**Bentley New Village Managing Emotional Development and Behaviours**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: Victoria Simmons

2023 2025

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| PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors | Abigail Smith |
| DATE: December 2023 |
| SIGNED: A. Smith | ROLE: Assistant Head Teacher |
| TO BE REVIEWED: | December 2025 |

## OUR SCHOOL VISION

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

## ETHOS

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

## OUR SCHOOL VALUES

Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity

Our mission statement, **“What Challenges us, Changes us”**

## RATIONALE

Learning happens best when children feel confident, safe and are able to enjoy their learning experience. To ensure this happens we strive to provide immersive and differentiated learning environments with a clear expectation of how behavior impacts on learning and memory. We use a range of strategies and approaches to support this, making our teaching diverse and inclusive to our pupils’ individual needs. As a school, we offer an expertise in how children grow and develop and the role this plays on their behavior in school. As such, we adopt a research-based, nurturing approach to the social, emotional and mental health development of our pupils so that they become empowered to make daily decisions about their behaviour and social interaction independently. We believe that managing children’s behaviour is explicitly linked to understanding their social, emotional and brain development and the personal circulstances and life influences that an individual has experienced. We believe that there is not a ‘one size fits all’ model of managing pupils behaviour development because every child is unique in their needs, their influences and their experiences. We strive to teach to all pupils of Bentley New Village how to become the best version of themselves.

## PURPOSE

This Policy aims to provide clear expectations and directions to all staff as to how Bentley New Village will ensure that our school is a safe and enjoyable environment in which to work. Children will respond positively through knowing that all our staff work towards creating an environment which**:**

* Enables all learners to achieve their potential through emotional development, regulation and good behaviour management
* Encourages positive behaviour and respect for others
* Employs a consistent, firm but fair approach to behaviour management
* Supports all learners in their individual needs to achieve and succeed
* Prevents all forms of bullying

## **REWARDS, AWARDS AND CELEBRATIONS**

## DOJOS

At Bentley New Village, we praise and award positive learning attitudes with Dojos.

Our Learning Attitudes are:

* Determination and Resilience
* Cooperation and Tolerance
* Creativity and Curiosity

Our linked Learning Attitudes in Foundation Stage are:

* Active Learning
* Playing and Exploring
* Creating and Thinking Critically

Our School prayer demonstrates how we value these attitudes in our school life at Bentley New Village:

**This is our school and we are a family**

**Together we learn, work hard and achieve**

**We come together to cooperate and share one another’s successes**

**We are creative, we dare to dream, imagine and be curious**

**But most of all, we are determined to succeed and achieve**

**For we know what challenges us, changes us**

## PRAISE AND REWARDS

Positive behaviour stems from praise but also from firm, fair and clear boundaries and expectations. The awarding of Dojos supports this in classrooms. Practise should:

* Promote regularly our learning attitudes
* Praise with reason; explain to the pupil why they are being rewarded
* Praise with dojos, stickers, verbal praise, a smile!

It is *essential* to catch children doing the right thing and to praise them for it in order to create a positive, enthusiastic and safe environment.

At Bentley New Village we reward positive behaviour and learning attitudes in the following ways:

* Dojos
* Verbal praise
* Positive body language and expressions
* Sharing a child’s positive learning attitude and behaviour with the class
* Citizen of the Week awarded to a pupil from each class who has excelled in a learning attitude
* Weekly Citizens of the Week Celebration Assembly
* A Rewards Night – at the end of the school year, 4 rewards are awarded per class to pupils who have excelled in our learning attitudes and who are of merit. Pupils who have been awarded a Governor’s Award and a place in the Book of Honours will be celebrated. Parents are invited to attend.

## CELEBRATION ASSEMBLY

Each week, a Citizen of the Week is chosen from each class. This pupil will have demonstrated one or more of our key values. Their achievements are celebrated in assembly where the class teacher will share why they have been chosen. Each Citizen of the Week is awarded with a certificate and a Bentley New Village bracelet linked to the learning attitude for which they have been praised. Parents are invited to attend the celebration.

## **THE IMPORTANCE OF RECOGNISING THE ROLE OF SOCIAL, EMOTIONAL AND MENTAL/BRAIN HEALTH DEVELOPMENT**

****

Our school works hard at developing its understanding of the research-led information of the influences that effect children’s behaviour. We adopt a Thrive© led approach which means we offer a bespoke approach to helping pupils with their social and emotional development. Thrive teaches us to understand the impact that our early experiences have had on our brain development and how this affects our behaviour. Thrive improves all children’s emotional wellbeing and social skills and for our more vulnerable children, whose earlier experiences have not equipped them with a sufficient stress regulation system, it enables them to feel safe, to concentrate, to be curious or to work collaboratively. It helps them to develop a way to regulate their emotion, putting language to feelings and to communicate them rather than reacting solely on feelings.

In Thrive terms, we are teaching our children to:

Feel Stop Think Choose Behave

For children who have had ‘good enough’ life experiences where adults have helped them to regulate their emotions in different situations, this model shows what most children are able to do.

For those children who have had a trickier life experience, this is what they tend to do:

Feel Behave

As a Thrive school, it is our job to help them ‘catch’ the feeling, to understand it and to help them regulate it and deal with it in a safe way so that their emotional learning develops to reflect the first model.

Science shows us that it takes **500 times** to change a pathway in our brain – changing our emotional development takes time and commitment.

We teach our pupils the brain science behind their feelings and their body’s responses so that they are more able to understand the reasons behind their behaviour and how we can work together to change it.

## A THRIVE APPROACH TO SUPPORTING BEHAVIOUR

As the adult, it is key that we remain regulated (have our own emotions in check) so that we can provide emotional support and stability to our pupils. If, as the supporting adult, you do not feel that you are regulated enough to manage a pupil in need then you must ask for additional support.

When a pupil is finding things tricky, is dysregulated or in need of emotional support we, as adults, use four keys steps to help them regulate themselves (calm themselves) and which contribute positively to their development. They are known as the Vital Relational Functions (VRFs) and it is this approach that we use.

When a pupil starts to communicate that they are finding it tricky, we **do** VRF – we notice, we do **not** distract or ignore as they are communicating that they need our help.

## VRFs

* Attunement
* Validation
* Containment
* Soothing / Regulating
* **Attunement –** Be alert as to how the child is feeling. Name the emotion that you see. ‘I can see that…’ ‘I’m wondering if…’ ‘I’m noticing that…’
* **Validate –** Validate their experience / feeling. ‘It’s ok to feel sad when….’
* **Containment –** Be understanding of their feelings, match them. At times containment may be physical restrain where the child needs that containment to feel safe or to help them regulate their body, or to keep themselves and others safe.
* **Soothing / Regulation –** Model how to soothe and calm their bodies

Once the child is calm, we can ‘shine the light’ on their behaviour and model what we could do differently next time we feel this way.

Even though we work hard to understand the behaviour, we still let the child know ‘when that behaviour is not ok.’ We explain why their behaviour isn’t ok and what we are going to do to support them in changing those behaviours. It is essential to recognise that the supporting adult(s) should remain with the pupil until the pupil is regulated and able to use their thinking brain and manage themselves without high-levels of adult supervision and support.

## **‘**RED BRAIN’

When children are in their ‘red brain,’ otherwise known as the brain stem, they are dysregulated meaning that they are solely feeling all the emotion in their body and cannot engage the thinking part of their brain. These children are in a fight, flight or freeze mode. Children in their red brain are not open to discussion or reasoning and many will need emotional and / or physical containment through a positive hold to keep them safe. A child at ‘***Being’*** is permanently in their red brain and a child at ***‘Doing’*** is slightly less so. Therefore, we support their behaviour ***differently*** to those pupils who we know are working at Thinking and above.

## SUPPORTING A CHILD IN THEIR RED BRAIN

The sole aim is to calm and soothe the child. We do not try to ‘fix’ the situation as the child is not ready for that.

* Keep the child safe using a positive hold if necessary
* Attune and wonder out loud about the possible cause of the dysregulation. Avoid questioning. Often if we get the cause of the feeling correct, the child begins to calm as the adult begins to understand the situation
* Focus on calming and soothing the body. Encourage deep breathing to stimulate the Vagus Nerve which causes the body to soothe and relax
* Just be there for the child. Sometimes just sitting in silence is enough
* *‘I’m wondering what’s happened.’*
* *‘I’m noticing you’re… and I’m here for you.’*
* *‘I can see you’re finding this hard.’*
* *‘This is really hard for you and I’m here to help.’*

## SUPPORTING A ‘BEING’ CHILD

Here our focus is to build a relationship between child and adult so that they trust us to keep them safe. It is repetitive – the child will test the adult to see if they will keep their word.

* Attune, Validate, Contain, Calm & Soothe
* Shine the light on why their behaviour was not okay
* Support the child name their feelings
* Do not shame & blame
* NO logical consequence – the child’s brain isn’t sufficiently developed to understand the concept of cause and effect

## SUPPORTING A ‘DOING’ CHILD

At this stage we start discussions about apologies and consider how others may feel.

* Attune, Validate, Contain, Calm & Soothe
* Shine the light on why their behaviour was not okay
* Support the child name their feelings
* Discuss apologies
* ‘How do you think they feel?’
* NO logical consequence – the child’s brain still isn’t sufficiently developed to understand the concept of cause and effect

## SUPPORTING A ‘THINKING’ & ABOVE CHILD

At this stage the child learns about cause and effect and with support can understand logical consequences. A child at this stage can use their ‘thinking brain’ and has been supported to

Feel Stop Think Choose Behave.

* Attune, Validate, Contain, Calm & Soothe
* Shine the light on their behaviour and what could have happened instead
* Logical Consequence

## LOGICAL CONSEQUENCE FOR CHILDREN AT THINKING & ABOVE

We follow a logical consequence system to the behaviour that the pupil has displayed, in that they are able to put right the actions of dysregulated behaviour, once they are calm. Logical consequences MUST be related to the child’s point of development, the nature of the dysregulation and be a suitable and relevant consequence. Logical consequences are rarely a ‘one-size-fits-all’ model but are linked closely to the needs, emotions and behaviours of the individual.

Logical Consequences Guidelines (this is meant as a ***guidance*** to possible actions and not a definitive list of instructions; the logical consequence should be a reasonable and logical consequence to the action(s))

* **Refusal**

**To follow an instruction –** the pupil would do this before moving on

**To complete learning –** learning is completed during break / lunch time for maximum of 30 minutes. Loss of learning over 30 minutes, contact would be made with parents/guardians to gain permission for the time to be paid back after school.

**If the child is known to the inclusion team, vulnerable and screened the child would be supported to do this time by the inclusion team and class teacher.**

If the child is not known by the inclusion team, the class teacher would organise and facilitate this.

**\*\*\*\*\*\*\*\*\*\***

**FSU -** If a child refuses, the child completes learning in provision time, the child then works 1:1 with the class teacher/TA for ‘catch up work’

* **Hurting Another (Accidentally or the pupil shows remorse)**

Apology, pupil helps tend to the injury, pupil spends time writing an apology letter during break or lunch

\*\*\*\*\*\*\*\*\*\*\*

**FSU -** The child holds the adult’s hand and stays by their side for a few minutes (3 years old= 3 minutes) No talking; they need to know that they are missing out on whatever they were doing before. They are not having a “chat” with the adult… speaking at this time would be considered as a reward

* Once that thinking time is finished, the adult speaks to the child about playing nicely and models the apology together for the child. “I am very sorry that I hurt you. I will not do that again” (do not insist in the first child saying sorry)
* **Inappropriate language**

Apology, pupil spends time writing an apology letter during break or lunch

\*\*\*\*\*\*\*\*\*\*

**FSU -** explain to them in a calm voice that words like that are not ok

Give the chid an alternative word/phrase (for example let’s say “oh dear”)

* **Hurting Another (purposeful and non-remorseful)**

Suspension to the Head / Assistant Heads or home

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**FSU –** The child holds the adult’s hand and stays by their side for a few minutes (3 years old= 3 minutes) No talking; they need to know that they are missing out on whatever they were doing before. They are not having a “chat” with the adult… speaking at this time would be considered as a reward

* Once that thinking time is finished, the adult speaks to the child about playing nicely and models the apology together for the child. “I am very sorry that I hurt you. I will not do that again” (do not insist in the first child saying sorry)
* **Destruction of property**

This should rarely be seen if the Thrive approach is being used. At the point where a child is dysregulated to the point of destroying property, they need to be physically contained and placed into a safe hold. An adult then needs to use the VRFs.

## SAFE HOLD

At times, pupils may need to be physically contained to support them to regulate their feelings and where the pupil is a danger to themselves and / or others. If this situation arises:

* Safe hold **in a safe, pre-identified place** using the positive handling training
* Use the VRFs to understand the behaviour
* Think – are you the best person for the hold? The child may be upset with you, so an alternative adult may be more appropriate
* Use change of face – offer to swap with an adult if they have been restraining for a while
* Logical Consequence if they are screened at Thinking or above
* Complete a Serious Incident Form to be given to Mrs Smith or Miss Wales to be monitored and filed. Incident to be logged on CPOMs.
* Inform the parent / carer at the end of the day
* If numerous adults are involved in the hold, the adult who began the hold is responsible for the completion of the form. Other adults contribute to it before it is sent to the above sign - posted leads.

Staff members involved in Safe Holding are certified and will employ the holds and techniques from this training. Please see Bentley New Village’s Safe Hold Policy.

## DYSREGULATION ON ARRIVAL TO SCHOOL

The school’s aim is always to maximise learning times and learning opportunities for its pupils; we do this by striving to create conditions that support pupils in their learning. When a child is dysregulated at the point of arrival at school, parents may be asked to take their child home to re-regulate and to return to school once calm and ready to learn. This means that learning time is optimised for the individual and for their peers.

However, in certain cases, where the school deems, and /or has been risk assessed as inappropriate, parents will be invited into school to re-regulate their child, on site, to the point where they are ready to learn and enter class.

## SUPPORT FOR VULNERABLE PUPILS

Vulnerable pupils will have a Behaviour Support and Safe Hold Plan (BSSHP) which will detail behavioural tendencies, classroom strategies to support behaviour and de-escalation steps. It may also include a risk assessment, which will be completed if necessary, with an identified risk. The Behaviour Support and Positive Handling Plan will be created by class teacher, with the support of the Inclusion Team and any other supporting adult, who will then lead a meeting with parents. By signing the Behaviour Support and Positive Handling Plan parents are consenting to support Bentley New Village’s Managing Emotional Development and Behaviours and Positive Handling Policies.

Behaviour Support and Safe Hold Plans may include:

* Description of a child’s individual dysregulated behaviours
* Classroom support strategies
* Pupil Voice
* Thrive De-escalation Approach
* Positive Handling escorts & holds
* Risk Assessment
* Signature from parents

Vulnerable pupils will also be observed by a member of the Thrive Team and classroom support strategies will be advised. If it is required, following the observation, the pupil will be individually Thrive screened by a Thrive Practitioner and the class teacher leading to a personalised Thrive approach. Parental consent will be sought for any Thrive screening.

Member of our Inclusion Team, will work collaboratively with the families of identified vulnerable pupils to ensure that the right support is in place, both at school and at home, to enable the child to emotionally and therefore academically progress. We will work with families to refer to Early Help and other outer agencies if there is an identified need.

SCHOOL WILL;

* Create and implement a BSSHP with all parties in agreement; school, parents & child
* Thrive screen individuals in need of targeted SEMH support
* Re-screen Thrive individuals on a regular basis
* Implement a frequency chart to monitor high frequency behaviours of individual pupils
* Differentiate provision & resources if required
* Monitor trends in behaviours to see if a trigger can be identified and strategies implemented to support the pupil
* Include the pupil on relevant and applicable support programmes and/or interventions
* Offer a personalised timetable to support the pupil that may incorporate strategies such as sensory breaks
* Refer to other outer agencies, as necessary, when and where expertise (beyond the school’s expertise) needs to be sought
* Consider referral to Early Help, with parental consent, for behavioural support at home. If applicable, this is to be done within 6 weeks of the pupil being identified as a vulnerable behavioural pupil
* Hold an APDR meeting, with all parties involved, to discuss next steps in the pupil’s provision if there has been little to no improvement to behaviour despite high levels of support
* Hold a Multi Personal Meeting of key staff in school to discuss the child’s needs and identify strategies and next steps of support.

## OUTER AGENCIES

School will work in collaboration with outer agencies to ensure that the provision and setting for a vulnerable child meets their needs either within the school setting or an alternative more appropriate setting is identified within a reasonable time scale. School will work with a variety of agencies including; (for example)

* ASCETS
* CAMHS
* Educational Psychologists
* Thrive© support team
* Outreach provisions; Stone Hill, Levitt, specialist settings
* Early Help
* Social Care
* PAFFS
* Aspire
* With Me in Mind

We endeavour to meet the emotional and behavioural needs of our pupils by specialising and / or offering a rounded program of support. Identified staff members specialise in Thrive, Trauma Informed, Mental Wellbeing Officers, With me in Mind and Rainbows and Sunbeams.

## TRANSITION

School will endeavour to work in collaboration with other settings to ensure a robust and supportive transition plan is in place that meets the needs of the individual.

## SUPPORTING A CHILD WITH SEND

We strive to ensure that our provision for children with a Special Educational Need and/or an EHCP is specific, purposeful and supportive. We try to ensure that changes to provision are foreseen and to create a calm learning environments for *all*. We will assess the child’s special educational need and the stage of their emotional development to determine a logical consequence if it is required. A multi personal meeting with the Inclusion Team, SENCO and class teacher will be held if the child is not coping in class which is resulting in regular dysregulations with the purpose of the meeting being to review the current provision offered and to identify further support. Please refer to Bentley New Village’s Special Educational Needs Policy.

# SUPPORTING BEHAVIOUR OFF SITE / EXTRA CURRICULAR ACTIVITIES

This policy applies to children attending off site trips and extra- curricular activities. If behaviour is challenging during extra-curricular activities (breakfast club / after school clubs) or it is felt that the child would be unsafe during off site activities, a risk assessment would be carried out and discussions between school and parents would be held to discuss the child’s attendance. Please refer to school’s Suspension and Permanent Exclusions Policy and Extra Curriculum Behaviour Conduct Policy.

## EXTERNAL AGENCIES / SUPPLIES

When the class teacher is absent, the LSA for that class is responsible for following the Behaviour Policy, of notifying the supply / external agencies of any vulnerable pupils and of documenting any incidents for that day.

An Induction Pack will be given to long term supply cover and the member of staff will be met by a member of the Senior Leadership Team to discuss Behaviour and Safeguarding policies amongst others.

## STAFF CPD

Throughout the year, staff will have regular training around Thrive, the Behaviour Policy and expectations and any related forms and processes.

## PUPIL AND PARENTAL VOICE

School will regularly seek pupil and parental voice in order to strengthen practice within school and to ensure that children feel safe, supported and able to learn.

## RELATED POLICIES

Bullying and Child on Child Abuse are not tolerated at our school. Please refer to Bentley New Village’s policies for Safeguarding, Anti-Bullying, Safe Hold and Mental Well-Being, Suspension and Permanent Exclusions Policy and Extra Curriculum Behaviour Conduct Policy.

## MOBILE PHONES

## Children are expected to leave their mobile phones in the office at the beginning of the day and to collect them at the end of the school day. Please also refer to the Safeguarding and E-Safety policies.

## NON-NEGOTIABLES

At Bentley New Village, we have high expectations of behaviour and strive to support children in meeting these high expectations. There are occasions when even expertise support, advise, containment and guidance does not re-regulate a child and we have to consider the well-being of the child, their peers and the school staff. We follow these non-negotiables.

Any behaviour that is deemed to be:

* Purposeful and / or intentional violence to children and/or staff despite pertinent and accurate support…
* Consistent defiance leading to a child’s unsafe behaviour or behaviour which puts others at risk…
* Consistent refusal which impacts the learning and emotional wellbeing of peers…

will result in these Steps to Suspension:

Either the Head Teacher or an AHT will make the final decision, given the severity of the incident and the remorse shown by the pupil, in regards to the Non Negotiable breached, as to whether a suspension home is necessary.

1. Suspension to another classroom
2. Suspension home for a fixed and identified period of time (FTEx). The FTEx is set in line with the consequence to the actions performed and will be matched to the severity of the action
3. Complete a Serious Incident Form on CPOMs, if positive handling was required,
4. A return to school meeting with the Head, Assistant Heads or Inclusion Manager will be carried out before the pupil is able to return to school to review the incident and support needed
5. Incident logged on CPOMs
6. Recurrent supervisions will lead to discussion about a suitable intervention/support programme, external support or a permanent exclusion.

## SUSPENSION

Please also refer to the school’s Suspension and Permanent Exclusions Policy.

A decision to suspend a pupil will be taken:

a) in response to a serious breach or persistent breaches of the school’s behaviour policy; and

b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Bentley New Village complies with the current DFE Suspension and Permanent Exclusion (2023) whose guidance has been updated to reflect the government’s ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil.

* If an incident is deemed serious enough to involve fixed term suspension, the Head Teacher will endeavour to contact the parents, and any other necessary parties, on the day of the incident.
* A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures the parents can take in relation to them.
* Work will always be provided for the length of the suspension. It is expected that this will be returned to be marked.
* Parents must meet with the Head Teacher, Assistant Head or Inclusion Manager on the day that the pupil returns to school to ensure such events don’t reoccur.

### FIXED TERM SUSPENSION

This involves the pupil being asked to remain at home for a defined period. During this period, responsibility for the pupil passes to the parents. The Head Teacher informs the Governing Body about a fixed term suspension beyond five days in any one term.

## PERMANENT EXCLUSIONS

The decision to exclude a child permanently is a serious one and Governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school’s behaviour policy, where allowing the pupil to remain in school would seriously harm the education or the welfare of the pupil or others in the school. The Head Teacher informs the Governing Body about any permanent exclusion. The Governing Body has a duty to consider parents’ representations about an exclusion. The requirements on a Governing Body to consider an exclusion depend upon a number of factors (see DFE Suspension and Permanent Exclusion Guidance 2023 and The Key for Governing Body).

The decision to exclude a pupil will be based on the evidence of the SLT / members of staff. The Head Teacher will make the final decision regarding the exclusion.

## DOCUMENTING THE INCIDENT

Every staff member is responsible for documenting a behaviour incident. ***All*** incidents are logged on CPOMS.

1. Log the incident on CPOMS including your name and date of the incident. Select ‘Behaviour’ category and any relevant sub categories.
2. Complete the Serious Incident Form on CPOMs if a safe hold was necessary.

# APPENDIX 2

# **BEHAVIOUR SUPPORT & POSITIVE HANDLING PLAN**

Pupil’s name; Year Group;

Date of Plan; Review date of plan;

Child screened at;

Being Doing Thinking P&I S&S Not screened

Does the child have 1:1 support?

Yes No

Does the child have a bespoke timetable?

Yes No

What do the behaviours look like?

|  |  |  |
| --- | --- | --- |
| Stage 1 Anxiety behaviours | Stage 2 Defensive behaviours | Stage 3 Crisis behaviours |
|  |  |  |

Classroom support strategies

What are the common triggers?

|  |
| --- |
|  |

Pupil Voice; How can adults help you when you’re having a tricky time?

De-escalation techniques;

|  |  |  |
| --- | --- | --- |
|  | Try | Avoid |
| Offering the child empathy (attuning & validating the experience) |  |  |
| Safe-place offered |  |  |
| Safe-place directed |  |  |
| Transfer the adult |  |  |
| Reminded to stop-think-choose-behave (Thinking +) |  |  |
| Removing audience |  |  |
| Parent / Carer to re-regulate child if child is dysregulated before school |  |  |
| Details of other; |  | |

|  |
| --- |
| Positive Handling techniques that may be used;  Escort  Double hand restraint (two person)  Seated low-level restrictive restraint  Secure cup restraint (two person)  Seated low-level restraint for kicking (legs over or scissor hold) |

Risk assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Anticipated Risk | Prevention taken | Effectiveness |
|  |  |  |  |
|  |  |  |  |

I agree to the school’s Behaviour Support and Safe Hold Plan for my child and I will support my child and the school with managing my child’s behaviour. I agree to Bentley New Village’s Managing Emotional Development & Behaviours and Safe Hold Policies being implemented as necessary. I understand which behaviours will lead to my child’s suspension.

Signed by parent; Date;

# APPENDIX 3

|  |  |
| --- | --- |
| BENTLEY NEW VILLAGE  SERIOUS INCIDENT FORM | |
| Date of incident; | Time of incident  Start:  Finish: |
| Name(s) of staff(s) involved; | |
| Name(s) of pupil(s) involved; | |
| Name of other staff / pupils who witnessed the incident; | |
| Child screened at;  Being Doing Thinking P&I S&S Not screened | |
| Additional needs: Y N  EHCP; Y N  Trauma History: Y N | |
| Describe the lead up to the incident (what was happening, signs of dysregulation, triggers); | |
| De-escalation techniques which were tried (please tick);   |  |  | | --- | --- | | Offering the child empathy (attuning & validating the experience) |  | | Safe-place offered |  | | Safe-place directed |  | | Change the adult |  | | Reminded to stop-think-choose-behave (Thinking +) |  | | Other (please state) |  | | |
| Pupil’s point of view; | |
| Why was it necessary to support the child’s regulation?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Danger to self/ unable to self-regulate. |  | Danger to other children |  | Damaging property |  | | Danger to adults |  | Running/ trying to abscond |  | Refusing to enter school |  |   Details of the dysregulation (including why the safe hold was necessary, proportionate and in your opinion what you harm you were preventing) | |
| Please indicate which physical intervention was used to contain, calm & soothe the child;   |  |  |  |  | | --- | --- | --- | --- | | Escort |  | Hold |  | | Double hand restraint (two person) |  | Secure cup restraint (two person) |  | | Seated low-level restrictive restraint |  | Seated low-level restraint for kicking (legs over or scissor hold) |  |   Duration of physical intervention(s):  How did you know the child was fully regulated?(breathing techniques used, discussion with child, body posture etc) | |
| Were any medical interventions or injuries suffered to the child or adult?  Yes If yes, please specify: No | |
| Parent informed:  Face to face Telephone Email Class Dojo message | |
| Signed: Date: | |
| Account agreed by other participant of the hold: Yes | |
| Separate form completed if giving a different account Yes | |