using the following principles and procedures.

Our guiding principles when putting in place planned consequences are:

- Link it to the behaviour: There needs to be a close link to the behaviour when imposing a consequence.
- Consider the timing of the consequence: (consider the phases of behaviour escalation). Avoid placing a 'demand' at the 'escalation' stage. This could be a trigger. Planned consequences should ideally be implemented when a pupil is at a baseline state. There will of course be occasions when there is a critical or emergency situation when the consequence has to be planned and implemented quickly.
- Work Collaboratively: All staff members may issue a consequence but all staff should consult a member of the SLT when planning a consequence for serious misbehaviour. Class teachers must be made aware of consequences given.
- Follow Through: Planned consequences must be followed through.
- Consistency: If a consequence to a behaviour has been implemented as part of a planned approach, then all staff should be consistent with this approach.

Procedures around Consequences

Responses are also summarised in staff handouts within the appendix of this policy.

Staff will deal with minor forms of unacceptable behaviour in a caring, supportive and fair manner, having regard to the age of the child, nature of the incident. Persistent minor forms of unacceptable behaviour should be communicated to class teachers and parents/ carers. Each case of negative behaviour is treated individually according to the child's specific needs but staff should look for trends and patterns. Each child does have the right to play and free time (Article 31); but children also have the right to be protected from harm (Article 21) so the response to each incident will be considered with these rights in mind.

Responses to minor forms of negative behaviours should follow this graduated response:

- A reminder/ redirection using symbols/ body language or words) of expected behavior
- A private word. A conversation with the pupil about which behaviours are impacting learning/play and state clearly what the child needs to do instead.
- If unacceptable behaviour continues, the child may need to move to an alternative space in/outside of the classroom or stand with an adult for a short period of time.
- If unacceptable behavior continues, the child may need time away from the classroom (e.g. for the remainder of the lesson with another member of staff) or inside from play/lunch (with a member of staff). Consult SLT if a longer period of time is being considered.
- A form of restorative justice with all involved. For example, a letter of apology may be appropriate.

If the unacceptable behaviour is persistent, recurring or extreme, parents/ carers must be informed. Persistent unacceptable behavior (minor or serious) will be recorded on CPOMs so trends can be analysed and relevant staff informed.

Outside agency support will be sought and referrals may be made in order to put in place individual support plans if necessary, which is arranged through triage by the Vulnerable Pupil Team.

More serious forms of unacceptable behaviour including physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and persistently disruptive behaviour in class are rare at Blackbrook School. The response to this behaviour should be graduated.

Each instance of serious negative behaviour will be responded to after thorough analysis of the circumstances and context of the behaviour.

Responses to more serious and persistent forms of negative behaviour might include:

- A verbal warning from the Head Teacher and a suitable response (e.g. the loss of some play).

- More serious planned consequence
- Parents/ carers informed
- A repeated pattern of serious unacceptable behaviour would then result in an escalation of response; parents will be informed.

At this stage, a behaviour support/ pastoral support plan needs to be drawn up in consultation with appropriate staff and agencies. If, after this support, the behaviour recurs, fixed term suspension will be considered. A reintegration meeting will be held with parents on the child's return to school.

If the child involved does not modify their behaviour then either further fixed term suspensions will take place or, in a very serious case, permanent exclusion will be considered by the Head Teacher. Advice from the Local Authority and external agencies will be sought. Parents have the right of appeal to the Governing Body against any decision to exclude their child either permanently or fixed term. The appeal must be made within ten days of the exclusion and be sent to the Clerk of the Governing Body.

Very serious forms of unacceptable behaviour that affects the health and safety of pupils at the school could result in suspending the above procedure and the child being suspended immediately.

Procedures for Playtimes

A bell is rung at the end of playtime which means stand still. The second bell means walk sensibly to line up. Teachers, and when not possible, teaching assistants, will meet the children on the playground to bring them into the classroom. At lunchtime, lunchtime supervisors remain on the playground to supervise children until their teachers arrive to collect.

The same procedures/ responses to negative behaviours exist. However, timeout at lunchtime might involve being sent to a member of staff or being asked to stand next to a member of staff on duty for a period of time.

Serious or persistent incidents should be reported to the class teachers.

All members of staff use a Behaviour Incident Reporting Form to make class teachers aware of serious forms of misbehavior as well as part of a graduated response to dealing with minor forms of unacceptable behavior. There are staff prompts in the appendices of this policy.

Movement around the school

When moving around the school, the expectation is that all children and adults will move around the school in a sensible manner i.e. walk sensibly along corridors and pathways. Children will be accompanied to and from assemblies by an adult. Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary and will have drinks available from their own personal drinks bottle or cup.

Before and After School Care

Adults supervising and supporting the children during these times will follow the 'classroom' flowchart as needed to manage behaviours. Outdoor Learning Adults supporting outdoor learning opportunities will follow the 'breaktimes/lunchtimes' flowchart as needed to manage behaviours.

Uniform

See Uniform Policy for more detail. We expect children to be dressed in school uniform at all times unless there is a special event/activity which requires them not to do so. All staff should encourage children to take pride in their appearance and positively enforce our uniform policy.

Specific Behaviour Interventions

Early recognition of social, emotional and mental health needs underpins our approach to promoting positive behaviour.

Thrive

Where appropriate, we use Thrive assessments to help identify underlying needs that may be impacting a child's behaviour or wellbeing. These assessments provide valuable insights into a child's developmental stage and emotional resilience, enabling us to tailor our approach accordingly. Following assessment, children may be offered targeted interventions designed to support their individual needs and promote positive outcomes both in and out of the classroom.

Boxall Profile

Where appropriate, we use the Boxall Profile to assess and better understand these needs. This tool helps us identify specific areas of development that may require support, allowing us to plan targeted

interventions that promote emotional growth, resilience, and positive behaviour. The insights gained from the Boxall Profile inform our inclusive approach and ensure that every child receives the support they need to thrive.

Pupil Surveys

At Blackbrook School, we value pupil voice as a key component in understanding the experiences and attitudes of our learners. To support this, we use pupil surveys (for example the Pupil Attitudes to Self and School (PASS)), which help us identify attitudinal barriers to learning and wellbeing. These surveys provide insight into how pupils feel about themselves, their learning, and their school environment. The results inform our pastoral and academic support strategies, enabling us to respond proactively and ensure that every child feels safe, supported, and engaged in their education.

Zones of Regulation

We use the Zones of Regulation framework to help children develop self-awareness, emotional literacy, and self-regulation skills. This approach supports pupils in recognising and understanding their feelings by categorising emotions into four colour-coded zones. Through regular teaching and reinforcement, children learn strategies to manage their emotions, improve focus, and make positive behaviour choices. The Zones of Regulation is embedded across the school and forms part of our wider commitment to nurturing emotional wellbeing and resilience.

Emotional Literacy Support Assistant

At Blackbrook, we are proud to have a trained Emotional Literacy Support Assistant (ELSA) who plays a key role in our graduated response to pupils with identified social, emotional, or mental health needs. Pupils are referred for ELSA support based on assessment outcomes, staff observations, or concerns raised through pastoral systems. The ELSA delivers targeted interventions that help children develop emotional awareness, resilience, and coping strategies in a safe and nurturing environment. This support complements our wider provision and ensures that children receive timely and appropriate help tailored to their individual needs.

Communication

We believe communication underpins all learning and is an essential element of our positive behaviour approach. Children are very sensitive to the reactions, language and moods of the adults around them. The wrong form and type of communication at the wrong time can escalate some situations.

A member of staff's approach to communication relating to negative behaviour should be planned and considered. The volume, tone and quantity of language we use should be planned to meet the needs of the situation.

Trauma and Shame

Shame is a part of healthy human development and all children experience it however the experience of shame within the context of trauma and abuse is very different. It is our ambition to be a trauma aware school and be mindful of shame and how traumatised children will be very sensitive to shame.

Setting limits is a fundamental part of child socialisation. As children develop, adults need to say "no"; otherwise children will hurt themselves and/or others. Children do not enjoy this experience as it raises shame (feelings of "I am bad"). Typically, a parent or carer recognises this and reconnects immediately; the parent repairs the relationship, comforts and soothes the infant, and either shows them how to do the activity appropriately, or redirects the infant's behaviours to another activity. All children experience small amounts of shame that are manageable within a safe, attuned and secure adult-child relationship.

The experience and impact of shame is very different in the context of trauma and abuse. Children do not experience the "attunement → break(shame) → re-attunement (repair)" cycle. Instead they experience overwhelming shame that begins to engulf them.

- Discipline occurs with rejection, humiliation or anger (and may be unpredictable and inconsistent)
- Shame is excessive and overwhelming for the child
- No interactive repair provided by the adult (or delayed interactive repair by the adult)
- Adult is unavailable to assist the child in managing their feelings of shame.
- The child is unable to develop the capacity for emotional and behavioural regulation.
- The child develops sense of self as bad.
- Many experiences of overwhelming shame leads to shame becoming part of the child's core identity – I'm bad, I'm not lovable, I'm worthless
- Feelings of shame lead to chronic anger and controlling behaviours
- The child can feel isolated and alone, alienated and defeated, and never good enough. They are trapped in shame, the shame has become toxic.

This state leads to the children experiencing difficulties with regulating their emotions and disorganised thinking.

Children will do things to avoid the feeling of shame. This leads to:

- Acting tough - "I don't care"
- Lying - "He's lying...I didn't do it"
- Making excuses – "It was HIS fault, he made me do it"
- Minimising their behaviour – "It wasn't that bad, he's exaggerating"
- Expressing rage – "You always blame me... you never blame me.. you want me to be unhappy"

Continuous Professional Development

We have specialist trained staff (Pastoral Lead, Thrive Practitioners, Emotional Literacy Support Assistant and a Social Emotional Mental Health Lead) who support us to uphold and deepen continually our understanding of how social and emotional learning develops and can be supported as well how best to promote positive behaviours. These staff have regular training and/ or supervision.

As well as a core of specialist staff, we are committed to provide all of our staff with training and support to ensure our approach is embedded within our school culture ethos.

Reporting and Monitoring

The class teacher must be informed of incidents of unacceptable behaviour, this includes:

- Minor forms of unacceptable behaviour where a graduated response has been followed to the point where a pupil is required to move to an alternative space (or stand with an adult at playtime).
- More serious forms of unacceptable behaviour

Behaviour Incident Reporting Forms (paper) are used by all staff to communicate incidents of unacceptable behaviour to class teachers. This allows all staff to quickly record and communicate behaviour incidents to class teachers, and parents where felt appropriate and necessary, without delay.

Arbor is used to record behaviour incidents to support monitoring and analysis by the behaviour lead in conjunction with the Vulnerable Pupil team. Where behaviour incidents are persistent, become a cause for concern, and require further support and intervention, this is triaged and recorded on CPOMs.

Use of Physical Intervention to Restrain Pupils

Definitions

For the purpose of this policy, we will use the following definitions.

(a) Physical Contact: Situations in which appropriate physical contact takes place between staff and pupils, e.g. in games/PE teaching or to comfort a distressed pupil

(b) Physical intervention: This will involve the use of positive handling and reasonable force to physically intervene or restrain a pupil. This may be to divert them from a destructive or disruptive action, to prevent or manage a risk to the pupil, staff/others or significant damage to property

Objectives

In Blackbrook school we believe that pupils and staff need to be safe, pupils know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils only will the use of physical intervention to restrain be needed, and, on such occasions, acceptable forms of intervention are used.

The majority of pupils will be able to conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils, thereby preventing serious breaches of school discipline and serious damage to property.

All the school staff need to feel able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of physical intervention to restrain them, including the nature of the intervention and the rationale for its use.

Staff Authorised to use Physical Intervention

- All teachers and staff whom the head teacher has authorised to have control or charge of pupils automatically have the statutory power to use physical intervention.
- In some circumstances, staff whose jobs do not normally involve supervising pupils and volunteers working with pupils will be authorised to be in control or charge of pupils and therefore have the same statutory power. In these cases, the head teacher or senior member of staff will inform the teachers and other staff (with permanent authorisation) who has temporary authorisation.

Deciding Whether to use Physical Intervention

In our school, authorised staff will only use physical intervention when:

- the potential consequences of not intervening are sufficiently serious to justify considering use of physical intervention;
- the chances of achieving the desired result by other means are low; and
- the risks associated with not using physical intervention outweigh those of using physical intervention.
- it is proportionate to the behaviour demonstrated by the pupil as an absolute last resort.

School staff (including people with temporary authorisation to have charge or control of pupils) will be kept informed about and advised how to deal with pupils who present particular risks to themselves or others (as a result of SEN and/or disabilities and/or other personal circumstances, such as domestic violence) by appropriate handover and liaison. In some cases, a behaviour support plan is in place to guide staff to support children.

Using Physical Intervention

Before using physical intervention at our school, staff will engage the pupil in a calm and measured tone and actively work to deescalate the situation.

The use of physical intervention will only be proportionate to the level of risk and will be reduced at the earliest possible time.

Staff will only use methods they are trained to use unless there is an extreme emergency and where there is no viable alternative.

Staff are advised that, as far as possible, they should not use physical intervention unless or until another responsible adult is present to support, observe and call for assistance.

Power to Search

Authorised personnel may use reasonable force to search pupils, without their consent, for 'prohibited items' such as:

- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

However, schools are advised not to search pupils where resistance is expected, but rather to call the police to minimise risk.

Force cannot be used to search for banned items (*The ability to give consent may be influenced by the child's age or other factors*).

Staff Training

Staff working closely with pupils who might need restraining will have access to appropriate training, or resources, as appropriate.

Minimising The Need For Physical Intervention And Restraint

Guidance from the BILD ACT and Restraint Reduction Network (RRN) is all pointing in the same direction and placing increasing focus on the use of preventive/proactive approaches and secondary de-escalation – as opposed to physical intervention - for preventing and managing behaviours that are challenging

Training will be provided to staff with clear reference to a rights-based approach, focused on the minimisation of the use of restrictive interventions, and ensuring any use of restrictive interventions and other restrictive practices is rights-respecting.

Our school intends to promote and train the principles that underpin the Six Core Strategies to restraint reduction (Huckshorn 2008) in the following ways:

1. Leadership and Culture

Our leadership will promote the values and mission of the school at all times and set the right tone and culture to support the pledge of a positive and preventative approach. In addition, our management team

will ensure staff, policies, and procedures are focussed on Positive Behaviour Support, thereby reducing the need for restrictive interventions.

2. Using Data to Inform Practice

Our school will use data collection tools to measure the effectiveness of practice and efforts toward reducing incidents/restraint.

3. Workforce Development

Our school will support staff by offering a range of tools, templates and strategies and look to establish a sustainable model of learning and development.

4. Providing Personalised Support

The central focus of our training and work practice is staff using prevention and de-escalation techniques and creating a calm, ordered environment that minimised the risk of incidents arising that may require force. Physical intervention is only used as a last resort but this is only achievable if there is individual behaviour plans in place based on our philosophy of 70% prevention, 20% secondary de-escalation and 10% reactive strategies. The emphasis, at all times, is that the least restrictive intervention is used at all possible times. In more complex cases, we will use Behaviour Support Plans to support this process

5. Child focus and Involvement

Our school places great emphasis on enabling pupils to manage their own behaviour and feelings. Our school will teach the social and emotional approaches in order to teach pupils how to manage conflict and their strong feelings.

6. Continuous Improvement (including Debriefing)

The principle of post-incident review, support and learning is embedded within our work practice. Debriefing is a key tool for restraint reduction as it offers an opportunity to review what went well, and what did not go well, then make improvements based on this analysis.

These Six Core Strategies set out our commitment to, and our approach towards, a restraint reduction strategy that will permeate everything we do.

Recording Incidents

In our school we will log all incidents of restraint. All incidents should be reported on the appropriate form, available from the school office. This is recorded on CPOMS.

Reporting Incidents

The governing body of our school will ensure that “significant incidents” where a member of staff has used physical intervention on a pupil are recorded and reported to parents.

If it is likely that reporting the incident will result in significant harm to the pupil, then the incident will be reported to Somerset Direct or to the police.

We will take into account:

- a) An incident where unreasonable use of force is used on a pupil would always be a significant incident.
- b) Any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant.

- c) The use of a restraint technique is significant.
- d) An incident where a child was very distressed (though clearly not over reacting) would be significant.

Each parent or parents will be informed by a senior member of staff of any significant incident when force has been used on their child, ideally by telephone as soon as practicable.

Post-Incident Support

Members of staff who have been assaulted may wish to report the incident to the police and/or seek advice and support from their trade union representative.

If staff or pupils have been injured, immediate first aid will be provided and medical help accessed, if necessary. Staff and pupils will also receive emotional support as soon as possible after the incident.

Letters to parents informing them about the use of physical intervention may be used to engage in discussion regarding future course of action. A Behaviour Support Plan may be necessary to prevent and deal with any further recurrence of behaviour that could lead to the use of physical intervention.

If necessary our school will also inform local authority children's services (Youth Offending Team; Educational Psychology Service; Child and Adolescent Mental Health Service; Social, Emotional and Behavioural Support Service).

Staff will aim to help the pupil to develop strategies to avoid repeating the difficult behaviour.

School will provide ongoing support for staff and pupils as long as necessary in respect of:

- a) physical consequences
- b) emotional stress/loss of confidence
- c) opportunity to analyse, reflect and learn from the incident

Blackbrook School has implemented the use of reflective and pro-active supervision as a valuable approach for staff development, support and to encourage the sharing of good practice. Our school recognises the importance of the support offered to staff following an incident, acknowledging that this can take many forms.

Following any type of incident all staff must have the opportunity to talk through and reflect on what has happened. There are 2 types of debrief available:

- a) Operational debrief is a mandatory process and should take place up to 48 hours following an incident. In the event that this is not possible, justification for delay should be recorded on the incident form.
- b) Emotional debrief is optional and guided by those involved. Our school would not wish anyone to take strong feelings home with them at the end of the day. If anyone requests an emotional debrief then this must be followed through.

Important points to consider for debrief are:

It should provide an opportunity for all those involved to reflect on the incident identifying what operational lessons can be learnt and what could be done differently. The use of reflective practice with incidents is seen as a positive measure in order to monitor and evaluate practice.

Complaints and Allegations

Parents and pupils have a right to complain about actions taken by school staff including the use of physical intervention. If a specific allegation is made against a member of staff, then our school will follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education"

Other complaints will be dealt with via the school's complaints procedure.

Staff who do not follow steps documented within a child's Behaviour Support Plan may be subject to appropriate disciplinary action if deemed appropriate.

Preventing and Responding to Bullying

At Blackbrook School, we are committed to creating a safe, inclusive, and respectful environment where all pupils feel secure and valued. Bullying of any kind is unacceptable and will not be tolerated. We recognise that bullying can have a profound impact on a child's wellbeing, learning, and sense of belonging, and we take all reports seriously.

Definition of Bullying

We adopt the Department for Education's definition:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice."

Bullying differs from teasing or falling out between friends in that:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent, though a single incident may be deemed bullying if it meets the other criteria (e.g. hate-related or cyberbullying).

Forms of Bullying

- Bullying may include:
 - Name-calling, taunting, mocking
- Physical assault or threats
- Damaging or stealing belongings
- Cyberbullying (e.g. offensive messages or images)
- Exclusion from groups
- Spreading rumours or gossip
- Prejudice-based bullying (e.g. racist, homophobic, SEND-related)

Prevention Strategies

We embed anti-bullying work throughout our curriculum and school culture:

- PSHE lessons and assemblies
- Zones of Regulation and Thrive
- Pupil voice surveys
- Emotional Literacy Support (ELSA)
- Staff training in trauma-informed and restorative approaches
- Promotion of our school values and Secrets of Success

Responding to Reports of Bullying

We follow a clear, staged approach when bullying is suspected or reported:

1. Initial Concern

- Bullying is noticed or reported by/to the school.
- Parents are encouraged to speak with the class teacher in the first instance to work together to address the issue.

2. Escalation to Phase Leader

- If parents are not happy with the response, it is escalated to the phase leader to oversee.

- The phase leader will complete a bullying report form (BB Bullying Report Form) with the parent and discuss how the matter can be addressed.
 - Fortnightly meetings/phone calls are organised until both parties feel the matter has been resolved.
3. Formal Complaint
- If parents are not happy with the response of the phase leader, they can make a formal complaint to be investigated by the Headteacher (or delegated senior member of staff).

Support for Pupils

- Victims of bullying receive emotional support and reassurance.
- Perpetrators are supported to understand the impact of their behaviour and engage in restorative work.
- Bystanders are educated on how to respond safely and responsibly.

Monitoring and Review

- All bullying concerns are recorded on CPOMs, and the Behaviour Lead monitors patterns and outcomes.
- The BB Bullying Report Form is shared with parents and filed appropriately.
- Bullying trends are monitored termly by the Behaviour Lead and Vulnerable Pupil Team.
- The effectiveness of our anti-bullying measures is reviewed annually and informed by pupil voice and incident data.

Appendix 1: Responding to Minor Forms of Unacceptable Behaviour

Staff will deal with **minor forms of unacceptable behaviour** in a caring, supportive and fair manner, having regard to the age of the child and nature of the incident. Persistent minor forms of unacceptable behaviour should be communicated to class teachers and parents/ carers. Each case of negative behaviour is treated individually according to the child's specific needs but staff should look to follow these steps.

Remember 'CALM' and **remain calm** when managing incidents of unacceptable behaviour.

- Tune into your emotions (seeking another member of staff for support if needed)
- **Cue, Address, Leave, Mend**

Cue: Redirect / Remind

This will be a redirection or non-verbal cue i.e. look, STC sign that reminds children to address behaviour.

Address: Warning

A private word with the individual to make it clear which behaviours are impacting on learning/class/ playtime etc. and state clearly what you want the child to do instead.

Leave

Support the child to leave the situation to promote an improvement in their behaviour. Ask the child to relocate to a 'quiet/reflective space' within the room/ outside of the room for a short period of time. During play/lunchtime, a pupil is asked to stand with a member of staff on duty for five minutes. The adult reflects on the situation.

Where a pupil refuses to follow the instruction of the adult, or unacceptable behaviour continues, seek the support of a senior member of staff. The pupil may be asked to complete their learning in an alternative location / at play or lunchtime, spend the duration of play/lunch inside under the supervision of an adult.

Mend

At the right time, support the child to mend the relationship with those involved.

If the 'leave' stage is reached, the incident should be recorded so that it is communicated to class teachers and reviewed by the behaviour lead.

For a small minority of pupils, staff should follow guidance in individual Behaviour Support Plans, which reflects appropriate reasonable adjustments in approach from the general school policy.

Appendix 2: Responding to More Serious Forms of Unacceptable Behaviour

More serious forms of unacceptable behaviour including physical assault, deliberate damage to property, stealing, leaving the classroom/school premises without permission, verbal abuse, refusal, and persistently disruptive behaviour in class are rare.

1. Seek Help

Seek the support of another colleague or member of SLT.

2. Tune-In

Tune in to your emotions and move away from the situation if you feel yourself losing control.

3. De-escalate

Work to try and de-escalate the behaviour to prevent it reaching crisis point.

4. Plan Consequence

Work with a member of SLT to plan and communicate any consequence necessary. Make sure this is line with our planned consequences guiding principles.

5. Restorative Work

At the right time, support the child to mend the relationship with those involved.

Repeated patterns of serious unacceptable behaviour will result in an escalation of response. At this stage, a Pastoral Support Plan needs to be drawn up in consultation with appropriate staff and agencies. If, after this support, the behaviour recurs, fixed term exclusion will be considered. Very serious forms of unacceptable behaviour that affects the health and safety of pupils at the school could result in the Head Teacher suspending the above procedure and the child being excluded immediately. The response to serious behaviour should be graduated and consequences planned in consultation with a member of the SLT.