

Brandwood Community School

Behaviour Management Policy

Approved by the Pupil Inclusion & Community Governor Committee: October 2025
Review Date: October 2026

Introduction

Brandwood is a fully inclusive school and we strive to support and nurture the academic, personal and social development of all our learners within an environment that fully supports and educates them to understand and respect their own rights, but also show respect for the rights of others. We aim to ensure all our learners enjoy school life and develop a positive attitude to learning. The school is committed to ensuring all learners are provided with the opportunity to reach their full potential in an environment that is conducive to their needs; developing the understanding amongst our learners of what it means to be inclusive and how we all contribute to maintaining the school ethos of valuing all individuals for their unique contribution to our school community.

Our behaviour management policy aims to:

- ◊ Create a positive culture that promotes excellent behaviour, ensuring that all learners 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 learners
- ◊ Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, Statutory Requirements & Statutory Guidance

This policy has been compiled taking account of legislation and advice from the Department for Education (DfE), including:

- ◊ The Equality Act 2010
- ◊ Keeping Children Safe in Education
- ◊ Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- ◊ Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its learners
- ◊ Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate learners' property

Rights Respecting School

As a Rights Respecting School we respect and value the views and opinions of others allowing all voices to be heard (Articles 12 and 13). Throughout this policy, 'Articles' will be referred to which relate to the UNCRC (United Nations Conventions of the Rights of the Child) as we hold the recognition of commitment to our Respecting Rights work and policies are an important part of this.

The following rights in particular pertain to this policy:

Article 4: You have the right to know your rights.

Article 19: All children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures and the environment.

Implementation

The behaviour management policy will be implemented in response to all incidents whereby an action or actions are deemed to be inappropriate, disrespectful or unsafe. This may include, but is not limited to, actions such as:

- ◊ Disruption in lessons
- ◊ Non-completion of classwork
- ◊ Disrespectful attitude to peers or adults
- ◊ Repeated breaches of the school rules or class promises
- ◊ Any form of bullying
- ◊ Sexual assault (intentional sexual touching without consent)
- ◊ Sexual harassment (unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes with sexual intent)
- ◊ Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- ◊ Vandalism
- ◊ Theft
- ◊ Fighting
- ◊ Racist, sexist, homophobic or discriminatory behaviour
- ◊ Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)
 - Mobile phones

Bullying

Bullying of any type is not tolerated at our school and will be dealt with in accordance with this policy and the school anti-bullying policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- ◊ Repeated, often over a period of time
- ◊ Deliberately hurtful
- ◊ Difficult to defend against

Types of Bullying:

- ◊ **Physical:** pushing, kicking, hitting or pinching and any other form of violence or threat
- ◊ **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing
- ◊ **Emotional:** tormenting, threatening, ridicule, humiliation
- ◊ **Isolation:** excluding individuals from groups or activities, influencing others to isolate an individual
- ◊ **Relational:** damaging someone's relationships or social status
- ◊ **Cyber:** the use of the internet and related technologies to harm other people in a deliberate, repeated and hostile manner, for example via text messages, social media or gaming, which can include the use of images and videos
- ◊ **Racist:** racial statements, taunts, graffiti, gestures
- ◊ **Extortion:** obtaining money, gifts, doing homework through force or threat
- ◊ **Sexual:** online sexual abuse, sexual harassment or violence, unwanted sexualised physical contact, abusive comments
- ◊ **Prejudice based:** relates to perceived or actual differences. This can include discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia

- ◊ **Discriminatory:** unfair treatment of different categories of people, especially on the grounds of ethnicity, age, sex or disability

Roles and Responsibilities

The Governing Board

The Governing Board is responsible for:

- ◊ Reviewing and approving the written statement of behaviour principles (appendix 1)
- ◊ Reviewing this behaviour policy in conjunction with the Head Teacher
- ◊ Monitoring the policy's effectiveness
- ◊ Holding the Head Teacher to account for its implementation

Senior Leadership Team

The Head Teacher and Senior Leadership Team is responsible for:

- ◊ Reviewing this policy in conjunction with the governing board
- ◊ Analysing and reporting significant behaviour incidents to the governing board (appendix 1)
- ◊ Giving due consideration to the school's statement of behaviour principles (appendix 2)
- ◊ Approving this policy
- ◊ Ensuring that the school environment encourages positive behaviour
- ◊ Ensuring that staff deal effectively with poor behaviour
- ◊ Monitoring that the policy is implemented by staff consistently with all groups of learners
- ◊ Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- ◊ Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- ◊ Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ◊ Ensuring this policy works alongside the safeguarding policy to offer learners both sanctions and support when necessary
- ◊ Ensuring that the data regarding significant behaviour incidents is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- ◊ Creating a calm and safe environment for learners
- ◊ Establishing and maintaining clear boundaries of acceptable behaviour
- ◊ Implementing the behaviour policy consistently
- ◊ Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- ◊ Modelling expected behaviour and positive relationships
- ◊ Providing a personalised approach to the specific behavioural needs of particular learners
- ◊ Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- ◊ Recording behaviour incidents promptly (appendix 3 - Safeguarding & Behaviour Reporting & Recording Guidance)
- ◊ Challenging learners to meet the school's expectations

Parents and Carers

Parents and carers, where possible, should:

- ◊ Get to know the school's behaviour policy and reinforce it at home where appropriate
- ◊ Support their child in adhering to the school's behaviour policy
- ◊ Inform the school of any changes in circumstances that may affect their child's behaviour
- ◊ Discuss any behavioural concerns with the class teacher promptly

- ◊ Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- ◊ Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- ◊ Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Learners

Learners will be made aware of the following during their transition to a new class, and will be regularly reminded of:

- ◊ The expected standard of behaviour they should be displaying at school
- ◊ That they have a duty to follow the behaviour policy
- ◊ The school's key rules and routines
- ◊ The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards
- ◊ The pastoral support that is available to them to help them meet the behaviour standards

Classroom Climate

The responsibility for ensuring a positive, calm classroom climate rests primarily with each individual teacher. All class teachers must strive to seek to ensure that desired behaviour standards are achieved in order for our children to become better learners; face difficulty and uncertainty calmly, confidently and creatively (UNCRC Article 30). We believe that prevention and pre-emptive action is the best form of intervention and have found that many issues can be avoided or at least minimised if our agreed approach is followed.

All staff must ensure that they:

- ◊ Develop positive relationships with all the learners in their care and recognise and respond to any signs of unhappiness, loneliness or changes in behaviour that may indicate underlying issues
- ◊ Act promptly, firmly, justly and consistently
- ◊ Actively encourage positive behaviour at all times via positive reinforcement (praise, class charts)
- ◊ Respond promptly to any bullying concerns, in line with the anti-bullying policy
- ◊ Respond to any incidents of online sexual abuse, sexual violence or sexual harassment reported or witnessed, in line with the safeguarding policy
- ◊ Model the respectful behaviour expected of learners at all times
- ◊ Establish fair 'classroom promises', agreed by all learners in the class, which are referred to, discussed and adhered to on a daily basis
- ◊ Give praise, encouragement and reward, when deserved, to reinforce positive behaviour expectations to all
- ◊ Reinforce positive behaviour, including recognising and enjoying the success of others (Kindness Catcher)
- ◊ Complete a thorough induction process that includes behaviour management training and support
- ◊ Seek advice and guidance from a member of the Senior Leadership Team at the earliest possible opportunity when concerns regarding behaviour are evident; a key worker will be allocated if appropriate and an individualised positive behaviour chart implemented
- ◊ Support the key worker system by ensuring any identified learners attend their key worker meetings as directed

Responding to Good Behaviour

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the

school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- ◊ Verbal praise
- ◊ Communicating praise to parents and carers via the school text messaging service
- ◊ Stickers, certificates and recognition in assemblies
- ◊ Positions of responsibility, such as prefect (Y6) or being entrusted with a particular classroom job or role

Responding to Misbehaviour

When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that misbehaviour will always be addressed. All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future.

- ◊ The school may use one or more of the following sanctions in response to unacceptable behaviour:
- ◊ A verbal reprimand and reminder of the expectations of behaviour
- ◊ Setting of written tasks such as an account of their behaviour
- ◊ Expecting work to be completed at break or lunchtime
- ◊ Missing break or lunchtime
- ◊ Loss of privileges – for instance, the loss of a responsibility
- ◊ School-based community service, such as tidying a classroom
- ◊ Referring the learner to a behaviour key worker or Year Group Lead
- ◊ Letter or phone call home to parents or carers
- ◊ Agreeing a behaviour contract
- ◊ Introducing a 'behaviour chart' with a target that will be monitored daily

If significant misbehaviour persists that is disrupting learning or is putting the learner or others at risk, the following sanctions may be used:

- ◊ Removal of the learner from the classroom
- ◊ Suspension
- ◊ Permanent exclusion, in the most serious of circumstances

Personal circumstances of the learner will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Off-site Misbehaviour

Sanctions may be applied where a learner has misbehaved off-site when representing the school. This means misbehaviour when the learner is:

- ◊ Taking part in any school-organised or school-related activity (e.g. school trips)
- ◊ Travelling to or from school
- ◊ Wearing school uniform
- ◊ In any other way identifiable as a learner of our school

Sanctions may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Reasonable force

The school has a separate policy on reasonable force that is reviewed regularly and shared with all staff. Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

- ◊ Causing disorder
- ◊ Hurting themselves or others
- ◊ Damaging property
- ◊ Committing an offence

Incidents of reasonable force must:

- ◊ Always be used as a last resort
- ◊ Be applied using the minimum amount of force and for the minimum amount of time possible
- ◊ Be used in a way that maintains the safety and dignity of all concerned
- ◊ Never be used as a form of punishment
- ◊ Be recorded and reported to parents or carers (Appendix 4)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

Confiscation

Any prohibited items found in a learner's possession will be confiscated. These items will not be returned to the learner. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents or carers, if appropriate.

Isolation

A learner may be removed from the class and their peers to work in another class as a result of consistently poor behaviour that is disruptive to the learning of others, being disrespectful to a member of staff or as a result of any serious incident, if suspension is not deemed appropriate or feasible. Parents or carers will be informed of this arrangement immediately and the reasons for this. This approach may be for a short or prolonged period of time, depending upon the needs of the learner in question or the nature of the incident or unresolved issue that has led to the isolation. If it is decided that a prolonged period of isolation is necessary, in the best interests of those concerned, parents or carers will be informed of this decision.

Suspensions

A decision to administer a suspension will not be taken lightly. Wherever possible early intervention to address underlying causes of new, disruptive or any form of unacceptable behaviour will include an assessment of the provision in place to meet any SEN or disability that a learner may have or investigation into changes in home circumstances etc. to avoid suspension wherever possible. However, this is not always feasible, depending on the circumstances of each individual case and the severity of the incident dealt with.

The Head Teacher will make the decision regarding the suspension after considering the evidence, following a thorough investigation and parents or carers will be notified without delay (as well as the Local Authority and social workers and /or virtual school head where relevant). Suspensions will vary in length depending upon the seriousness of the offence and the Head Teacher will look at each case individually. Suspensions can be used on disciplinary grounds for isolated or repeated incidents of:

- ◊ verbal abuse, threatening behaviour or physical aggression towards a member of staff or another learner
- ◊ physical assault of another learner or a member of staff
- ◊ child-on-child sexual violence or sexual harassment
- ◊ use, or threat of use of an offensive weapon
- ◊ bullying, intimidation or racial abuse
- ◊ sexual orientation or gender reassignment abuse
- ◊ disability abuse

- ◊ theft
- ◊ damage to school property
- ◊ non-compliant and defiant behaviour

A suspension can also be for parts of the school day. For example, if a child's behaviour is disruptive at lunchtime, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a day suspension.

During a suspension from school, parents or carers are responsible for the learner for the first 5 days of that suspension. The school is responsible thereafter and must find alternative education.

In some cases, where appropriate, a suspension may be served in school as an internal suspension. This means that the learner will work in total isolation with a member of staff, away from all other learners for the agreed period of suspension.

Following any external suspension, the learner and parents or carers must attend school for a reintegration meeting. When an external suspension has taken place, a pastoral support plan and behaviour contract will be agreed to enable the learner to successfully return to school. It will be discussed with the learner and the parents or carers at the reintegration meeting and signed by the learner, parents or carers and the Head Teacher.

Permanent Exclusions

The school seeks to avoid permanently excluding learners, wherever possible, by supporting learners to improve their behaviour. However, in a very small number of cases, the Head Teacher and governors will make the decision to permanently exclude a learner, if this is necessary.

Before this happens where feasible, all possible support will have been put into place for the learner, including expertise from both within school and outside agencies such as: CAMHS (Child and Adolescent Mental Health Service), an Educational Psychologist, Family Support, Aspire Behaviour Support etc. as appropriate.

When considering making a permanent exclusion, the Head Teacher will liaise with all agencies involved before calling a Governors' Disciplinary Meeting and putting in place all necessary procedures to permanently exclude a learner.

A decision to exclude a learner permanently will only be taken:

- ◊ in response to a serious breach, or persistent breaches, of the school behaviour or anti-bullying policy; and
- ◊ where allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Should exclusion be necessary, it will be in line with the DfE Suspension and Permanent Exclusion Guidance.

The following list has been agreed by the Head Teacher and Governors as the main reasons for exclusion from school:

Physical assault against adult/child	Violent or aggressive behaviour or wounding
Threatening behaviour against adult/child	Carrying an offensive weapon
Repeated Bullying	Verbal, Physical, Sexual, Homo or Transphobic, Racist & Cyber
Damage	Vandalism, Arson or Graffiti
Theft	Stealing school or personal property
Persistent disruptive behaviour	Challenging behaviour, disobedience, persistent violation of school rules or persistent swearing

Each case will be considered on an individual basis.

Parent or Carer Right of Representation

The Governing Board has a duty to consider parents and carers' representations about a suspension or permanent exclusion. The Governing Board must consider and decide on the reinstatement of a suspended or permanently excluded learner within 15 school days of receiving notice of a suspension or permanent exclusion if:

- ◊ it is a permanent exclusion
- ◊ it is a suspension which would bring the learner's total number of school days of exclusion to more than 15 in a term
- ◊ it would result in a learner missing a public examination or national curriculum test

Recognising the Impact of SEND on Behaviour

The school recognises that learners' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners with high SEND needs, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- ◊ Taking reasonable steps to avoid any substantial disadvantage to a disabled learner being caused by the school's policies or practices (Equality Act 2010)
- ◊ Using our best endeavours to meet the needs of learners with SEND (Children and Families Act 2014)
- ◊ If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the learner concerned.

Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner with SEND, the school will consider whether:

- ◊ The learner was unable to understand the rule or instruction
- ◊ The learner was unable to act differently at the time as a result of their SEND
- ◊ The learner was likely to behave aggressively due to their particular SEND
- ◊ The safety of the child, those he/she is taught alongside and the adults involved also

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Unidentified SEND

The school's special educational needs co-ordinator (SENDCo) may evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents or carers to create the plan and review it on a regular basis.

External Agencies

The school works with Aspire (behaviour management service) who provide specialist behaviour support for learners and parents or carers either on a 1:1 basis or as part of a group depending on the specific needs of the learner or learners. Home visits or phone calls to parents or carers can also be arranged where deemed appropriate. Referrals could also be made to an Educational Psychologist or CAMHS (Child and Adolescent Mental Health Service), for further specialist assessment and observation and then as a result

an application could be made for the learner to receive an Education, Health and Care Plan (EHCP), if necessary.

Alternative Provision

In some cases it may be considered that the best option for the learner is for the school to provide alternative provision in order to meet their needs and allow them to avoid permanent exclusion. The school may provide alternative provision on site through an adapted timetable that allows for increased time away from the classroom engaging in an alternative curriculum, or it may make use of off-site providers whereby a timetable is agreed with parents or carers to create a bespoke package dependent on the needs of the individual learner with a view to securing specialist provision over time, wherever possible.

Learner Transition

At the earliest opportunity, preparation for transition for learners with SEMH difficulties at SEND support or EHCP level is actioned by school to ensure a well-informed, sensitive process. All relevant parties would be involved and consulted at each stage. This includes transition to: secondary school, a new school or a PRU (Pupil Referral Unit).

Monitoring & Evaluating the Policy

This policy will be reviewed annually by the Head Teacher and Governors. Behaviour incidents will be reported to Governors on a termly basis to identify any issues of reoccurrence or patterns pertaining to vulnerable groups.

This policy should be read in conjunction with the following school policies:

- ◊ Anti-Bullying Policy
- ◊ SEND Policy
- ◊ PSHE & Relationships Education Policies
- ◊ Use of Reasonable Force Policy
- ◊ Race Equality and Cultural Diversity Policy
- ◊ Safeguarding and Child Protection Policy

This policy will be reviewed annually by the Head Teacher and Governors.

Approved by the Pupil Inclusion & Community Governor Committee: October 2025

Review Date: October 2026

Written Statement of Behaviour Principles

- Every learner understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All learners, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to learners at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by learners and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Learners are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and learners' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Pupil Inclusion & Community Governor Committee annually.

Annual Behaviour Analysis Report
Academic Year

As stated in our behaviour management policy it is essential that all staff are able to recognise and thoroughly deal with any type of child-on-child abuse. This can take many forms in and out of school, face-to-face or online. This list is not exhaustive but child-on-child abuse can include bullying (including cyberbullying), physical abuse, up-skirting, sexting, online sexual abuse, sexual violence and sexual harassment. Our staff are fully aware of the importance of reporting child-on-child abuse or any kind of persistent poor behaviour and are vigilant in doing so. There are also some significant behaviour incidents that do not involve others or may involve a member of staff; these incidents are also reported and dealt with via our referral system and are included in this report.

Bullying Incidents

Victim:

Academic Year	Incidents	Girls	Boys	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL	LAC	PLAC

Perpetrator:

Academic Year	Incidents	Girls	Boys	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL	LAC	PLAC

Type:

Academic Year	Physical	Verbal	Cyber	Extortion	Sexist	Disability	Homophobic, Bi-phobic or Transphobic	Racial	Victim Girl	Victim Boy	Perpetrator Girl	Perpetrator Boy

Summary:

Racial Incidents

Victim:

Academic Year	Incidents	Girls	Boys	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL	LAC	PLAC

Perpetrator:

Academic Year	Incidents	Girls	Boys	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL	LAC	PLAC

Type:

Academic Year	Racial	Cyber	Verbal	Physical	Child- on- Child

Summary:

Significant Behaviour Incidents (in addition to Bullying & Racial incidents)

Academic Year	Incidents	Girls	Boys	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL	LAC	PLAC

Type:

Academic Year	Physical	Verbal	Child-on-Child	Non - Compliance	Cyber	Theft	Online Sexual Abuse	Sexual Harassment or Violence	Homophobic, Bi-phobic or Transphobic	Sexist	Disability

Significant Behaviour Incidents ~ 2023-2024

Learner	Year Group	Ethnicity	Type of Behaviour	Sanction, Internal Suspension, Suspension, Permanent Exclusion

Learner	SEND Register	Additional Information

Summary:

Exclusions & Suspensions

Safeguarding & Behaviour Reporting & Recording Guidance

Disclosures

Disclosure is the process by which a child lets someone know that abuse is taking place. This may not happen all in one go and may be a slow process that takes place over a long period of time. A child may disclose abuse in one or more of several methods, each of which is likely to be very difficult for them, therefore, when working with children, it is essential to know how to support a child through what is likely to be a distressing time and how to find and spot the signs of abuse.

- ◊ Direct disclosure: this is a specific statement made by a child about the abuse that is happening to them
- ◊ Indirect disclosure: one or more ambiguous statements, which imply that something is wrong
- ◊ Behaviour disclosure: deliberate or inadvertent behaviour that indicates that something is wrong

It is important to recognise that when a child discloses to an adult, the adult has been placed in a position of trust and must be supportive and respectful of the child concerned, whilst never promising not to report the disclosure or ask leading questions.

In the event of any kind of direct disclosure by a child, staff are required to:

Receive

Listen to the child and allow them to freely recall significant events. Keep questions to the absolute minimum, prompting only where absolutely necessary with relevant open questions (Who? What? When? Where? Why?) **to ensure a clear and accurate understanding of what has been said.** If the discussion is extensive, discreetly take notes to expand on later.

Reassure

Explain that the child has done the right thing in sharing how they feel or what has happened. Do not promise to keep anything confidential and, if necessary, explain who you will need to share the information with to ensure that they are safe.

Record

- ◊ Immediately **after** the disclosure or allegation, the staff member in question must write a **clear and thorough** summary of everything the child said in first person, including their demeanour (e.g. anxious, distressed or nonchalant) using the record of concern. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the disclosure (especially if a second member of staff is present). However, if making notes, staff must be conscious of the need to remain engaged with the child and not appear distracted by the note taking.
- ◊ Only the facts as the child presents them in their own words should be recorded; no personal opinion. Details should also be given about the circumstances of the disclosure and whether or not anyone else was present at the time that the disclosure was made. If there is evidence of physical abuse a body map can be used to identify where this is and what colour the injuries are.
- ◊ Do not ask the child to repeat their account of events to anyone else (this is why it is crucial to ensure a good understanding of what the child is saying when firstly receiving the information) as this could be distressing and is unnecessary. **Be aware that such reports could become part of a statutory assessment by Children's Services or a criminal investigation so must be accurate and legible.**

Report

Pass the information onto the Designated Safeguarding Lead (Chloe Lund) or Deputy Designated Safeguarding Lead (Claire Kirkham), in person at the next breaktime (unless it is towards the end of the school day. In this instance contact the school office immediately if the concern is likely to reach threshold). The record must only be shared with the people who are necessary in order to progress it. If the allegation is likely to reach threshold and

the child is at risk of harm the initial alert must be made to Mrs Holmes in the office (on 445) who will pass the information directly and immediately to the DSL.

CPOMS

Once the disclosure has been made and the information passed to the DSL or DDSL, the member of staff who received the disclosure will record the incident on CPOMS in first person and any reference to other members of staff must include their full name and their job role in brackets. The incident alert list must include the DSL and DDSL.

Any disclosures must be recorded in a timely manner and any additional notes must be scanned in and attached to the initial record. When selecting the initial category of concern, all disclosures must be recorded under the category of 'Safeguarding and Child Protection' and then the sub-category must best fit the overall nature of the concern. The DSL or DDSL will then follow up the allegation as per the policy and will update the log of any follow up actions and inform the initial member of staff of any outcomes.

When recording pastoral concerns such as if a child has not received breakfast at home or has started to appear unkempt, these should be recorded under the category of 'low-level concerns' as these may be used to form a picture of a child's daily lived experiences over time or if further concerns arise in the future. Any concerns recorded must alert the DSL and DDSL.

Any other information or discussions should also be logged for each case including if the DSL had advised you that as part of a follow up action, a day in the life or a daily check in should be being completed. All of these discussions with a child should be logged as an action under the initial concern.

Additional Considerations

- ◊ If the child concerned is not making a clear disclosure or allegation but appears distressed regarding a situation or you have concerns regarding a **potential** safeguarding issue, please ask further questions to clarify and ensure a full overview of the concern can be presented to the DSL at the next breaktime. This should include: the child's demeanour, exactly what the concern is and if the child has said they are or appears to be scared. If, through questioning, a disclosure is then made - follow the 'receive' advice above and the further recommended actions detailed.
- ◊ If the concern you are reporting is not a direct disclosure or allegation but rather a concern or a potential concern about a child, please liaise with the DSL (at lunchtime or after school).
- ◊ Any member staff who has a concern or receives an allegation of possible FGM must speak to the DSL immediately who will contact the Integrated Front Door. If a member of staff discovers that FGM appears to be carried out on a girl under 18, there is a statutory duty placed upon staff to report to the police. Staff members must report to the DSL then personally report cases to the police by telephoning 101.
- ◊ Bolton's 'first steps' flowchart is displayed around school and must be followed in the event that there is an allegation against a member of staff. Concerns or allegations of this nature must immediately be passed to the Head Teacher. If the allegation is against the Head Teacher, this must be passed to the Chair of Governors.

Behaviour Incidents

- ◊ An electronic copy (word document) of a behaviour log should be kept for identified learners by the class teacher and **passed onto the relevant SENDCo weekly** so that, if necessary, any relevant information can be uploaded under the SEND ~ Social, Emotional and Mental Health category on CPOMS
- ◊ Significant behaviour incidents will be recorded on CPOMS by the relevant member of staff who witnessed or dealt with the incident, ensuring the correct categories are selected for reporting purposes. All significant behaviour incidents should be recorded in first person and any reference to other members of staff must include their full name followed by their job role in brackets. This record should include clear detail of who was involved, where the incident occurred, what happened, who dealt with the incident and any information regarding if the parents or carer have been contacted (of the victim and the perpetrator) and who by. All significant behaviour

incidents must be logged on the same day that they occur to ensure the information is shared with all relevant staff. **The relevant SENDCo must be added to the alert list so that the incident can be reviewed, and any further necessary action taken and recorded.** The SENDCo will then follow up with the member of staff who dealt with the incident to inform them of any further developments or actions. A follow up review will also take place with parents or carers and the outcomes recorded so that the incident is then fully dealt with to a satisfactory conclusion for all concerned.

- ◊ Significant behaviour incidents are those whereby a referral has been made to the year group lead or where the behaviour incidents are ongoing, becoming progressively worse, affect the learner's attainment or progress or pose a risk to others. Relevant documents such as reasonable force record forms should also be attached to the incident log.
- ◊ Significant behaviour incidents may include but are not limited to:
 - a physical altercation between learners (with intent to harm)
 - verbal abuse towards a child or adult that is deemed to be of a serious nature
 - any instance of racism
 - non-compliance
 - an episode of dysregulation that has resulted in items being thrown
 - an episode of dysregulation that has resulted in physical abuse against a member of staff
 - any instance of peer-on-peer sexual abuse
 - bullying
- ◊ For learners with SEMH any external agency reports including medical reports, speech and language reports and educational psychologist reports will be uploaded to CPOMS by the relevant SENDCo. A copy of the report will also be shared with the class teacher and support staff where appropriate to ensure recommended strategies are being implemented in class.

Use of reasonable force to control or restrain: incident record

Details of learner on whom reasonable force was used by a member of staff.	Name: Class:
Date, time and location of incident.	Date: Time: Location:
Names of staff members involved (directly or as witness).	
Details of others involved directly or as witnesses, including any learners involved who were vulnerable - SEN, disability, medical or social reasons.	
Description of incident by staff involved, including any attempts to de-escalate and warnings that reasonable force might be used.	
Reason for using reasonable force or restraint and description of force or restraint used.	
Any injury suffered by a staff member or learner and any first aid required.	
Follow up, including post-incident support, any disciplinary action against the learner.	
When and how parents or carers were informed, and any views expressed.	
Has any complaint been lodged?	

Report compiled by:

Name: _____ Role: _____

Signature: _____ Date: _____

Report countersigned by:

Name: _____ Role: _____

Signature: _____ Date: _____