



# Policy for Inclusion and Behaviour



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## **1. Aims**

### 1.1 This policy aims to:

- Create culture that fosters and promotes being a positive member of the Blenheim Park Academy community so that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-academy approach to maintaining good behaviour that reflect the restorative and nurturing values of the academy
- Outline our approach to inclusion and the management of behaviour and how it is supported and managed.
- Provide a consistent approach to positive behaviour management through the use of restorative techniques within daily teaching.
- Notice and reward pupils who are regularly following rules.
- Ensure that disruptive behaviour does not affect the learning of others.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### 1.2 Rationale

Our Inclusion Policy is based on the following approaches:

1. Behaviour principles (Appendix 1)
2. Restorative Approaches (see Appendix 2),
3. Our PSHE curriculum
4. THRIVE (see Appendix 3)
5. Behaviour for Learning Strategy.

The values and principles behind our inclusion and behaviour strategy are:

- All pupils benefit from learning and developing in an environment that fosters and promotes being a positive member of the Blenheim Park Academy community.
- All pupils have the opportunity to reflect on choices, experiences and their emotions.
- All staff consistently apply the same systems within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following rules are noticed and rewarded.
- Disruptive behaviour does not affect the learning of others.
- All pupils feel safe, have a voice and are part of the academy community.

### 1.3 Expectations

1. We strive to provide a caring ethos where everyone in the academy community feels safe and valued.
2. We promote an inclusive ethos in which everyone can live and work together in a supportive way.
3. We promote respect, tolerance and positive behaviour choices.
4. We have high expectations, demonstrate positive role models, and acknowledge and praise pupils making good choices in order to develop a community of mutual respect and consideration.

## **2. 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 2023](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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.

## **3. Definitions**

**Poor behaviour** is defined as:

- Stopping the learning of classmates
- Not following instructions when moving between lessons and at break and lunchtimes
- Non-completion of classwork
- Being disrespectful to others

**Serious misbehaviour** is defined as:

- Repeatedly stopping the learning of others
- Physical harm towards others
- Any form of bullying
- Harassment, meaning unwanted conduct, such as:
  - Unkind comments
  - Jokes or taunting
  - Physical behaviour such as interfering with belongings
  - Online harassment, such as unwanted comments and messages
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour

#### **4. Roles and responsibilities**

##### 4.1 The Academy Committee (AC)

- The Academy Committee is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- Reviewing and approving the behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

##### 4.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this inclusion and behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behavior choices
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in 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 pupils both sanctions and support when necessary
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

##### 4.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering the impact of their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the academy's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### 4.4 Parents and Carers

Evidence shows that being inclusive and supporting children to access learning successfully in the mainstream classroom is only effective when parents and the academy work together in partnership. Communication is a two-way process, we are committed to ensuring that there is regular communication between the academy and home.

Parents and carers, where possible, should:

- Get to know the academy's inclusion and behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's inclusion and behaviour policy
- Inform the academy 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 poor behaviour choices (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, while continuing to work in partnership with staff
- Take part in the life of the school and its culture
- The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy, and working in collaboration with them to tackle behavioural issues.
- Successes will be celebrated and shared with parents regularly. This is done via Class Dojo and face to face.

If a child is experiencing challenging times, parents will be made aware of support and strategies available and discussion will take place around their role in supporting the academy and their child. We look at offered a solution focused plan which may include, discussions with our pastoral team and our Parent Support Adviser, Family Thrive sessions and a home Thrive action plan, as well as external referrals and sign-posting to Just One Norfolk, Schools and Communities Team, Family Hub, or other agencies as appropriate.

#### 4.5 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at the academy
- That they have a duty to follow the inclusion and behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and what happens if they make poor behaviour choices
- The pastoral support that is available to them to help them make good behaviour choices
- Pupils will be supported to make good behaviour choices and will be provided with additional support where needed.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the inclusion and behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **5. Setting the culture for positive behaviour choices**

We aim to provide a happy, safe, fair and inclusive environment where all pupils have the opportunity to learn and make progress. In order for this to happen we must ensure that the social, emotional and mental health needs of children are adequately met, making reasonable adjustments where necessary.

We use a range of approaches to create a culture that promotes positive behaviour:

1. [PSHE curriculum](#)

- The sequence of learning aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of the seven strands of PSHE threading through The Thrive Approach.
  - Children develop their own set of Class Rules - a set of standards the children agree are necessary for them to be happy, feel safe and to learn in class.
  - The PSHE curriculum uses a combination of clear and progressive steps, entwined within our ethos and whole school approach of Thrive, RSE and Norfolk Steps, to enable the neurological brain development needed for children to grow healthy social competence, self-control and self-esteem.
2. Restorative Approaches (Appendix 2) – this is used to build a sense of community and to teach children how to repair harm.
3. THRIVE (Appendix 3) – for those children who have difficulties in regulating their behaviours, we use one and/or small group Thrive sessions to support

As part of the PSHE curriculum, a set of class expectations/rules are drawn up at the start of each academic year. The children are involved in creating their class agreements and these class rules are displayed in every classroom. Teachers develop a positive relationship with pupils by:

- Greeting pupils each day
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting positive behaviour
- Starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Teachers celebrate positive behaviour and learning choices through the use of class dojo ([www.classdojo.com](http://www.classdojo.com)). This online platform is shared with parents and is used as an opportunity to encourage pupils by awarding points for any skill or value – for example working hard, being kind, helping others or making good choices.

## **6. Responding to behaviour**

If a pupil'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 poor behaviour choices.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that poor behaviour choices will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. If negative behaviour occurs, there are clearly defined steps to address this. These steps are adapted when required for individual children and include:

1. Verbal reminders
2. Support to reflect by talking through a situation with a child
3. Short period of reflection time in own classroom, with an adult or in another classroom
4. Support from the pastoral team
5. Support of a member of the senior leadership team

These actions are recorded by the class teacher or TA on CPOMs. The class teacher or TA is responsible for discussing negative behaviour with parents at the end of the day, either in person, by telephone or via Class Dojo. This is also recorded on CPOMs. The Headteacher, along with the pastoral team lead, are alerted to all incidents on CPOMs. This overview enables staff to identify triggers and patterns in order to plan support and early intervention where necessary.

### 6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the academy. They will: -

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines and expectations
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Embedding the academy values and using them as a reference point when discussing behaviour with pupils
  - Using positive reinforcement

### 6.2 Norfolk STEPS

Norfolk Steps is a programme devised by Norfolk County Council which supports all staff in our academy to promote positive behaviour. Every member of staff working with pupils is trained to use the Steps principles in their everyday practice and in all interactions with pupils. Steps principles are all about understanding: -

- The importance of ethos and policy - Steps is a whole school approach and our academy is an inclusive space in which a culture of positive behaviour promotion is shared by all staff.
- The importance of consistency - consistent approaches and responses to behaviour ensure a 'certainty' and 'predictability' for children. This certainty establishes safe and understood boundaries around behaviours.
- The importance of relationships - this underpins everything we do. We develop professional and trusting relationships with pupils through every interaction.
- Conscious and subconscious behaviour - staff are trained to consider the need that is being met by the pupil through their behaviour in order to consider the best way to approach a response.
- How experiences and feelings affect behaviour - staff regularly analyse pupils' behaviour through 'roots and fruits' exercises. Staff map how behaviour is a method of communication which derives from pupils' experiences and feelings.
- The language of de-escalation. Staff use a variety of scripts to ensure a consistent and calm approach is adopted for all responses to behaviour.
- Staff are trained to use non-restrictive (supportive) physical intervention (Step On). These are low-level, everyday techniques used to guide, reassure, or redirect a child, and are typically used to prevent a situation from escalating. For example: -
  - Physical presence/proximity: standing alongside a pupil to help them feel safe.
  - Guiding away: gentle, non-restrictive guiding to move a child away from danger or to a safer area.

- Hand-holding: holding a child's hand (often referred to as a "compliant hand hold").
- Supportive touch: a light touch to guide, such as placing a hand on the shoulder or arm to calm.
- Supportive hug: an offered, comforting, and nurturing touch.
- Blocking: physically interposing between children or blocking a child's path to prevent them from causing harm
- Staff complete care and risk management plans which highlight pupils' needs, recognised triggers and strategies to manage and educate staff and the pupils themselves around their behaviour.

### 6.3 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's poor behaviour choices may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our [child protection and safeguarding policy](#) for more information.

### 6.4 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. Positive reinforcements and rewards will be applied clearly and fairly and will take the following form:

- Verbal praise
- Reward ClassDojo points, parents are notified via the App

### 6.5 Responding to poor behaviour choices Personalised timetable

A child may be unable to access learning in their classroom for a variety of reasons. This usually presents itself as negative behaviour, which disrupts the learning of peers, prevents teaching and/or harms others. When we have followed all strategies in our policy, and been unable to modify these negative behaviours, in order to avoid repeated suspensions and/or permanent exclusion where possible, and to better meet the needs of the child concerned, we will aim to put in place a personalised timetable.

In consultation with parents, and other agencies where appropriate, a reintegration plan will be drawn up to detail a tailored provision to meet the child's needs. This may involve small group focused support outside of the classroom environment to develop self-esteem, self-regulation and ensure curriculum coverage. This will typically involve adjusted start and/or finish times.

The academy will determine how much teaching time will be. This will be closely monitored, with the aim of reintegrating the child back into the mainstream classroom as soon as possible or seeking alternative support or provision that is suited to the child's needs. The reintegration plan will be shared with the Local Authority. A solution focused action plan will be put in place to include a Thrive action plan.

### 6.6 Reasonable force Norfolk STEPS

Staff will respond to all behaviours at the appropriate level in reaction to foreseeable or actual harm. We will always respond to pupils' behaviours which pose a risk of harm to themselves, others, the school and or the learning environment.

We work within current legislative frameworks to ensure that we can carry out our duty of care [Use of reasonable force in schools](#)

Reasonable force covers a range of interventions that involve physical contact with pupils. Members of staff will use reasonable force as a last resort to prevent a pupil from hurting themselves or others. If reasonable force has been used, it will be applied using the minimum amount of force and for the minimum amount of time possible. It will be recorded and reported to parents/carers

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

## 7. Bullying

7.1 Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

### 7.2 Signs and Symptoms

A pupil may indicate by signs or behaviour that they are being bullied these include if the pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school e.g. toilets
- is unwilling to go to school becomes withdrawn, anxious, or lacking changes their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### 7.3 Procedures

Incidents of bullying should be reported to a teacher or SLT and recorded where appropriate in certain cases parents will be informed and asked to come in to a meeting to discuss the problem if necessary and appropriate, police will be consulted

The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly an attempt will be made to help the bully/bullies change their behaviour

### 7.4 Outcomes

The academy Inclusion and Behaviour policy will be applied consistently. External agencies will be involved where applicable.

## **8. Mobile phones**

At Blenheim Park Academy, mobile phones are not permitted. If there are exceptional circumstances parents can discuss and agree with the Headteacher that the phone is stored in the office for safe keeping and locked until the end of the day when the child can collect it. The academy will have no liability in case of loss or damage.

## **9. Consequences for poor behaviour choices**

### 9.1 Suspension and permanent exclusion

Leaders can use suspension and permanent exclusion in response to a serious incident or in response to persistent poor behaviour which has not improved following the support put in place.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Our aim is to avoid the use of exclusions. However, if we are unable to modify the behaviour choices presented, and a pupil is significantly impacting on the learning and safety of other pupils using the strategies above, a suspension will be used as a first stage, followed by a permanent exclusion if there is no change in the behaviour choices.

Persistent and unmodified behaviour that will result in suspension/permanent exclusions are as follows:

- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting).
- Abusive swearing towards adults and children (including racial intolerance)
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk.
- Damage to school property (broken windows, classrooms)
- Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment).
- Preventing the learning of other children in the classroom.

## **10. Responding to poor behaviour choices from pupils with SEND**

### 10.1 Recognising the impact of SEND on behaviour

The academy recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with poor behaviour choices from pupils with SEND, especially where a pupil has Social, Emotional and Mental Health challenges, leaders will balance their legal duties when making decisions about enforcing the Inclusion and Behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil 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, leaders will anticipate, as far as possible, all likely triggers and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The following approaches will be used as appropriate:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff
- Use of a calm down space in the classroom or the Thrive room where pupils can regulate their emotions
- Check medical needs are stable

#### 10.2 Adapting the Inclusion and Behaviour Policy for pupils with SEND

When considering how to respond to behaviour choices a pupil with SEND, the academy will take into account:

- Was the pupil unable to understand what they have been asked to do?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', leaders will assess whether any reasonable adjustments need to be made.

#### 10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The academy's Special Educational Needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where required, support and advice will also be sought from external agencies.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

#### 10.4 Pupils with an education, health and care (EHC) plan

Leaders will endeavour to put in place resources and support in line with the provisions set out in the EHC plan. Leaders will liaise closely with the Local Authority if they do not have adequate resources to meet the provision in the EHCP. If appropriate, leaders may request an emergency review of the EHC plan.

### **11. Supporting pupils following a suspension**

Following a suspension, staff will consider strategies to help the pupil to understand how their actions affected others and the reason for the suspension. This will include a reintegration meeting where the behaviour choices will be discussed, the support in place set out and expectations clearly explained.

## **12. Pupil transition**

### 12.1 Inducting incoming pupils

The academy will clearly set out behavior expectations to incoming pupils and explain how pupils can access support to meet these expectations.

### 12.2 Preparing outgoing pupils for transition

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

## **13. Training**

Staff are provided with regular training on managing behaviour in line with the Norfolk Steps Approach.

## **14. Monitoring arrangements**

### 14.1 Monitoring and evaluating behaviour

Leaders collect data on the following:

- Incidents of poor behaviour choices, including time out in another classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units and managed moves
- Perceptions and experiences of the academy through surveys for pupils, staff and parents.
- The data is analysed half-termly and reported to Academy Committee Members at the Academy Committee.
- Leaders will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, leaders will review our policies and procedures.

### 14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Academy Committee on an annual basis, or more frequently, if required.

## **15. Links with other policies**

- Safeguarding and Child Protection Policy

## Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort. Section 8.3 outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions and put things right through Restorative Approaches.
- Families and carers are involved in managing any behavior difficulties to foster good relationships between the school and pupils' home life

The Board of Directors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Restorative Approaches

### Rationale

At Blenheim Park, we believe that every human being has intrinsic value, deserves to be treated with respect, is capable of changing and growing, and is inherently motivated to learn. We also believe that learning occurs best within a learning community where children are actively engaged in their own learning and interacting with their fellow class mates, and that learning should not only build capacity for the future, but should address current problems and challenges facing individuals and society.

Our aim is for children to leave Blenheim Park Academy being thoughtful learners who are ready for their next stage of learning and who are committed to developing their own skills through habits of exploration and reflection. We strive for children to be effective communicators and have a well-developed capacity to engage in life-long inquiry and learning. We aim for children to have an understanding of healthy interpersonal and organisational relationships and are able to work well with others in responding to new and unexpected challenges that arise in their school and home life.

We have adopted the use of Restorative Practices. Through this approach, we endeavour to:

- Improve the emotional and social skills of staff and young people
- Develop a sense of community and belonging
- Resolve problems amongst groups of young people and/or staff
- Address bullying, racism and gang conflicts with confidence
- Reduce exclusions
- Run effective re-integration meetings

This approach is based on two equal elements: -

Building a sense of community	Repairing harm
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In order to build a sense of community we do the following things: -

- We hold whole class circles each morning in every class. The purpose of the circle is to greet and establish how children are feeling.
- The greeting element gives children a sense of community, they are welcomed into their classroom and they build up a vocabulary for greeting others.

- Children share how they are feeling; this enables teachers to gauge the well-being of the learners in the class and support children as required. Concerns that arise re safeguarding are logged and referred to the Inclusion Team. Support partners are chosen for children who need additional support.
- Learning circles are integrated into the curriculum and take place as part of our teaching and learning.
- End of the day circles take place in each class. These are used to conclude the day and reflect on what has happened.

In order to repair harm, we do the following things: -

- We use problem solving circles to deal with issues and conflict. These are supported by an adult, a peer mediator or carried out by children themselves. Regular training is given to all parties to support this process. The following statements are used in restorative circles: - What happened? How do you feel? How can we sort it out? (EYFS-Y6)
- A resolution is expected to take place as a result of a circle. Children often need support in achieving their desired outcome and this happens through adults in school sharing outcomes and resolutions that the children have decided. Any on-going conflict is automatically shared with the pastoral team.

Restorative Practices is about encouraging children to be accountable for their actions and to take responsibility for repairing the harm caused.

### **Appendix 3: THRIVE rationale**

The Thrive Approach draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help adults understand children’s behaviour as communication. It is an integrated approach; its strength is that it pulls together work from different disciplines to provide one model that is systematic, dynamic and relevant and helps adults respond to a child's emotional situation in a way that supports their emotional and social development. If children have been emotionally thrown off track, either temporarily or over longer periods, Thrive helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage.

#### **Cause and effect**

Feelings are closely linked to behaviour and emotions are key to the learning process. We teach children to recognise and notice their sensations and then link these to their emotions and their thoughts. We build their cognitive, relational and physiological regulation systems so that they can see cause and effect and begin to make real choices, with some understanding of their consequences. This is the beginning of being responsible for one's actions. It has enormous impact on behaviour, on relationships, on being available to learn and on being productive and engaged in human society.

The relationship between a child and a significant adult is developed using The Thrive Approach. It:

- helps a child get ready to learn
- enhances their learning and improves attainment
- builds positive relationships between a child and his/her peers

Thrive uses a simple model to illustrate how we all develop as human beings. It has six Developmental stages or strands:

- Being
- Doing
- Thinking
- Power & Identity

- Skills and Structure
- Separation and Sexuality

#### Outcomes

Through THRIVE, we aim to reduce exclusions, reduce classroom disruption, and further improve attendance and better educational attainment. Through the programme our aim is to help children to:

- feel good about themselves
- know that they matter
- become more resilient and resourceful
- have a positive place in society
- form trusting, rewarding relationships
- be creative and productive
- be compassionate and empathetic
- be thoughtful and self-aware
- be able to overcome difficulties and setback

### **Appendix 4: Behaviour outside the Academy**

#### **Poor behaviour choices off-site**

This policy will be followed where a pupil has made poor behaviour choices off-site when representing the academy, for example:

- Taking part in any academy-organised or related activity (e.g. academy trips)
- Travelling to or from the academy
- Wearing the academy uniform

A consequence will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a trip).

#### **Poor online behaviour choices**

This policy will be followed where a pupil has made poor behaviour choices online where:

- It poses a threat or causes harm to another pupil

A consequence will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member

#### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police. When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The academy will not interfere with any police action taken. The designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information.

### Appendix 5: High risk management plan

There are occasions when children and/or their parents struggle with their emotions and quickly accelerate their behaviour. This plan will be applied for behaviour as follows:

- Disruptive behaviour where there is one or more child (inside the classroom, in the shared areas and outside).
- Children climbing on/damaging furniture and property.
- Adults (parents/family members) behaving in an aggressive, threatening or violent manner.

The following strategy will be used:

Step	Action to take
1	A member of the pastoral team or SLT will take the lead. In the absence of this team, a teacher will take the lead. Other available staff will support. Vital Relationship Functions (VRFs) will be used to attune, validate and contain.
2	Supporting staff will be directed to do the following (as required): <ul style="list-style-type: none"> <li>• Deflect onlookers – take them to their classroom/outside/another area.</li> <li>• Provide a presence (stairwells, doors and open areas) to minimise impact to other children and learning.</li> <li>• Monitor safety by observing from a distance.</li> <li>• Use a calm voice to discourage the child/adult from causing damage to themselves, others or property.</li> <li>• In the event of more than one child/adult getting together – if possible, the group will be divided into small groups to de-escalate.</li> <li>• Containment strategies – access to zones will be managed to minimise the impact on other children and learning (hall, corridor areas, and doors near the toilets).</li> <li>• Use of the de-escalation script - use the child's name; I can see something's wrong/happened; I'm here to help; Talk and I'll listen; Come with me and.....(note, this is less successful where there is a group of children – in this situation it is better not to speak as this inflames the</li> </ul>

	<p>situation)</p> <ul style="list-style-type: none"> <li>• If the situation does not calm down, parents/police will be contacted and a suspension given</li> </ul>
3	<p>If a child is behaving in a dangerous way in the classroom (throwing tables and chairs) the following strategies will be used:</p> <ul style="list-style-type: none"> <li>• De-escalation script (calm, quiet voice essential)</li> <li>• If the child refuses to leave the room, the other children will be moved by the adult in the classroom to another room.</li> <li>• An adult will remain with the child and either encouraged to help re-sort the classroom or will monitor safety from a distance. If the child leaves the room they will be monitored from a distance and the strategies in 1-3 above will be used.</li> </ul>
4	<p>Meetings with potentially volatile parents must take place in the meeting room (near the main entrance) with more than one member of staff present.</p>