# Bosham Primary School

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## Behaviour Policy - Therapeutic Thinking

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| Chair of Governors | Lou Adams |
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## Contents

## The Purpose of this Policy

Children learn best when they are regulated and understand the reasons for behaving appropriately. The school can make a difference to the way in which children behave by teaching positive attitudes. Children should be guided to make decisions about the way they behave as early as possible so that they become responsible members of the community. Self-discipline and a respect for oneself, others and our world forms the core of our behaviour policy and it goes hand in hand with the ethos and the atmosphere created within the school.

At Bosham Primary School we have high expectations of children's work and emotional intelligence. These are fostered in a calm, secure, nurturing and caring environment, with a therapeutic and positive approach, where praise and encouragement are given for effort or demonstrating the school values of resilience, independence, creativity or emotional intelligence.

We use a Therapeutic Thinking approach to support children's emotional intelligence and behaviour in our school. Therapeutic Thinking was developed by Angela Wadham who is an experienced professional in the field of child behaviour. Therapeutic Thinking recognises that some children have been unlucky enough to experience a range of Adverse Child Experiences (ACEs) and that children who have experienced higher numbers of ACEs are likely to have less positive outcomes in areas such as physical and mental health, behaviours, attendance, relationships and educational attainment. Taking a therapeutic approach to learning is designed to reduce school exclusions and provide disaffected and anxious pupils with a more positive attitude towards school and themselves as learners.

It is also essential that adults and pupils have mutual respect and that all take responsibility for their part in maintaining high standards of behaviour in school. This Therapeutic Behaviour Policy should be the plan for the majority of children at Bosham Primary School. In addition to this, some children may require a Therapeutic Plan to formalised strategies that differentiate from the police. Others may need a more flexible approach at times of anxiety or change or in specific circumstances.

## Therapeutic Thinking Key Principles & Aims Upheld by West Sussex Schools

### West Sussex's Therapeutic Thinking Aims

- To develop a common language and a joint approach that is followed by all professionals in West Sussex.
- To support schools and settings with developing a therapeutic approach to behaviour.
- To establish understanding of the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety.
- To support the inclusion of those with difficult or dangerous behaviours.
- To reduce and eliminate exclusions.
- To support consistency within services.
- To support Senior Leadership Teams in the development of quality policy and planning.

## Therapeutic Thinking principles

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial (positive) feelings of everyone within the dynamic. This is based on the principle that:
- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

- All children and young people within the dynamic should be given as many positive experiences as possible in order to create more individual positive feelings.

The Therapeutic Thinking approach challenges the concepts of 'bribes and sanctions' frequently used to manage behaviour, which often results in children and young people only following instructions because they will 'get something' for doing so. Instead, the approach seeks to foster the independence of children and young people by teaching them how to develop internal discipline and intrinsic motivation. The aim is that they are always able to behave pro socially, without the need for adults to manage this.

## When we use a therapeutic approach

- we analyse behaviour rather than moralise about it
- we look for the root causes of feelings and behaviours
- we model therapeutic practices with all children, adults in school and parents or visitors from outside
- our language is chosen carefully so it is outcome and resolution
- we aim to create positive experiences as these create positive feelings and behaviours

The aim of the Therapeutic Behaviour Policy is to promote and maintain behaviour within Bosham Primary School. We believe that because staff, pupils, parents and Governors value positive and regulated behaviour and children's mental health.

## Children:

- learn what behaviour looks like
- do as well as possible in their school work
- learn pro social behaviours
- learn how behaviour impacts others
- learn how to regulate emotions and develop their emotional literacy
- learn to care for one another
- learn the value of friendship
- develop self-confidence and self-esteem

## Staff:

- support staff to build their knowledge and understanding of different therapeutic behaviour strategies to support all the needs of the children.
- teach effectively in line with the Therapeutic Approach
- teach effective ways to regulate emotions through set curriculums e.g. Zones of Regulation, Sensory Support Plans, Social Thinking, Anxiety Gremlin etc.
- meet the needs of all pupils within the class setting
- make positive contacts with all parents and carers and are transparent with information being shared.

## Parents:

- feel confident that their children are growing personally, socially and academically
- know that their children will receive strategic and personalised support when needed
- feel welcome in school to discuss their child's progress in a positive atmosphere

## How do we support this?

This approach complements our school values where we want to create a culture in which each student is given the help he or she needs to overcome those barriers to learning in order to achieve success. Our pupils and staff deserve to work in a school where they are treated with courtesy and respect. ; therefore a cornerstone of therapeutic thinking is that every school's behaviour policy must explain how to create a calm and safe learning environment for all members of the school community. Part of this includes having consistent (but not rigid) ways of dealing with pro and anti-social behaviours.

The consequences given for bad behaviour are either developmental, for example helping the student to understand the impact of their behaviour, or protective, preventing them from behaving in anti-social ways until they receive the support they need that helps them to make better decisions. Therapeutic thinking priortises the creation of positive classroom and extra-curricular experiences for students, which helps them to feel more secure and self-confident so they can better regulate their emotions which results in improvements in learning and behaviour. We plan and manage our pupil's experiences in order to develop and improve their mental health - see DfE Mental Health and Behaviour in schools (November 2018) and Transforming Children and Mental Health Provision Green Paper (December 2017)

## Equity vs Equality
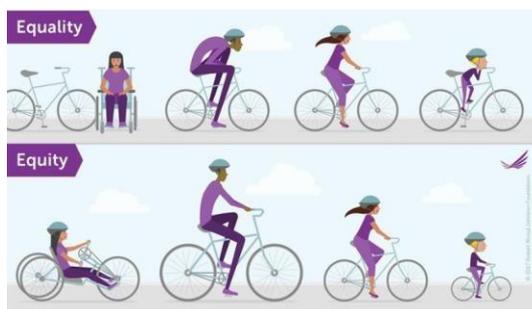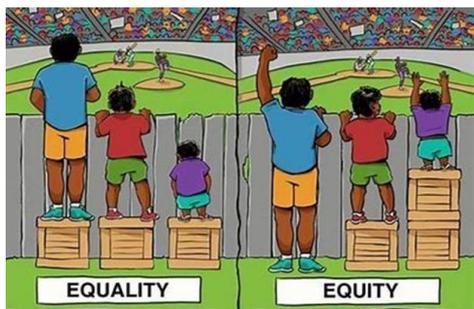


A 'Therapeutic Thinking' approach is not about treating everybody the same, it's about giving equity to achieve equality. Equality is about treating everybody the same regardless. Equity is about giving everyone what they need to be successful. We aim to provide equality by providing the same prosocial experiences for all children and equity by differentiating support and resourcing to remove any barriers.

## Additional support for students

As a school we offer additional therapeutic approaches for children who need extra support including Emotional Literacy support from trained in school ELSAs as well as pupils choosing a trusted adult. We recognise all children have different adults they trust in our school and we make ourselves available for the pupils. This may mean meeting at break, before school or at a designated time when pupils need some emotional support. This approach models what we want from pupils as we look to create a caring and supportive culture at our school.

## Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as self-regulation. The curriculum was designed by Leah M. Kuypers who worked as an occupational therapist and autism resource specialist in public schools. You can find out more about her and the zones of regulation here.

Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library. From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The different colours help our pupils to express their emotions . The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn.



Using the Zones of Regulation as a framework, we aim to help children to:
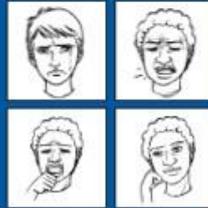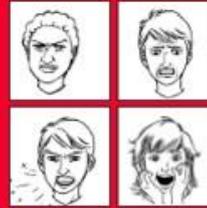
- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'.

## What are the different Zones?

There are 4 coloured zones to categorise states of alertness and emotional states:

| The Blue Zone | The Green Zone | The Yellow Zone | The Red Zone |
|---|---|---|---|
| Low states of alertness, where the person is low energy or mood. | A regulated state of alertness, which is generally needed for school work, being social and ready to learn. It shows control. | A heightened state of alertness, but with some control. The person is starting to lose control. | An extremely heightened state of alertness or very intense feelings where the person is not in control of their own body. |

The ZONES of Regulation®

| BLUE ZONE | GREEN ZONE | YELLOW ZONE | RED ZONE |
|---|---|---|---|
| Sad | Happy | Frustrated | Mad/Angry |
| Sick | Calm | Worried | Terrified |
| Tired | Feeling Okay | Silly/Wiggly | Yelling/Hitting |
| Bored | Focused | Excited | Elated |
| Moving Slowly | Ready to Learn | Loss of Some Control | Out of Control |

**You can remember the zones by using a traffic light system.**

**Blue** = 'rest area where you pull over as you are tired and need to recharge'.
**Green** = the person is 'good to go'
**Yellow** = 'caution, slow down or take warning'
**Red** = 'stop and regain control'

**Important note -** No zone is 'bad' or 'good' and we all experience them at one time or another. It is important to avoid reinforcing the idea that red = bad. Often, we see with our children that they will indicate they're in the green zone, even if they're not. It is important to validate all emotions, and we should be helping our students to identify these emotions.

**Tools and Strategies for Regulation**

There are multiple tools and strategies that our students can use to self-regulate – and they will be individual to each child. However, it may be useful to think about the types of activities that will help our children to regulate in each zone.

| Blue Zone Tools |
|---|
| Think about what you might do as an adult to make you feel better when you are sad, tired or bored. This might include talking to a trusted person, breathing, taking a break and relaxing, doing a hobby or importantly, doing some physical exercise. These exercises should wake up our bodies, recharge and activate our senses and regain our focus. Examples may include: taking a walk, doing some active movement (think jumping, bouncing or swinging). |

| **Green Zone Tools** |
|---|
| Think about the strategies you or your child uses to maintain your happiness, alertness in the activity you are engaging in, and calmness. This may include all of the activities mentioned above, and also pay attention to the environment your child is in – is it safe, calm and enabling of engagement? |
| **Yellow Zone Tools** |
| When you see your child starting to become heightened, fidgety, over- excited or unfocussed – try to introduce the following calming strategies to prevent an escalation into the Red Zone (or out of control). |
| **Red Zone Tools** |
| Once in the Red Zone, your child will more than likely need to be removed from the situation/setting, and it is encouraged that they go to an environment that is calming and safe. Calming strategies that 'power down' the emotions your child is feeling can be practiced here. These include:<br><br>• Deep breathing<br>• Deep pressure / heavy work activities<br>• Sensory activities – using sensory aids and tools such as putty<br>• Stress balls, vibrating snakes etc<br>• Taking a walk in a quiet place<br>• Going to a quiet and dark area (i.e. pillow fort/dark tent)<br>• Play a game of thought, puzzle or other thought provoking distraction<br>• Use a calm box/SOS bag or yoga/music<br><br>**Minimise your language when your child is in the red zone – be clear, concise and calm in your tone.** |

## How do we support new pupils who join our school?

All new pupils will have the school rules explained to them. They will also have the expectations and culture shared with them so they are aware of the expectations of pupils within the school. A member of SLT will also discuss with parents our approach to behaviour management and make them aware of where they can find our policy on the school website. This will usually happen during a pre-visit by the pupil and their parent where the Zones of Regulation and PSHE weekly focussed will be explained to them. We use a progam called Jigsaw to give each week a focus on developing our emotional intelligence. You can find out more about this here. Alternatively you can read how we implement this in our PSHE + relationship & Sex Education policy on our website.

## Child on Child Abuse (Bullying)

Bullying may be described as a pattern of behaviour showing a conscious desire to hurt, threaten or frighten someone else. Bullying can involve physical, psychological or verbal aggression (however not all aggression is necessarily an act of bullying). It often develops over period of time and is persistent. It is important to help children to distinguish between friendship disputes and squabbles, teasing and bullying. The children are taught a mnemonic to help them understand what bullying is **'STOP' – Several Times On Purpose.**

All staff will be very vigilant and aware of any disagreements amongst pupils which may lead to bullying. When an incident deemed to be bullying is identified several different actions can be taken dependent on the individual circumstances. These could include:

- Seeking the views of others who may have witnessed bullying incidents and recording witness statements
- The class teacher (and possibly a learning support assistant) discussing the incidents with those involved individually and then often together.
- Referring the child to the the Acting Head Teacher or any other of the DSLs (Designated Safeguarding Leads).
- Contacting the parents of both children.
- Developing a circle of friends to support the victim of bullying and provide them with an opportunity to face the bully in a safe and supported context.
- Provision of a trusted adult within school to support victims and offer suitable interventions.
- Provide ELSA support for the pupil.

Parents who inform the school that their child might be being bullied will always be offered the opportunity to discuss the incidents with the class teacher and a member of SLT.

If there is bullying occurring, support will be given to both the 'victim' and the 'perpertaitor' in order to support them. In extreme and persistent cases where all avenues to stop bullying have failed the bully may be temporarily or permanently (extremely rarely) excluded from the school.

## How do we teach positive behaviour?

- **Relationships (**invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)
- **Role modelling** (this is essential – for e.g. we have to show them how to 'play nicely' by playing with them)
- **Consistency** (not equality)
- **Routines** (but with flexible thinking referring to individual circumstances and quick wins)
- **Prioritising prosocial behaviour** (really valued in every child – thanking them, proximal praise)
- **Planning alternatives to antisocial behaviour**
- **Reward and positive reinforcement** (should be given freely and unexpectedly, not as a form of bribery)
- **Feedback and recognition** (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- **Comfort and forgiveness** (understanding and know that we will do it differently tomorrow)
- **Ignoring** (unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- **Positive language** (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)

- **Restorative Practice** (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences).Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control

We have no public methods of tracking behaviour that risk creating negative feelings – children can not publicly see the judgement of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publically to compare).

## Roles and Responsibilities

**The Governors and Acting Head Teacher are responsible for:**

- Monitoring and Evaluating the impact of the Policy.

**The SLT are responsible for:**

- A positive school ethos by establishing a happy, safe, secure and well-maintained school culture and environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

**All Staff are responsible for:**

- Being positive role models who has high expectations of all pupils.
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in our school
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations are exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner.

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Recording incidents on CPOMs when a pupil's behaviour has had a negative effect on themselves and / or others.

**Parents are responsible for:**

- Accepting and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement and support to help their child's behaviour develop.
- Agreeing to and signing the Home School Agreement when their child joins the school (Appendix 1).
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

**Pupils are responsible for:**

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

## Type of Behaviour - Prosocial

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society.
- Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.
- In every classroom we also display the Jigsaw *Charter which the pupils sign and it is used to form the basis of the school rules. It is made clear to pupils that any unwanted physical contact is unacceptable and this would also break our school rules.*
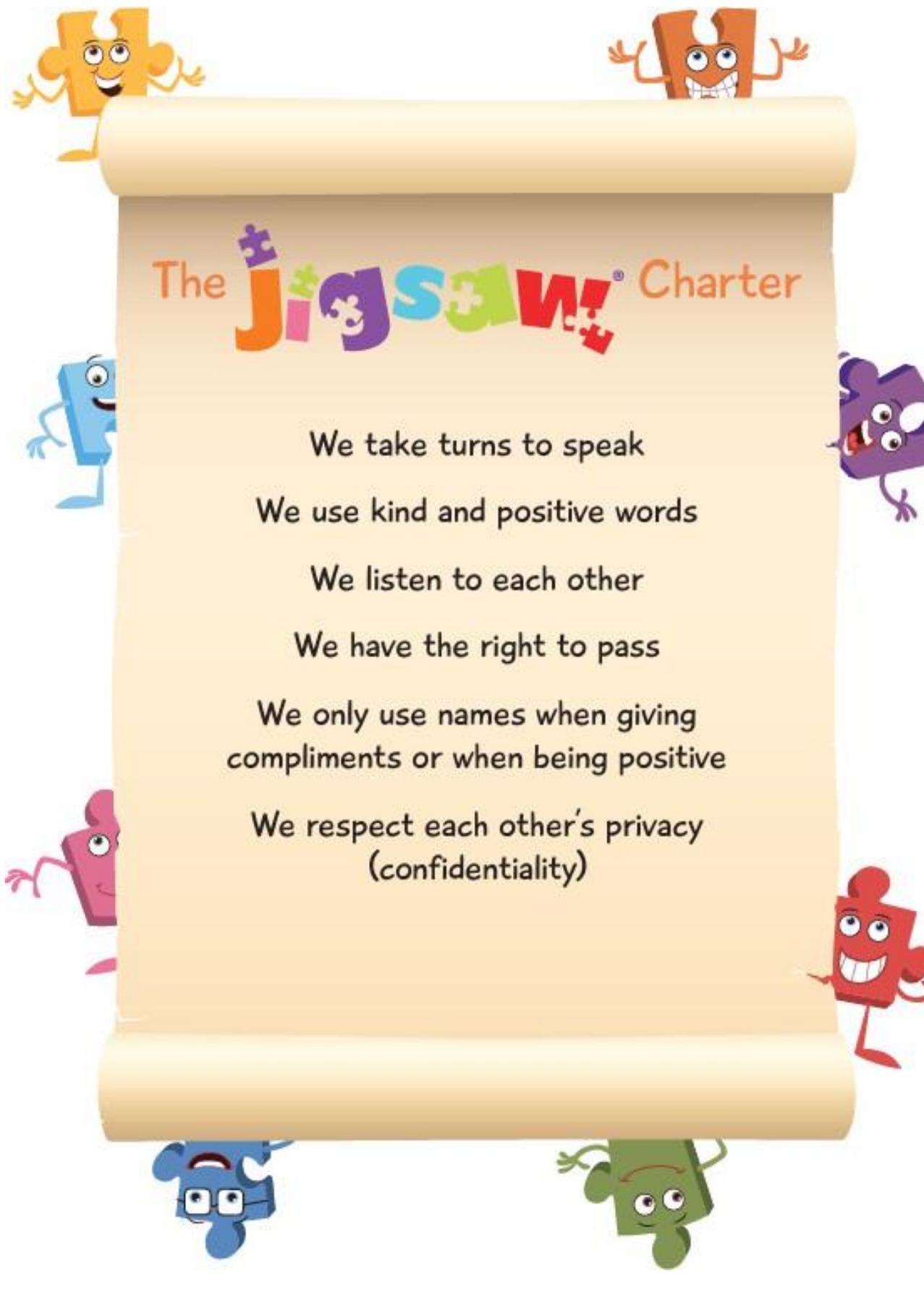
# The Jigsaw! Charter

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy (confidentiality)

## Type of Behaviour - Unsocial (referred to as 'difficult')

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
- Not doing as instructed, but not to the detriment of others.
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- Calling out/talking to a friend
- Not listening to instructions

All behaviour is a form of communication and these behaviours could be a sign of needing help, attention or that they are bored or impatient. Not all unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

## Type of Behaviour - Antisocial (referred to as 'dangerous')

- Behaviour that causes harm to an individual, a group, to the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

| Antisocial Behaviours | Dangerous Antisocial Behaviours |
|---|---|
| Aggressive shouting/calling out disruptively<br>Continued interruptions<br>Swearing<br>Answering back<br>Mimicking<br>Name calling<br>Lying<br>Refusal to carry out an adult's request<br>Distracting and/or disrupting others' learning by shouting, banging, making noises<br>Throwing small equipment<br>Leaving the classroom without permission<br>Damage to property/pushing over furniture<br>Stealing | Leaving the school building<br>Leaving the premises Spitting (directly at another)<br>Pushing aggressively Scratching<br>Pinching<br>Hair pulling<br>Hitting<br>Kicking<br>Fighting<br>Biting<br>Punching<br>Throwing furniture<br>Physical or verbal bullying (see Bullying Policy for definition) |

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help

**Antisocial behaviour should not need SLT support unless it is persistent and disruptive.**
**<span style="color:red">Dangerous Anti-social behaviour is likely to need SLT support/intervention.</span>**

## What happens when things go wrong for our pupils?

If a pupil is upset or overwhelmed by strong feelings, they can only be soothed by someone whose own feelings are regulated, not overwhelmed like the child. Secondly, it is really helpful if that person is an adult the child knows and trusts, feels safe with and has a positive relationship with them. That adult is likely to be able to help soothe the child, or simply 'be with' the child to help them regulate. When that is in place and the child is once more regulated (which may take a long time) then some form of reasoning can happen, as the child has the ability to use their Neocrotex part of their brain. While the child is dysregulated they are likely to be stuck in their Reptilian brain where they are only concerned about life-sustaining functions of their body. The reptilian brain ensures that we stay alive and kicking, at any cost
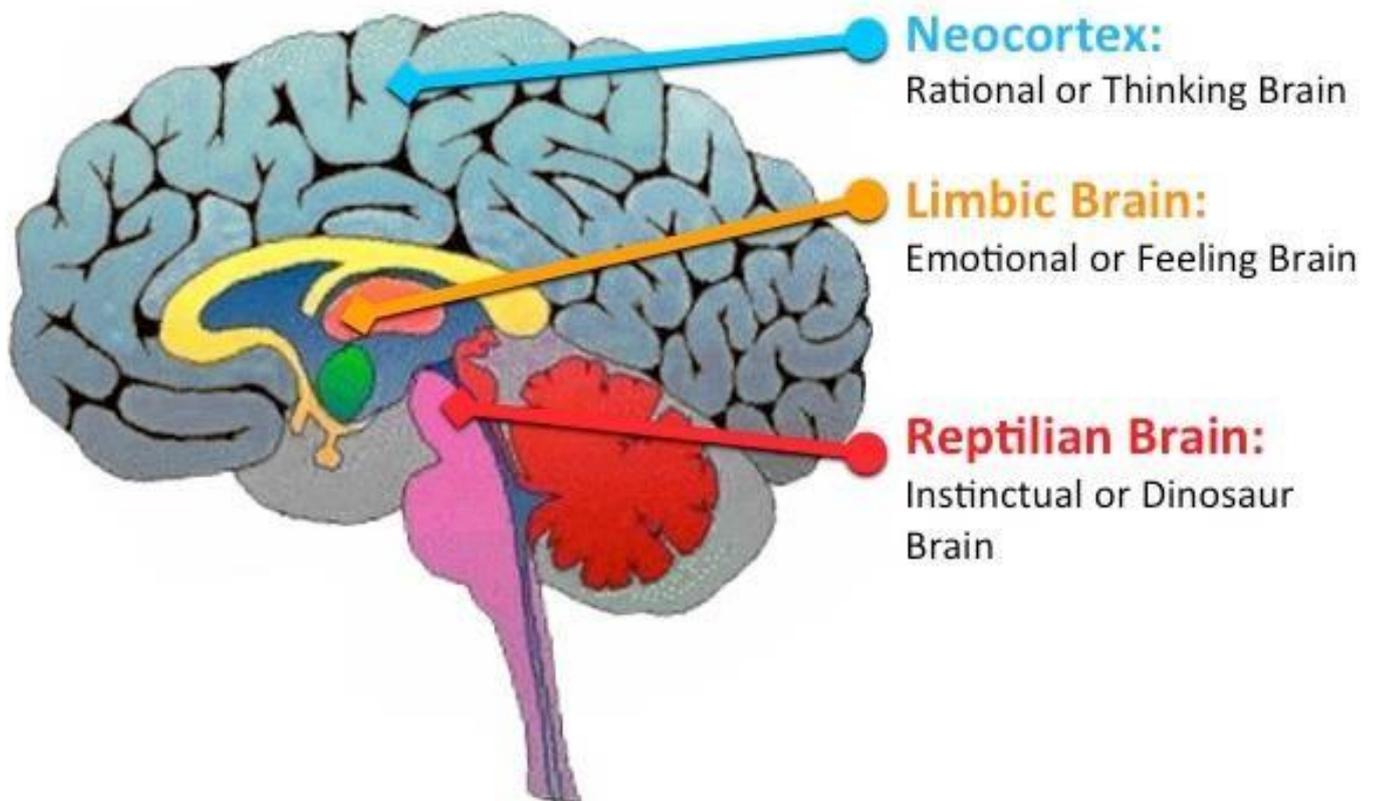


The limbic brain wraps around the reptilian brain. It connects parts of the brain that deal with high and low functions. This part of the brain handles all our emotions and non-verbal behavior. It is also responsible for our memories and keeps track of pleasant and unpleasant experiences. The limbic brain shapes a lot of our behavior and relationships. This is the part of the brain that will allow pupils to calm and settle so they can reason (using their Neocortex) about what has just happened.

The Neocortex is the outermost layer of the brain and is linked with high-level cognitive abilities. It enables our complex and logical thinking. Pupils are unable to reason until they have the ability to access this so they need to be supported to

# Regulate – Relate – Reason – Repair

Louise Michelle Bombèr, a Clinical Lead, Teacher & Therapist explains the importance oft Repair as a way of re-connecting after a rupture has taken place. When things have gone drastically wrong for a child or young person at school; possibly hitting, kicking, swearing or wrecking some equipment, they don't know how to put it right. This scenario leaves the child or young person feeling even more shame and confirms their belief that they are bad, a mistake, or should never have been born. If we can find a way to help them repair the situation we will model ways of bringing hope to them and not a completely broken situation.

We model this process of repair to the children and do it with them. Louise Bomber suggests that we will most likely need to continue the cycle of regulate, relate, reason and repair time after time with some pupils.. If the child or young person does not feel safe they need to be taught the tools to help them regulate their feelings, socialise with peers and finally to be able to progress academically.

| | |
|---|---|
| **Regulate** – teaches pupil how to shift states | 'Every time we regulate together with a child or young person, we teach our pupil that it's possible to shift states, sensations and feelings by engaging with something on a sensory level. That all important life-changing message that it's possible to learn how to soothe, quieten and calm the alarm system in each one of us, so that we can then use our social engagement system.' L Bomber 2020. |
| Staff will build a bank of resources and techniques that work for each child and make it accessible for them. The child will be part of this process and make choices of what they would like. | |
| **Relate** – teaches pupil relationship building | 'Every time we relate through quality moments together with a child or young person we teach them that connection is paramount, that relationships are necessary in order to live well. That relationships can be safe and positive, and can bring safety and comfort, love and joy. The message of health and wellbeing.' L Bomber 2020. |
| Staff will smile when they see them in the morning or afternoon and say how good it is to see them. They will find out the best way to relate with each child. | |
| **Reason** – teaches pupil how to behave | 'Every time we reason together with a child or young person, we teach them to pause, reflect and consider something in the higher part of their brain, their thinking and cognitive brain. The message that it's possible to override the emotional limbic brain from time to time, to extend ourselves outside what is known and familiar, to tap into our exploratory system, be curious, interested, excited: to settle to learn.' L Bomber 2020. You can find out more by watching this Jacob Ham film clip about' Understanding Trauma: Learning Brain vs Survival Brain' https://www.youtube.com/watch?v=KoqaUANGvpA |
| This is where pupils will be reminded about behaviour expectations and discuss how they could have undertaken the task so they know what to do in the future. This could be down through role play or discussion. | |
| **Repair** – teaches pupil how to shift states and move on | 'Every time we repair a relationship together with a child or young person we teach them that there is usually an exit strategy. That it's usually possible to put things right and that we are often made stronger as a result of difficulties. So there is no reason to panic or be afraid of ourselves or of each other. The message of hope.' L Bomber 2020 |
| This is very important for pupils who are often dysregulated as they can learn how to improve their own behaviour. They learn that 'tomorrow is another day'. It is important that previous dysregulated occasions are not use as reference points for chidlrena dn that all staff move on starting afresh after the repair stage. | |

## Routines

In order for pupils to learn, routines are established early in the year. Children need to know what expectations are and the language used to communicate these expectations are consistent and clear both within a class and across years. One of our most important routines is starting every Monday morning with a PSHE focused lesson that has a different qweekly theme. This is then followed by a whole school assembly where the Acting Head Teacher continues this approach bringing it together for everyone. This then drives the shared focus upon an area of emotional intelligence or behavioural focus for the week.

## Staff Induction

All new members of staff are given a copy of the 'Behaviour Policy - Therapeutic Thinking' and they are expected to read and understand it. If they have any questions they are to discuss this with a member of the SLT.

## Searching, Screening and Confiscation

The DfE Guidance 'Screening, Searching and Confiscation' (January 2022) will be followed and that document constitutes part of the school's Behaviour Policy.

The Acting Head Teacher, or a member of staff authorised by the Acting Head Teacher, can carry out a search. The Acting Head Teacher can authorise individual members of staff to search for specific items, such as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

Members of staff should not search a pupil on their own. It is best practice to ask to be accompanied by the Acting Head Teacher.
- Any illegal items or weapons will be reported to the police
- The child does not have to agree to the search for it to be carried out.
- Parents wil be contacted if a search has been undertaken in school.

Pupil's telephones and phone cameras are not allowed to be used in school. If a child brings one into school they need to take this to the school office where it will be kept safely in a locked cupboard until the end of the school day. Children are NOT allowed to take photos on personal devices in school

## Use of Reasonable Force

1. The DfE Guidance 'Use of Reasonable Force' July 2013 (Updated July 2015) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) will be followed and that document constitutes part of the School's Behaviour Policy. All incidents of the use of reasonable force will be logged and parents will be informed.

De-escalation techniques such as getting down to the height of the child, avoiding eye contact (standing side on) and reduction of words / noise while communicating will be undertaken prior to any use of force where possible. All SLT memebers in school are trained in Team Teach Positive Behaviour Management and will follow their training if all other options have not worked.

**Teachers can use reasonable force to:**
- Prevent a child from attacking a member of staff or another pupil, or to stop a fight in the playground
- Prevent a child from leaving a classroom where allowing the pupil to leave would risk their safety
- If a child was in danger such as stepping into the road / about to fall into the sea etc
- Restrain a pupil at risk of harming themselves through a physical outburst
- Prevent a pupil behaving in a way that disrupts a school event, school trip or visit


**Teachers have the power to discipline any pupils outside of school for misbehaviour when the pupil is:**
- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in some way identifiable as a pupil at the school
- Misbehaving in a way that could have repercussions for the school
- Behaving in a way that poses a threat to themselves, another pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the school


## Detention
- We do not use after-school detention at Bosham Primary School. We would arrange a meeting with a pupil's parents if their behaviour is dangerously antisocial.

## Appendix 1 - Home School Agreement between Parents, Child and Bosham Primary School

| | As Parent(s) we/I will do our/my best to…… | As a child I will do my best to…… | As a school we will do our best to…… |
|---|---|---|---|
| **Being ready for school** | Send our/my child to school in the correct school uniform.<br>Make sure our/my child has the right equipment. | Always wear the correct school uniform.<br>Bring the right equipment to school. | Encourage children to wear school uniform at all times.<br>Tell the children what is needed for lessons. |
| **Attendance and Punctuality** | Make sure our/my child arrives and is collected on time every day.<br>Notify the school if our/my child is absent providing a reason. | Get to school on time every day. | Encourage good attendance and punctuality.<br>Notify parents if there is a concern. |
| **Class work and work at home** | Show an interest in our/my child's life at school.<br>Encourage our/my child to do their best.<br>Make sure our/my child completes work to be done at home. | Try my best in all my work. Look after any work that I need to do at home and make sure it is done at the right time. | Make lessons interesting and relevant for the children.<br>Provide activities to do at home.<br>Cover a wide range of subjects to give the children access to a broad and balance curriculum. Prepare work for the children appropriate to their needs monitoring and reviewing it regularly. |
| **Behaviour** | Encourage our/my child to have a high standard of behaviour at all times.<br>Support the school rewards and sanctions. | Follow the do's and don'ts in the behaviour contract. Accept these sanctions and apologise to those concerned if I do wrong. Show my rewards to my family. Be polite and helpful. | Set a good example and encourage high standards of behaviour.<br>Be consistent in using sanctions and rewards. |
| **Pastoral Support** | Let the school know if there are any problems likely to affect our/my child's learning or behaviour. | Let my teacher know if I have any worries. Take care of the school and the people within it. | Listen and respond quickly to any concerns. Care for children's safety, health and happiness. |
| **Links with the school** | Attend parent's consultations to find out about my child's progress. Read letters from school and reply if necessary. When possible attend information evenings and workshops provided by the school. | Take all letters home. Tell my family about things that are happening at school. | Be open and welcoming. Hold parents consultations. Send home an annual report. Offer parents the opportunity to make an appointment to discuss their child's progress. Keep parents informed if there are any worries or concerns. |
| **The school community** | Support the school events | Find out about the events I can do after school and turn up regularly if I join a club. | Keep parents informed about events that the school offers and is involved with in the community. |

_____ (Parent/Carer/Guardian) _____ (Child)