



Weston Schools Federation

Positive Behaviour Policy

Date of last review: October 2025

Date of next review: October 2026



POSITIVE BEHAVIOUR POLICY

Aims:

This policy follows the principles set out in the September 2022 'Behaviour in Schools' guidance and meets or exceeds all of the minimum requirements. At Weston Park Primary School and Weston Shore Infant School we want to create and foster a safe, calm environment where everyone feels secure and respected. We want a working environment which encourages pupils and staff to give their best both inside and outside of the school. We believe that good behaviour is based on mutual respect between children and adults. Our expectations are that people treat others the way they would like to be treated themselves.

This policy for Positive Behaviour provides a framework in order to support our pupils and staff to establish and maintain excellent relationships in an atmosphere of encouragement, praise and reward. We believe in consistency and routine, that way children know what to expect.

Our aim is to foster an inclusive school community where children can learn and develop as confident citizens. We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs. We also recognise that some children could have an Education Health Care Plan (EHCP) which might detail specific details or targets.

Any children who do require a personalised approach, for any reason, could be supported via Individual Behaviour Plans (IBP). Our targeted IBPs are graduated (Red, Amber and Green) to support children and these are part of our commitment to a transparent working approach; we share IBPs with parents/carers. Some children may require preventative measures or support structures, for example, ELSA. Our SLT have a simple referral system where staff can request ELSA support for children, requests could be made by parents/carers and these too would be added to the same referral system. Other ways to support regulation include interventions like Sensory Circuits or other. Some children need 1:1 support or others need to be supported in small groups. This policy describes the structures and strategies within the school which, if observed consistently at all times, will enable us to manage the children's behaviour and support the ethos of our school.

All members of the school community are asked to respect each other. Our staff undertake training to understand trauma informed practice. At a minimum our staff have agreed to follow best practice and have read Appendix 1 of this policy, named our 'Relationship Policy'. In order to make expectations clear there is also: a staff code of conduct, parent code of conduct and pupil code of conduct. All members of our community should understand that the Core Values are rules to support good citizenship.

At Weston Park Primary School and Weston Shore Infant School it is of vital importance that:

- Everyone has high aspirations and tries their best to make sure they achieve their goals.
- Everyone respects their own and other people's property and takes care of books and equipment.
- Everyone is considerate to others when moving around the school by walking carefully and quietly.
- Everyone understands that physical violence is not acceptable, neither is retaliation. Serious incidents may lead to suspension or in more extreme cases permanent exclusion.
- Everyone understands that abusive, racist or homophobic language will not be tolerated in the school.



- Everyone is punctual and attends school to the best of their ability.
- Children do not bring sharp or dangerous objects into school. Children should also not bring toys or expensive personal belongings into school unless permission has been given.
- Children wear the correct school uniform.

Classroom Management

Classroom management and behaviour management within the classroom is the responsibility of the class teacher. Classroom management is key to promoting good behaviour. At Weston Park Primary School and Weston Shore Infant School we expect all classrooms to have:

- A positive classroom tone.
- Clear expectation about learning which are set at an appropriate level for the child.
- Teachers use their personal behaviour management techniques to ensure that there is a calm, positive and productive learning environment
- A well-planned environment so that children can move easily and can find resources.
- A time-out area in the classroom for children to 'cool down' called the 'Reflection Zone'. These Reflection Zones have differentiated Core Values for the children to read. They increase in complexity as the children progress through the schools.
- Details of pupils (with due regard to information sharing principles) who are being supported with their behaviour which is confidentially accessible for cover/supply teachers so that consistency can be maintained.
- Strategic seating arrangements for children when working at a table or on the carpet
- In assemblies, the Senior Leaders of Weston Park Primary School and Weston Shore Infant School will discuss the Core Values with children and staff will continue these discussions when appropriate. With constant reminders and positive reinforcement, our children will be consistently successful in meeting our behaviour expectations.

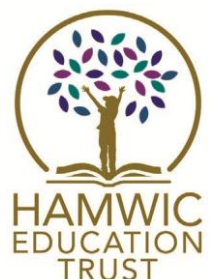
Core Values

The aim of the Core Values is to ensure all children understand what is expected of them inside and outside of the school and to give them a visual reminder of what they can do to make Weston Park Primary School and Weston Shore Infant School a happy, safe and positive place to learn.

The Core Values will be displayed in all classrooms and in other communal learning spaces. Should inappropriate behaviour occur, the Core Values can be used as a 'discussion point' between staff and child.

At Weston Park Primary School and Weston Shore Infant School the Core Values are:

Be Safe
Be Responsible
Be Respectful
Be a Learner



Progression and recognition of age related behaviour expectations

Every class from Reception to Year 6 will have a display of what each Core Value means for their year group so that the Values are relevant to all pupils across the school at an age specific level.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably they make the children feel safer and therefore less anxious. This in turn will make it less likely that events of poor behaviour will occur. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some 'time out' than to engage in a two-way argument where it will escalate the child's behaviours.

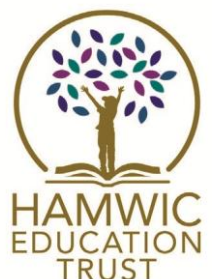
Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, kindness, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair; it is better to avoid communicating these feelings. Responses should be low key and matter of fact. Staff will ensure that positive behaviour is acknowledged more often than negative behaviour.

The strategy for gaining consistent positive behaviour

Verbal praise should be evident in every lesson in the school throughout the day. All classes will have a visual display at the front of the classroom that is used to monitor behaviour. This must be used consistently. Our leadership team will monitor and evaluate behaviour as well as look strategically at provision maps as we seek continual improvement.

The visual display below will be used as the primary behaviour strategy. It is important to us that, as far as possible and practicable, every half day is a new session, a new chance to do well. All children's names are returned to light green at the end of each morning and afternoon session so that children know that they have another opportunity to make good choices. It is also important to highlight that each session is a fresh start, a new chance to succeed, therefore, for the same reasons all children's names are returned to light green if they have been given a 'time out' in either the orange or red zones.



<p>Gold Zone! I have consistently shown the Core Values. I will get a positive postcard home and a gold sticker to share with my parents/carers!</p>
<p>Dark Green Zone! I have shown the Core Values. I will receive a sticker so I can share my success with my parents/carers!</p>
<p>Light Green Zone! I am ready to show the Core Values! I start here every morning, every afternoon and if I have had any 'time out'.</p>
<p>Warning Zone. I have been given a warning or some reflection time to think about the Core Values. I need to get back into the Light Green Zone.</p>
<p>Red Zone. I have to spend some time in the a different class to think about the Core Values. If this continues a member of the Senior Leadership Team will need to talk to me. I need to get back to the light green zone.</p>

Celebrating and communicating success

'Positive postcards' are a clear way for the school to communicate with parents and share positive praise. Staff should use their visual display [as shown above] as their first recognition of positive behaviour. At the end of a morning and/or afternoon session children who have been recognised for meeting the Core Values and are placed on dark green or the gold zone.

If a child gets to the 'Dark Green' zone they will receive a dark green sticker.

If a child gets to the 'Gold Zone' they will be given a dark green sticker and a gold sticker.

Additionally, when children get to the 'Gold Zone' members of staff will be able to issue blue 'positive postcards' that are a written method of communicating successful achievement of our Core Values with parents/carers. For example, if a child is on the 'Gold Zone' at the end of a session for being a great learner they will receive the corresponding postcard. Further, members of the SLT will also issue pink 'positive postcards' as a further method of acknowledging children's achievements. SLT members may also award a pink sticker that celebrates children being seen 'in the moment' respecting the Core Values and being safe, respectful, responsible or being a great learner; pink stickers could therefore be placed on exercise books in recognition of the latter core value being met.

In line with the system above, at break time and lunch time there must be a consistent approach. If there is good behaviour in line with the Core Values the staff may decide to reward a child with a green sticker. This will alert the teacher to the child's good behaviour when they return to their classroom. This does not affect the class chart.

Each week in our Friday Celebration assemblies, one child who has achieved gold at least once in that week from each class, will be celebrated by members of the SLT for meeting the Core Values within their classroom – they will receive our 'Pupil of the Week' certificate. All the children who receive a certificate in assembly will be entered into a half-termly prize draw where they will have the chance of winning a book voucher to spend on a book of their choice. There will be one book voucher awarded each half-term for each year group from Reception to Year 6.



Strategies for challenging unacceptable behaviour

We believe that all staff at our schools are responsible for supporting positive behaviour. We believe that leadership is distributed to empower all staff to work consistently and transparently within this policy. We are all emotionally available. All teaching and non-teaching staff have a commitment to consistent responses to behavioural issues. Staff must follow the schedule of sanctions for unacceptable behaviour – as itemised above. However, staff must report major incidents, e.g. persistent or malicious bullying, racial or sexual harassment to the Senior Leadership Team, the same day that it is discovered. This is considered exceptional and circumvents the classroom system above.

Our staff are committed tackling persistent behavioural problems through the classroom system above in conjunction with the Senior Leadership team, parents/carers and other agencies as appropriate.

Consequences should be fair and transparent. In the event that a child is not respecting the Core Values the staff will verbally warn the child that their behaviour is not acceptable and if the response is not positive the child will move into the 'Warning Zone' and then potentially the 'Red Zone' as per the table above. Please note that if a child is in the 'Dark Green' or 'Gold' zone and they make the wrong choice they would be verbally warned and move directly to the 'Orange Zone' if the behaviour persists. Please note the chart is not a ladder.

Example behaviours to move into the orange zone may include:

- Talking (inappropriately i.e. not paying attention to learning) in class
- Making silly noises
- Not listening
- Inappropriately calling out
- Disrupting the learning of others
- Refusing to work
- Not lining up appropriately
- Arguing with peers/adults
- Ignoring adults
- Defiance
- Generally not being safe, responsible, respectful or a good learner.

The child will then be expected to move to the 'Reflection Zone' within the classroom. A child moved to the 'Orange Zone' must reflect for 5 minutes. During their reflection time a child should read the differentiated, age-appropriate Core Values and then return to their class-work so as not to fall behind. When the child returns they should return to the 'Light Green' zone.

Example behaviours to move from the orange zone to the red zone may include:

If a child is persistently disruptive in class, despite having 'time out' in the 'Reflection Zone' then that child should reflect in another classroom. It is better to remove a child sooner than allow a situation to escalate so it may be deemed appropriate to move a child to a different safe space. The attention of an audience will often prolong the incident. When the child returns, he/she should be made to feel welcome in class, give a 'fresh start' and encouraged to make positive choices by acting appropriately and following the Core Values.



The teacher/teaching assistant/pastoral care worker will be responsible for recording the incident in the conduct log. It should be recorded as fact without opinion or in an emotive way. If a child moves into the 'Red Zone' a member of staff should contact the parent/carer.

Highly unacceptable, inappropriate behaviour

Despite the system of sanctions and rewards there may be those children who act in challenging, aggressive and violent ways (some children may require a specific risk assessment). The following offers guidance in dealing with these children:

- The walkie-talkie's should be used to radio for support from the Pastoral Support Team or the Senior Leadership Team. Again, there must be due regard to information sharing principles. If the walkie-talkie is used by a teacher, the child is automatically given a 5-minute reflection/lost learning time to make up during a subsequent break, lunch or after-school; if further time is needed to resolve the matter any additional time is added to the automatic tariff. This 'lost time' will usually be made up the same day. However, on occasion, depending on what is possible and practicable, the child could be required to make up this 'lost' time on a following day.
- Always avoid confrontation wherever possible. Only confront if you feel able to control the situation and are clear about what you intend to achieve.
- Wherever possible, it is advisable to have a second adult present in any confrontational situation.
- Encourage the child to leave the classroom in order to discuss the incident and give the child time to calm down and reflect on their behaviour.
- Incidents of highly unacceptable, inappropriate behaviour should be logged on the school's conduct log. They should be logged as facts only. Staff completing this will have due regard for information sharing principles.

Communicating with Parents/Carers

In the event of a child being moved to the 'Red Zone' then the class teacher will contact their parents/carers on that day to communicate directly the nature of the incident and the manner in which it was resolved.

Suspension (formerly Exclusions)

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use suspensions (formerly exclusions) to maintain the health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies employed.

Internal Suspension (formerly) Exclusion

This is within the school and means removing a child from their class to another class, a senior member of staff or the Pastoral Team for a period of time. This allows a child time to reflect upon their recent behaviour. Internal suspension (formerly exclusion) will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or a serious single incident. Parents will be informed appropriately about the behaviours relating to and the decision regarding to any internal suspension (formerly exclusion). Work will be provided for the child to complete for the period of the internal suspension (formerly exclusion).



'Reflection' time

Children may be requested to remain in school after 3.15pm due to poor and disruptive behaviour or lost learning time. This decision will be made by the head teacher and the decision will be communicated to the parents/carers of the child concerned. On occasion, depending on what is possible and practicable, the child could be required to make up for this time the following day.

Where this becomes more of a persistent issue an IBP will be written to support the child.

Reflection time – break / lunchtimes

Children may be requested to access alternative provision during these times if they demonstrate poor conduct, such as accessing lunch clubs or pastoral support. Repeated or serious incidents of poor conduct can result in internal suspension (formerly exclusion) from lunchtime whole school provision. These decisions will be made by the head teacher in order to support children developing more positive behaviour.

A Fixed Term Suspension (formerly Exclusion)

Suspension (formerly Exclusion) is a final resort. This is considerably more severe than an internal suspension (formerly exclusion), where a child is asked to stay at home for an agreed period of time. Only the head teacher can suspend (formerly exclude) children externally. A child can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension (formerly exclusion) the head teacher will take into account the incident, previous suspensions (formerly exclusions) and all strategies used prior to the incident. Work will be provided for the suspended (formerly excluded) child to complete at home. The child is not permitted to be in public areas in school hours during the suspension (formerly exclusion). Following a fixed term suspension (formerly exclusion), there will be a reintegration meeting involving the school, child and parent/carer(s). The purpose of the meeting is to work in partnership with the School and Families, in order to assist the pupil with their improvement. These meetings support reintroduction.

Specific behavioural targets will be set for the pupil and agreed with the Parent/Carer and captured through a review of the child's IBP or the need to capture individual needs via a new IBP.

Suspensions (formerly Exclusions) are at the discretion of the head teacher and they can exclude a child for the reasons listed below although this list is not exhaustive and there may be other situations where the head teacher makes a professional judgement that a suspension (formerly exclusion) is the appropriate sanction:

- A serious violent act towards other children
- A serious violent act towards a member of staff
- For posing a serious threat to others
- Consistently disrupting learning, despite interventions put in place
- Consistently ignoring instructions by adults and therefore making it impossible to return to class
- Repeated acts of aggression toward other pupils
- Repeated acts of bullying towards another child/ren including acts of racism, homophobic bullying etc.
- Theft
- Damage to property
- Indecent behaviour
- Leaving the classroom or school building without permission



If fixed term suspensions (formerly exclusions) fail to modify a child's behaviour the school will work with outside agencies to support the child being given a fresh start in a new school, via a managed move, to avoid a permanent suspension (formerly exclusion).

Parents will be contacted and informed in writing about the behaviours relating to and the decision regarding to any suspension (formerly exclusion).

The Governors will review promptly all permanent suspensions (formerly exclusions) from the school and all fixed term suspensions (formerly exclusions). This will be reported on in the head teacher's report to Governors.

Conduct of pupils outside the school gates

In line with Department for Education guidance – Behaviour and Discipline in Schools – January 2016 the school has the power to discipline pupils for “misbehaviour when the pupil is”:

- Taking part in any school-organised or related activity
- Travelling to and from school
- Wearing school uniform
- Guilty of potentially damaging the reputation of the school

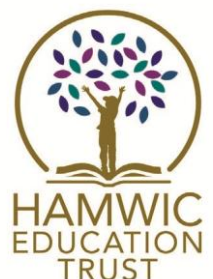
Our schools will, where appropriate, deal with behaviour beyond the school gates inclusive of inappropriate online behaviours.

School trips

If a pupil's behaviour before a trip is consistently unacceptable and they continue to exhibit highly inappropriate behaviour, they will not be permitted on a trip unless accompanied by a parent/carer who must be approved by the school. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct. The pupil will be offered an alternative classroom in which to learn for the time in which the trip is taking place. This decision will be made by a member of the school Senior Leadership Team and the parents/carers will be informed five days before the trip or activity if there are concerns regarding behaviour.

Child on Child Abuse:

Within Keeping Children Safe in Education (KCSIE 2023) there are a number of changes that are to be considered in relation to this policy. Up until September 2022 we were using the term 'peer on peer abuse' when managing situations where children may be harming or abusing another child. To reduce ambiguity over the terms of reference used we now (following KCSIE 2022) use the term 'child on child abuse' when referring to when children may be harming or abusing other children. We do not tolerate children within our federation of schools harming or abusing one another - in person or online. We will always take these situations seriously and will fully investigate them; ensuring we apply appropriate consequences where needed, in accordance with the schools' behaviour policy and will also offer support where needed to both perpetrator and / or victim (where both, being children, could be identified as victims themselves). We follow the guidance in KCSIE 2023 in managing incidents of child on child abuse.



Preventing bullying and cyber-bullying

At Weston Park Primary and Weston Shore Infant School we have a clear approach to managing any concerns related to bullying, cyberbullying – including prejudice based and discriminatory bullying. We deem such behaviours as wholly unacceptable and will deal with any such incidents accordingly. Likewise, we acknowledge that moving forwards both the victim and the perpetrator may benefit from further support and input to address what has happened and to support them.

Bullying

Weston Park Primary School and Weston Shore Infant School has a separate bullying policy that can be found via the school website or school offices and this should be read alongside the schools positive behaviour policy. We uphold a zero-tolerance approach to bullying and will always deal with any reports around bullying seriously and ensure the right plan of support is in place going forwards (for both victim and perpetrator).

Cyberbullying

Central to the Schools' anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'. The Schools also recognises that it must take note of bullying perpetrated outside school which spills over into the school; therefore, once we are aware we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site. Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself / herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums.

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene, or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.



Our schools will deal with bullying / cyberbullying by:

- Making sure that, in line with the Behaviour Policy, we promote the school's agreed Core Values: Be Safe, Be Responsible, Be Respectful, Be a Learner
- Ensuring that the whole school understands what bullying means, what a victim is, what bullying behaviour is, and what a bystander is
- Making clear that a zero-tolerance approach to bullying is in place in school
- Encouraging children to report incidents without feeling they are telling tales
- Taking incidents seriously, investigating and if necessary, acting upon them quickly and fairly
- The behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom
- Rewarding positive behaviour and relationships as outlined in our behaviour policy
- Providing learning, intervention, and restorative practices to support both the victim and perpetrators in order to remedy the behaviour

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived: Disability / Race / Religion / Gender identity / Sexual orientation. Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced in a number of ways as detailed in our anti-bullying policy, safeguarding and child protection policies.

As a school we will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the schools
- taking preventative action to reduce the likelihood of such incidents occurring
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes, especially those that need to be referred on to other agencies (such as the police) and are outside the remit of the school behaviour policy to manage
- supporting both the victim and the perpetrator of the incident with further intervention and with a range of restorative practices to address bullying and prevent it happening again.

Use of Force and Power to Search:

The headteacher, and any staff members he gives authorisation to have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for - we follow the DfE guidance relating to this.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers



- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. As such a search may play a vital role in identifying pupils who may benefit from help or a referral to the local authority children's social care services to secure the support they need. In accordance with school policy, children found to be in possession of a prohibited item could be suspended from school, at the discretion of the headteacher.

The headteacher oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The headteacher ensures that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. We will ensure all staff understand their rights and the rights of the pupil who is being searched.

The designated safeguarding lead (or deputy) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

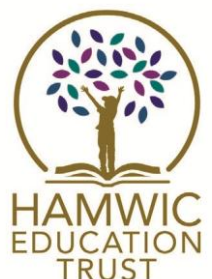
The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item
- do not understand the instruction
- are unaware of what a search may involve
- have had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with our behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. The decision to use reasonable force will be made on a case-by-case basis.

Section 91 Education and Inspections Act 2006 gives school power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defence to any complaint provided they act within their legal powers.



An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence
- prohibited or illegal items

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

Electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. Staff must not view content on such devices - where it is considered that the device may contain harmful or legal content this must be handed to the police, unless deemed reasonable to return to the owner.

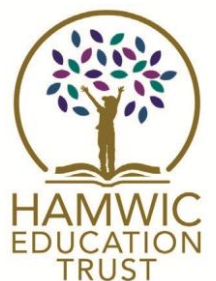
School will work with the police and other professional colleagues as appropriate where it is considered a crime may have been committed or harm may be or has been caused to someone.

Communication and working together:

Each year, at the start of the year, our staff will write to parents and carers reminding them of the way in which behaviour is managed positively in our schools. Further, the updated policy will be accessible on the schools' websites. Our schools believe that a child's behaviour is best managed with close home-school bonds where possible. We offer a fair and transparent approach to the management of behaviour and work hard to gain the confidence of all



members of the community. We believe that joint working is the most effective way to support children; this can include those in school as well as external agencies or outreach support, if appropriate. We lead regular assemblies based on the Core Values and educate pupils on how to meet them. Further, children are educated through PSHE lessons which are at an age-appropriate level.





Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]



Appendix 1

RELATIONSHIP POLICY

This Relationship Policy embodies our culture and ethos developed through a trauma informed approach where relationship is at the heart of every interaction and supports the whole Forge community to include our Staff, our Pupils, Parent(s)/Carers

Purpose

Our priority as a school is to ensure psychological and environmental safety first. It is the foundation on which everything else depends. The ability to learn without fear and the fear of being shamed in order to relate to others, engage in learning, in peace. Through a trauma informed approach our focus is not only the physical environment, but the relational environment and the very culture and ethos of our School.

It requires emotionally regulated and available adults who can provide essential calming and containing of our pupils, their parents/carers, other agencies or each other when they are overwhelmed by an event, a situation or their feelings.

In practical terms it means that we never place the pupils in our school with situations that they are unable to manage. It is vital that our response to their distress and often challenging behaviour is supportive and focusses on how best to support the brains functions to be able to relate to the world and each other in a healthier way, rather than employing punitive sanctions that are detrimental and inappropriate to the child's neurocognitive and neurochemical profile. If we are truly to protect our pupils and each other, then our school approach needs to reflect a differentiated and developmentally appropriate response to behaviour.

Therefore, our school is invested in supporting the very best relational health between:

- Parent(s)/carer and Child
- Pupil and pupil
- Pupil and school staff
- Parent/carers and school staff
- School staff
- School staff and other agencies
- Pupils, parent(s)/carer and other agencies

Our School adopts relational and educational practices which protect, relate, regulate and reflect as follows:



PROTECT

Our school aims to increase 'safety cues' in all aspects of the school day for our pupils and each other, for example purposely designed and timetabled duties that create opportunities for the emotionally available adults to be alongside our pupils across the school day. The culture of our school helps to support all staff to remain emotionally available to all parents/carers, pupils, each other and other agencies.

Our school of staff are trained in nurturing attachments and a PACE approach. This means our pupils and all others are met with a warm emphatic, playful and curious team to enable them to move out of flight/fight or freeze and into relationship.

We as a school ensure that interactions with pupils, their families/carers, other agencies and each other are socially engaging not socially defensive.

All members of our school aim to interactively reflect and repair occasions when they themselves move into defensiveness.

Our school pro-actively works to create reflective spaces and places across the school to enable our pupils and their families/carers to bring to those spaces, at their pace, worries or concerns about their lives, painful experiences, the opportunities to explore and correct their 'wonky' narratives and begin to make sense of their past and future life experiences.

Across our school identified pupils have daily access to at least one named emotionally available adult, know when and where to find that adult, and if the child does not wish to connect with the allocated adult, an alternative emotionally available adult is always there. This approach is available for everyone in our school including parents/carers, other agencies and the staff.

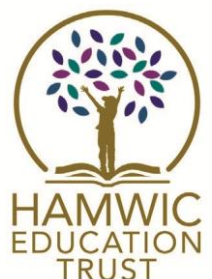
Our school adjusts its expectations for our pupils their families and carers in accordance with their developmental capabilities and experience of traumatic stress. This sometimes involves removing vulnerable and traumatised pupils in a kind and non-judgemental way from situations they are not managing well. As a staffing team we are also able to do this for each other.

Across our school the promotion of nurturing our staff in such a way that they feel truly valued and emotionally regulated is prioritised and in so doing supports both ourselves and the wider Forge school to interact throughout the school day with positive social engagement rather than defensiveness.

RELATE:

A whole school approach and commitment to enabling our pupils, families/carers, other agencies and staff to see themselves, their relationships and the world positively, rather than through the lens of threat, danger or self-blame.

Our school provides everyone with repeated relational experiences (alongside emotionally available adults) to support everyone to move from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help-seeking'.



REGULATE

Our school adopts ways of being that are specifically designed to bring down stress hormone levels from toxic to tolerable in each other, enabling everyone to feel calm, soothed and safe. This is to support the growth and development of everybody in all aspects of life. This will protect against stress induced physical and mental illness, now and in the future.

As a school we use evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic experiences, through emotionally regulating, playful and enriched interactions.

In our school the emotional well-being of and regulating of staff is treated as a priority to prevent burn-out, stress –related absence, or leaving the profession through stress related illness, secondary trauma and/or feeling blamed, shamed or under-valued.

REFLECT

The adults in our community feel confident to develop relationships with pupils, their families, other agencies and each other and to have the courageous conversations about their experiences so far.

Our community promotes the exploration of conversations with our pupils that helps to make sense of their life, to develop a language for their emotions and a coherent narrative that makes sense of their experiences and how they feel. Supporting our pupils to understand their thoughts, feelings, bodily sensations and reactions and in doing so enables them to identify and explore new options and strategies for ways forward with both their hopes and challenges.

Our community of staff help our pupils and each other to move from ‘behaving’ their trauma to reflecting through emphatic conversation and appropriate psycho-education.

Our community helps pupils, their families/carers and other agencies to form coherent narratives about what has happened to them, to stop negative self-referencing, of self or others and to build self-esteem.

