Bilsthorpe Flying High Academy

Positive Behaviour Policy

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At Bilsthorpe Flying High Academy our vision is…

To ensure that our pupils are well-rounded, knowledgeable and confident 21st century citizens, ready for the next stage in their journey. Our mission is to 'Look forward with pride and back with confidence'. We want children who come to this school to feel a sense of pride in their achievements and the contribution they make to their community and beyond.

This is driven through our school in our approach to behaviour with a consistent narrative of:

Say the right thing, do the right thing and be in the right place.

1. **Our School Ethos**

At Bilsthorpe Flying High Academy we aim for all children in our school to reach their full potential and achieve more than they ever believed they could.
We aim to do this by embedding our school values: To be responsible, respectful, aspirational and resilient.

Everything we do starts with positive relationships – building, maintaining, and repairing them.We believe that children deserve our time – time to talk, to explain and to find solutions.

At Bilsthorpe, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. *Unmet Needs*: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g. the need to feel safe, hunger, positive self-esteem
2. *Individual Influences*: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g. their family, community, school
3. *Relationships*: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school, we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, ***unconditional positive regard*** is central to our school ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- We know that, as adults, 'we make the weather' and it is up to us to model good behaviour to ensure that all children feel safe and happy.

Promoting good behaviour

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

School Agreement

A simple home-school partnership is in place by all stakeholders and everyone in school is expected to follow this. Reminders are also sent out throughout the school year. Our "School Rules" are displayed in every classroom and in corridors around school. Our "School Rules" are as follows:

- Say the Right Thing
- Do the Right Thing
- Be In the Right Place

Our School Agreements are underpinned by our School Values. The rules will be woven through the values ensuring the values are rewarded and worked towards. The school values are as follows:



To be responsible, respectful, aspirational and resilient.

All of our school values align with our school rules. Throughout our weekly achievement assembly, the children will be rewarded based on these values using the school rules as a prompt (eg. *Child x has demonstrated excellent aspiration this week because they were proud when…*)

In support of our ethos we apply the practices outlined in the appendices.
See Appendix 5 "Responding in the Moment."
See Appendix 6 "15 Things to Build Relationships"

2. Policy Aims and Objectives

It is our job, and professional and moral responsibility to nurture all children in our school to reach their full potential and achieve more than they ever believed they could.
An essential part of this belief is a commitment to working with parents, our community and other agencies.
It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.
Bilsthorpe is committed to the social, emotional, mental health and well-being of our children, staff, and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.
It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of this Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of Restrictive Interventions in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- 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

4. Positive approaches

The main focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be adapted, have the desired impact and motivate children to make the right choices. Children behaving appropriately should be praised for it.

Unacceptable behaviour will be acknowledged and providing it is not a danger, will be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others.

Our 'School Rules' will be established at the beginning of each school year and the children will be encouraged to remind each other of these where necessary. They are revisited through assemblies and at the start of every school day in classrooms. This will be referred to as the "Bilsthorpe Way".

Rewards

At Bilsthorpe Flying High Academy, we understand the importance of acknowledging positive behaviour. It encourages repetition and communicates the school community's expectations and values to all pupils. This positive recognition reinforces the positivity that we expect in school and rewards provide an opportunity for all staff to reinforce the school's culture and ethos.
Our high expectations are applied consistently across school and are expected of our children, our staff, and our wider school community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Individual rewards
    - Stickers are issued during assemblies alongside certificates

- Raffle tickets are issued for demonstrating the school rules
- Public praise in front of staff and children
- Visit Headteacher, Deputy Headteacher or member of SLT for praise

- Dojo point to parents for going above and beyond the school rules
- Achievement Assembly Star of the Week – certificates awarded for demonstrating school values
- Head Teacher Award – Issued for demonstrating the school values (at HT's discretion)

House Point Reward System
The children are placed into 4 houses- Red, Yellow, Green and Blue and will work together to develop team spirit and collaborative working, with elected house captains leading the teams.

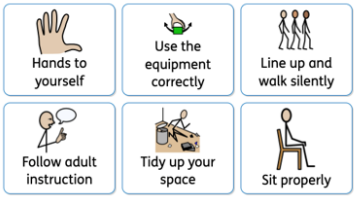
Dojos will only be given when children show **"above and beyond" the expected standard.** These dojos will be awarded and parents will get an individual notification when their child receives one. The child will also receive a counter/token that reflects the colour house that they are in. These counters will be put into containers in the hall to show which house has the most.

In each weekly celebration assembly, the progress of each house will be celebrated to keep the profile high. This will be updated on the display in the hall and a tally kept.

Each half term, there will then be awards given out as a house for bronze (150), silver (300), gold (500) and platinum (800).

Individual Rewards.

Raffle tickets are awarded for demonstrating the three school rules – saying the right thing, doing the right thing, and being in the right place. Behaviours outlined below

	Say the right thing	Do the right thing	Be in the right place
What does this look like?			 *timetable means football time table, timetable for who should be in the dinner hall, timetable for the start of the day etc, timetable for play time.

Each raffle ticket gets posted in the red post box to be drawn in Friday's Star of the Week Assembly. Three raffle tickets from each Key Stage are drawn at random each week and the winners are awarded with a Bilsthorpe Best Pencil.



Star of the Week Achievement Assembly
Children from each class are awarded a Star of the Week certificate presented in a celebration assembly by the Headteacher. Parents of the selected children are invited to join the assembly in order to share pride and

celebration. **Certificates focus on the School Values**. Children value being identified as this achievement is saved and will never be taken away.

5. A Restorative Approach to Challenging Behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' - Appendix 7. At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

At Bilsthorpe, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. All staff working with children will use the restorative questions linked to the behaviour scripts. See Behaviour Scripts – Appendix 2

It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules, and this will be explained clearly to the child.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility:

See Appendix 1 for BFHA Stepped Approach to Behaviour. After any of the steps listed within the stepped approach, the staff must adopt *unconditional positive regard* so that the child knows that they can move forward.
If a child has been referred to a member of SLT more than twice in a 1/2 term, the class teacher will seek advice from the SLT.
Actions could include:

- home/school diary
- regular Dojo messages home
- peer buddy
- social group intervention
- pastoral/ELSA referral
- SAP advice/referral
- individual behaviour plan

Any behavioural incidents should be recorded on CPOMs.

6. Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps. In this case, the teacher or TA will request the support of the SLT straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Beyond challenging behaviour will be logged on CPOMS, depending on the circumstances.

7. Minimising the Need to Use Restrictive Interventions

The use of 'Restrictive Interventions' in schools and colleges – KCSIE 2026

There are circumstances when it is appropriate for staff in schools and colleges to use 'Restrictive Interventions' *to safeguard children. The term* 'Restrictive Interventions' *covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.*

'Restrictive' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The Department for Education believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'Restrictive Interventions' to control or restrain a child is down to the professional judgement of the staff concerned within the context of 42 the law and should always depend on individual circumstances.

When using 'restrictive interventions' *in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93) in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use* 'restrictive interventions'.

> *Departmental advice for schools is available at Use of* Restrictive Interventions *in Schools*
> *HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful. Use of school or college premises for non-school/college activities*

8. Staff Authorised to Use Restrictive Interventions

Under Section 93 of the Education and Inspection Act (2006) the head teacher is empowered to authorise those members of staff who are enabled to use Restrictive Interventions.

Here at Bilsthorpe, the Head Teacher has empowered the following members of staff to use Restrictive Interventions:

- Teachers and any member of staff who has control or charge of children in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use Restrictive Interventions if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Restrictive Interventions

When using Restrictive Interventions in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and their Public Sector

Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use Restrictive Interventions.

Under English law, members of staff are empowered to use Restrictive Interventions to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use Restrictive Interventions. To help staff in making decisions about using Restrictive Interventions the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific children who can present risks to themselves and others. This may include information about SEND, personal circumstance and temporary upset.

Using Restrictive Interventions

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.
Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training

Staff at Bilsthorpe, who have been identified as needing training in this area, will access Behaviour Training through nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.
Staff who receive this training will be accredited to use the physical elements of training for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months.

Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and

reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a child out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not overreacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the child or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Bilsthorpe Flying High fully recognises the contribution it can make to protect children and support children in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety, and health by fostering an honest, open, caring, and supportive climate. The pupils' welfare is of paramount importance. For further details please refer to the Bilsthorpe Child Protection policy.

Post-incident support

Following the use of physical intervention staff and children will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

The health, safety, and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the Local Authority, and Flying High Trust takes responsibility for protecting the health and safety of all children and members of staff.

9. Responding to Behaviour from Pupils with SEND

At Bilsthorpe we recognise that children's 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 child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, 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 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 child has an education, health and care (EHC) plan, the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

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

Adapting sanctions for children with SEND

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

Considering whether a child displaying challenging behaviour may have unidentified SEND

At Bilsthorpe, the school's special educational needs co-ordinator (SENCO) will evaluate a child 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 external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies and a SEND Support Plan and Behaviour Plan will be put in place in partnership with parents and carers. These plans will be reviewed termly.

Children with an education, health, and care (EHC) plan

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will make contact with the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

10. Individual Behaviour Plan

A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a personalised plan, in line with the school's policy.
- A meeting between the class teacher and relevant school leaders to agree actions and targets to be set, with a clear timeline e.g. referral to outside agencies, pastoral support plan, SAP.
- Planning provision

- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Risk Assessment if required

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

11. Suspension and permanent exclusion

Fixed term suspensions and permanent exclusions are extremely rare and are only issued in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school support, sanctions, and interventions.

At Bilsthorpe, the decision to suspend or exclude will be made by the headteacher in collaboration with the governing body, the Local Authority, and the Flying High Partnership. The decision to issue a fixed term suspension or a permanent exclusion will only be as a last resort. If a child receives a fixed term suspension, the school will inform parents and carers in writing, including details of the reintegration meeting. During the period of the fixed term suspension, the child will not be allowed on school premises. Parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and reduce the risk of further suspensions or a permanent exclusion.

12. Monitoring and evaluating behaviour

At Bilsthorpe, the Headteacher, Family Support Worker and SLT will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

13. Staff Support

At Bilsthorpe we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

14. Who is the policy for?

This policy is for all children, staff, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

15. **Equality Duty**
    In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. For more information, please refer to our Equality Policy.

16. **Safeguarding**

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

17. **Zero-tolerance approach to sexual harassment and sexual violence**

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the

situation. Some of these behaviours and actions have been referred to in the above 'sanctions and extreme behaviours section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

18. Complaints and allegations

Our school aims to be fair, open, and honest when dealing with any complaint. We consider all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

For further details please refer to our BFHA Complaints Policy.

We will also make clear to pupils that they have a right and are able to question/complain about the use of Restrictive Interventions. We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, Dojo, school diaries or by telephone.

19. Policy links

This policy links to the following policies in school:

- Relationships, Sex and Health Education
- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding (linked to KCSIE 2025)
- E- safety (including Social Media)
- Child on Child Abuse
- Teaching and Learning
- SEND
- Staff Code of Conduct

Appendix 1

BFHA Stepped Approach
The Bilsthorpe Way

Dealing with behaviour is everyone's responsibility and it is expected that all staff support one another for the benefit of the child.

Step	Strategy	Approach
1	A reminder of expectations and rules	To the whole class, reminder of the rule that has been broken, and thank children who are following the rule(s). Return positively to the task.
2	A verbal warning (x2)	1:1 Direct restorative conversation(s) with the child inside the classroom – 1st verbal warning takes place where the child is sat. Adults explain why the rule has been broken, explaining positively how the rule should be followed.

		2nd verbal warning, invite the child to a private conversation with the teacher. This invitation is given in a positive manner so that the child knows they have the opportunity to talk and return to their working space positively. Further explain the rule(s) which have been broken, how to follow the rule and return to class.
3	Reflection time in own class	Move from working space to a reflection area. Go through the restorative questions through conversation with the class teacher. 5 minutes reflection and then return to task (timer)
4	**"Time in"** to a partner class	As above but in a partner class. (F1& F2, Y1&Y2, Y3&Y4, Y5&Y6)
5	**Reflection time (10 mins during Break or Lunch)** Child completes the reflection activity with **class teacher in your own classroom** followed up with restorative conversation. Phone call home by the class teacher (if regulated) – inform parents/carers of reflection time and reasons for this. Invitation for parents/carers to meet, but this is not an expectation. If the child is not regulated, the teacher will inform the parent/carer by the end of the school day. If **regulated** the child will return to class and ***back to step 1.***	
6	Reflection time with SLT	Phone call to parents/carers by the **class teacher** **Incident recorded on the school behaviour monitoring system - CPOMs** Restorative conversation led by SLT with the child. School Behaviour Lead to monitor behaviour over the remainder of the day/ week.
7	Behaviour continues to escalate after above actions.	Follow up meeting with family, SENCO and member of the SLT – record on the monitoring system. Potential Internal Suspension in partner class. Class Teacher: Develop personalised plans in collaboration with parents/carers and the SENDCo. This may include a SEND Support Plan and/or Individual Behaviour Plan which is agreed and reviewed with parents and carers at least half termly.
9	Relevant External agency support	Class Teacher: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.
10	Fixed term suspension	Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school. Headteacher and Inclusion Lead to monitor.

11	Permanent exclusion	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.

If a child is asked to leave the classroom, they should be given time to reflect on their behaviour with a member of staff. Wherever possible, this should be the adult directly affected by the behaviour, to support meaningful reflection and repair. Emotion Coaching and restorative questions will be used to guide this process.

Appendix 2

The Bilsthorpe Way

Rule	Behaviour	Script
Do the right thing	Not keeping hands to themselves – hurting others	"(Name), I wonder why you feel that you could hurt (name)? I imagine you may have been feeling (emotion), but it is not ok to hurt others. You are not doing the right thing"
	Not using equipment correctly	"(Name), I notice you are not using your thinking brain now because you are not using (X) correctly. I wonder if you could show me a better way to use it."
Say the right thing	Not using kind words	"Wow, (name) I imagine you must have a very big emotion now if you are using those unkind words. I wonder if it would help to take some deep breathes with me and we can use our thinking brain before we say anything else?"
	Not using a quiet voice	"Name, I notice you are using a very loud voice. I understand it can be difficult to use a quieter voice but please think about our school rules."
Being in the right place	Being somewhere without adult consent	"Name, I wonder what big emotion you had that meant you needed to leave the classroom without asking an adult? Can we try finding 5 things that are

		the colour… (continue 5 senses activity)" "I notice that you are out here without an adult and wonder if I can help you? Would you like a hug/to take a deep breath with me?"

Appendix 3

Behaviour During Assemblies

Entering the Hall

- Class line up silently in the classroom
- Class line is organised by teacher to consider group and class dynamics where necessary
- Class walks down corridors silently. Teacher and support staff lead and ensures that the line can be always observed (continuously looking back)
- Class sits down silently and joins in with singing immediately (if music playing)
- Supporting staff sit facing the class sideways on (not facing the front of the hall)

Class to be praised at each of the stages above so that they know what they are doing well.

During Assembly

- Encourage all children to sing. During singing, staff to model singing and signing as appropriate
- Throughout the assembly, teacher to continuously check for appropriate behaviour:

  - Legs crossed
  - Hands on knees or arms folded
  - No talking
  - Track the adult/respect for the speaker at all times
  - Joining in, hands-up when requested

Class to be praised at each of the stages above so that they know what they are doing well. Rewards issued as appropriate.

If behaviour needs addressing, staff to correct it silently if possible through gestures. Positive behaviour to be praised silently through gestures. Raffle tickets and iPad may be brought to reward against rules or above and beyond.

Leaving the Hall

- As entering the hall
- Children are silent until they are back in the classroom

Appendix 4

P.E and Class Activities in the Hall

Entering the Hall

- Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall e.g. "Once in the hall, find a space, sit silently facing the front."
- Follow procedures for assembly

Class to be praised at each of the stages above so that they know what they are doing well.

During the Lesson

- Noise can compromise safety, particularly in a physical activity; explain this to the class.

General

- At the start of the year, teachers will practise these procedures until they are embedded.
- F2 – 2 members of staff per class to stay in the hall during assembly (1 either side of the hall) until it is agreed that they can be unsupervised – usually after the first half-term.
- To gain silence during assembly, a raised hand should result in correct sitting and silence (to be used by all staff).
- Encourage loud, clear voices from the children when they are contributing.
- At all times (in class or in the hall), staff should use a respectful means of gaining the children's attention.

If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. However, as the class learn the expectations, a gentle reminder will be all that is needed as praising all those who are doing what is expected.

Appendix 5

Lunchtime Behaviour Procedures

The School Rules apply at lunchtime just as they do at other times.

Actions will vary from those in the classroom as the environment is different.

Challenging behaviour

1. **Quiet word**
2. Two minutes **time-out** (stand with the midday/TA). Child returns to play.
3. If child continues to be challenging, **Midday radios** for (1) Class Teacher (2) SLT member (3) Headteacher.

   They will speak to the child about their behaviour:
   (a) the reason for the behaviour
   (b) the impact of the behaviour on others
   (c) how can the child move forward when they return to the classroom? (repair)

   And remain in the area for up to 5 minutes to ensure that the child is settled.

4. If the behaviour **continues to be challenging**, midday radios for staff as above, the child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

Beyond challenging
At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the midday will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Hall duty

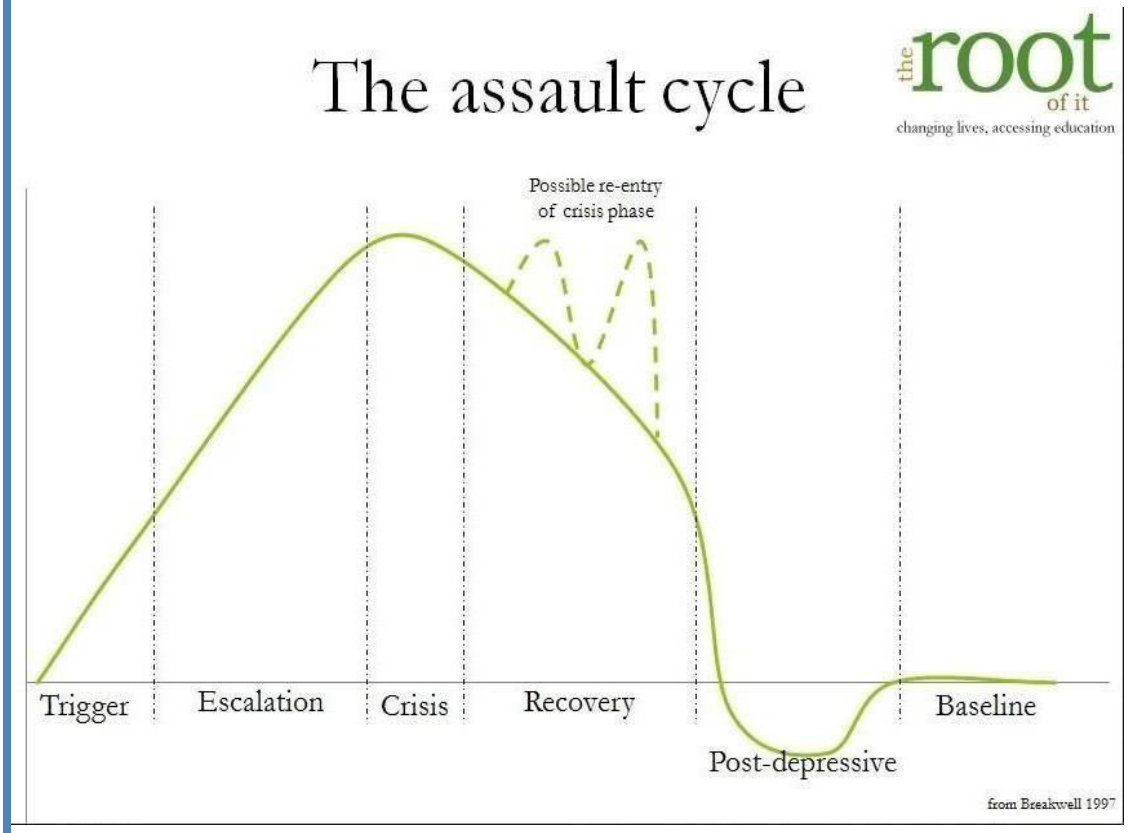
- In the hall, Midday Supervisors are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.
- The 4 steps for challenging behaviour and beyond challenging, apply in the hall just as they do outside.

Lunchtime rewards

Midday supervisors should award raffle tickets in line with the school rules for positive behaviour. The teacher should be made aware of any rewards given when the class is handed over. The teacher, class and midday should celebrate the rewards by giving the child a round of applause.

Each midday will start each lunchtime with raffle tickets. Middays should aim to give out at least 2 raffle tickets per class each day.

Appendix 6



The Assault Cycle



1. **The Triggering Events** - Occurrence perceived by the individual as a serious threat to him/her.

   TWO TYPES:
   - Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
   - Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

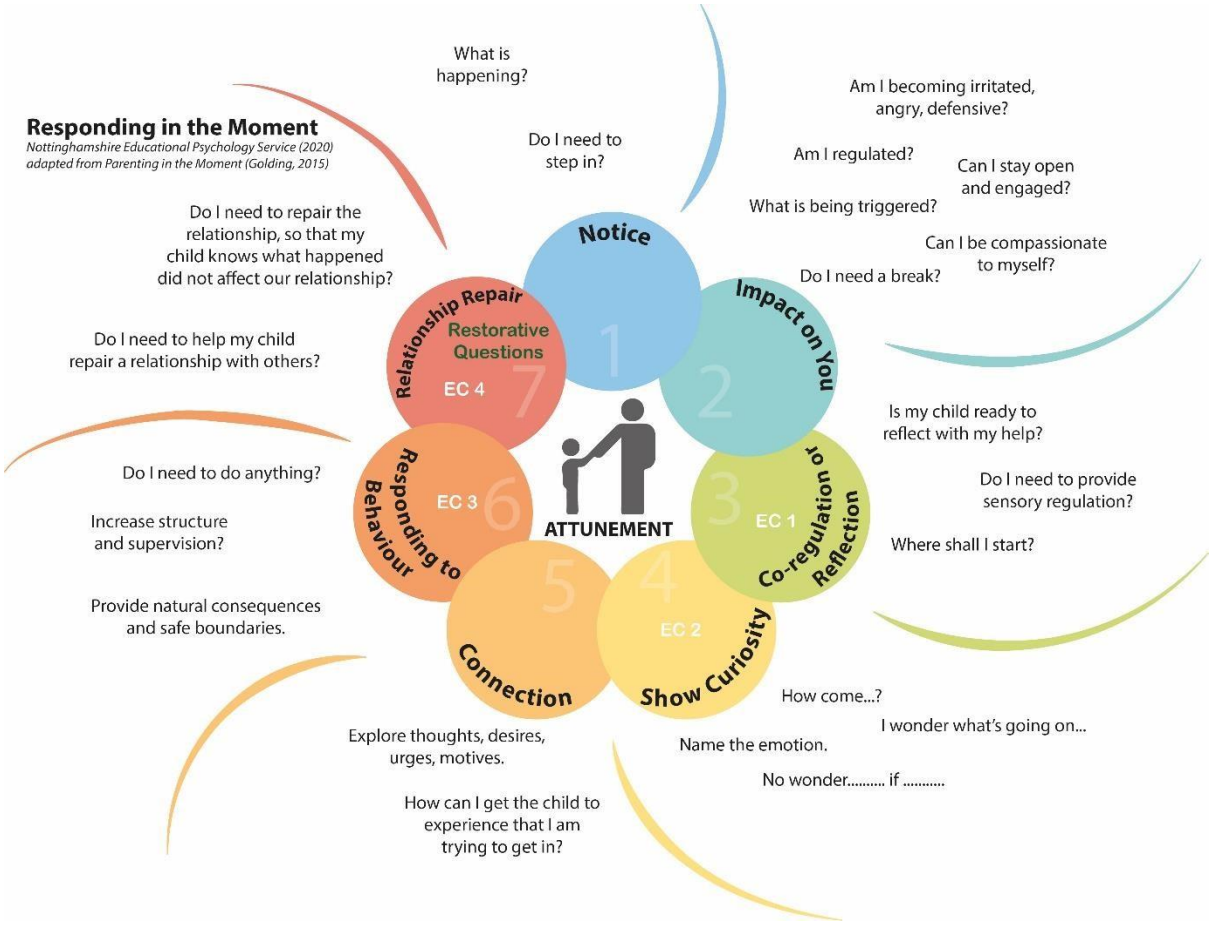
2. **Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

3. **Crisis Point** - Aggressor explodes into violent acts against the threat.

4. **Recovery Phase** - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

5. **Post-Crisis Phase** - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

Appendix 7


Responding in the Moment
Nottinghamshire Educational Psychology Service (2020)
adapted from Parenting in the Moment (Golding, 2015)
What is happening?
Do I need to step in?
Notice
1
Am I becoming irritated, angry, defensive?
Am I regulated?
Can I stay open and engaged?
What is being triggered?
Can I be compassionate to myself?
Do I need a break?
Impact on You
2
Is my child ready to reflect with my help?
Do I need to provide sensory regulation?
Where shall I start?
EC 1
Co-regulation or Reflection
3
How come...?
I wonder what's going on...
Name the emotion.
No wonder..... if .....
EC 2
Show Curiosity
4
How can I get the child to experience that I am trying to get in?
Explore thoughts, desires, urges, motives.
Connection
5
Provide natural consequences and safe boundaries.
Increase structure and supervision?
Do I need to do anything?
EC 3
Responding to Behaviour
6
Do I need to help my child repair a relationship with others?
Do I need to repair the relationship, so that my child knows what happened did not affect our relationship?
Relationship Repair
Restorative Questions
EC 4
7
ATTUNEMENT

Appendix 8

15 Things to Build Relationships Tips for Staff

1. Be who you needed when you were at school. Every child needs a champion.
2. Make regular deposits into the positive bank
3. Know your children well and allow them to know you well.
4. Difficult child or child with difficulties?
5. Separate the deed from the doer.
6. The best apology is changed behaviour.
7. Catch them getting it right more than you catch them getting it wrong.
8. Magnify strengths rather than weaknesses.
9. Strike when the iron is cold.
10. We learn to care by being cared for.
11. Smile at children, it's good for you both.
12. There is always a solution – you need to give your time to find it.
13. Never assume you deserve respect – you must earn it.
14. Calm begets calm.
15. Sometimes the child knows best!

Appendix 9

BFHA Calming/Sensory Room

As part of Bilsthorpe Flying High Academy's approach to supporting children, we continually strive to improve their safety and wellbeing, by developing proactive strategies that reduce the likelihood of behaviours that challenge and minimise the use of restraint and physical intervention. This in response to the 'Reducing the Need for Restraint and Restrictive Intervention' 2019 Government Report. One of our strategies has been, to create a Bilsthorpe Flying High Academy (BFHA) Calming Room.

'Calming or de-escalation rooms are quiet, safe and secure environments, which provide low levels of stimulation, that enable users to calm down. They are also helpful for';

- Users to manage their own behaviour
- Users to use to when they recognise that their emotions are rising and need to remove themselves from the situation
- Reducing the risks of a crisis situation
- Reducing the need for periods of physical intervention

Our BFHA Calming Room is a space in school that children, who are struggling with emotional dysregulation can use, to manage their own behaviour, explore their emotions, calm down from their emotional state and safely escape harmful (both mental and physical) situations. By creating this space, it also dramatically lowers the risk of physical injury to the child themselves and others around, minimises disruption to theirs and others' learning and stops significant damage to property. Our calming room has bespoke padded floors, walls, windows and doors to provide protection to the child that is using the space. With the addition of technology such as LED mood lighting, the room will also help to distract the child and help them to reregulate quicker.

The BFHA Calming Room, will only be used in the instances below:

A – When a child has recognised that their emotions are rising and requests that they would like to use the space to help them self-regulate

B - As a safe space, where a child has a better chance to compose themselves, after a situation has caused them anxiety or distress, with adult support

C- As space for children to express the exceptional emotions without shame or impact to their mental well being

D- In exceptional circumstances, when a child needs to be taken to a place of safety against their will (using Restrictive Interventions) in order to safely manage and/or contain their behaviour and there is no other way of making a situation safe. This includes:

i- When use of seclusion is a safer alternative for the child than continued Restrictive Physical Intervention

ii- To prevent psychological distress because of continued Restrictive Physical Intervention

iii- When a child/young person demonstrates aggressive or violent behaviours, which constitute a danger to other students and/or staff or significant damage to school property

A member of staff will <u>always</u> (including when withdrawal to the BFHA Calming Room is imposed):

- have relevant and regular training to provide the child with the best support
- supervise the child and monitor their progress either:
  i. just outside the room, if the child is displaying harmful behaviours
  i. inside the room when- the child is no longer displaying harmful behaviours
  ii. when the child requests their help (as long as the situation is safe)

- ensure that the time spent in in the room (seclusion) is the minimum possible
- support the child to de-escalate the situation as quickly as possible
- ensure that their use of language with the child is clear, regarding when withdrawal to the space is autonomous or imposed
- explain the reasons why the space is being used to the child clearly
- use emotion coaching with the child to support them through an incident
- be available to the child, when they are ready to talk about their emotions, behaviours etc
- have a restorative conversation with the child following an incident and before they resume their normal activities
- explore if any further relationships need to be repaired as a result of the incident and help the child to do this

The child will <u>always</u>:

- be able to use the space on request if they feel that their emotions are rising
- be able to use the space to help them self-regulate
- have an adult to supervise and support them through an incident
- be able to leave the space of their own accord, unless the behaviours demonstrated are likely to cause harm to others
- be told why they are in the space and why imposed withdrawal to the space is or has happened
- be able to put things right and repair relationships

The BFHA Calming Room, <u>will never</u> be used:

- as a punishment for a child
- to isolate a child from their peers
- for longer than absolutely necessary

<u>If</u> the BFHA Calming Room has been identified as likely to be required by a child:

- it will be available for the child to use regularly if requested/required
- it will be clearly noted on the child's Behaviour Support Plan, Risk Assessment or SEND Support
- it will be used for the shortest possible period to manage the situation
- the frequency of use will be recorded on:
  i. a log in school
  ii. on the individual child's risk assessment, including reasons why and actions taken following use
- frequent reviews will take place:

i. on the child's relevant documentation
ii. to understand the behaviours that have been displayed

iii. the triggers for the child
iv. by everyone working with the child, including external agencies

- if a pattern of persistent use or placements in the room occur, expert assessment of the child by teams will be sought
- any use of force used to place a child into or prevent them leaving the room will always:

i. comply with the requirements of section 93 of the Education and Inspection Act 2006
ii. be recorded in line with the school's Behaviour Policy

The BFHA Calming Room will <u>always</u>:

- be cleaned at the end of each school day
- be ready to use
- contain equipment that is easy to wipe clean to promote hygiene
- contain padding that is wipe clean and water resistant to ensure suitability for children with behavioural issues
- contain equipment that is hard-wearing and able to withstand physical force, wear and tear
- have faulty/broken equipment replaced in a timely manner
- be in accordance our with health and safety policy

<u>Bilsthorpe Flying High Academy's Graduated Approach to SEND and Behaviour Support</u>

The BFHA Calming Room is used as **one** of the strategies to support children at our school. We are committed to better understanding our children and in doing so reduce behaviour that challenges, among all children. We look at each child as an individual and use assessment of the context in which behaviour occurs, to develop interventions to support our children. Our calming room is just one of these interventions.

In addition, our role in supporting and promoting mental health and well-being (as suggested by DFE's Mental Health and Behaviour in School 2019) can be summarised as:

• Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively
• Identification: recognising emerging issues as early and accurately as possible
• Early support: helping pupils to access evidence based early support and interventions
• Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment

We continue also to (as suggested by the Government's 'Reducing the Need for Restraint and Restrictive Intervention' 2019 Report);

• use evidence-based approaches to behaviour support
• have policies in place for promoting positive relationships and behaviours and eliminating unnecessary and inappropriate use of restraint
• have clear arrangements for governance and accountability in respect of behaviour and responses to behaviour that challenges
• involve parents/carers and children as appropriate in decisions relating to behaviour and use of restraint, including through the development and review of Behaviour Support Plans
• ensure staff are suitably trained in understanding the range of communication used by children and young people, minimising the need for, and safely and appropriately using, restraint where necessary and provide opportunities for regular staff development

• understand when expert help is required from specialists
• have a system in place for continually improving assessment and management of risk
• have a system for recording and reporting incidents where required, which enables children and young people who have been restrained on those occasions to express their feelings about their experience
• have a system in place for reviewing how restraint is used in individual cases and patterns and trends in its use, changing practice where necessary to reduce and minimise its use