POLICY FOR INCLUSION

Reffley Academy

Document Detail	
Category	Statutory
Department	Reffley Academy
Responsible Officer	Headteacher of Academy
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Contents

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the academy
- Outline our behaviour expectations and how behaviour is managed
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Rationale

Our Inclusion Policy is based on the following approaches: -

1. Five Academy Values,
2. PATHS ,
3. Restorative Approaches (see Appendix 1),
4. THRIVE (see Appendix 2)

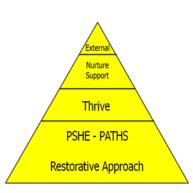The values and principles behind our inclusion and behaviour strategy are:

- All pupils benefit from learning and developing in an environment that fosters and rewards good behaviour (this includes pupils from all backgrounds and abilities).
- All pupils have the opportunity to reflect, to make positive choices about their behaviour and influence outcomes.
- All staff consistently apply the same system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following rules and expectations are noticed and rewarded.
- Disruptive behaviour does not affect the learning of others.

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

How we support and develop an inclusive learning environment
We aim to provide a happy, safe, fair and inclusive environment where all pupils have the opportunity to learn and make progress. In order for this to happen we must ensure that the social, emotional and mental health needs of children are adequately met, making reasonable adjustments where necessary. Our provision is based on the following illustration: -

We use a range of approaches: -
1. Relationships, Sex and Health Education (RSHE) curriculum
2. Academy values
3. Restorative Approaches (Appendix 1) – this is used to build a sense of community and to teach children how to repair harm.
4. THRIVE (Appendix 2) – children are taught strategies to regulate their behaviours

2. Legislation, statutory requirements and statutory guidance
This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

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

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

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Type of Bullying	Definition
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online

Details of our Academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board
The Local Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- Approving the Inclusion and Behaviour Policy
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher
The Headteacher is responsible for:
- Reviewing this behaviour policy
- Creating a positive environment within the academy
- Creating a restorative ethos
- Supporting staff to deal with poor behaviour choices in a restorative way.
- Monitoring how staff implement this policy to ensure that it is applied consistently to all groups of pupils
- Ensuring that all staff understand the expectations and the importance of maintaining a calm and respectful environment.
- Providing new staff with a clear induction into the academy's restorative culture to ensure they understand how best to support all pupils to participate fully
- Providing appropriate training in the management of good behaviour and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour (Step-On, de-escalation strategies, Restorative Approaches).
- Ensuring this policy works alongside the Safeguarding Policy to offer pupils appropriate support and consequences if required.
- Ensuring that the information from the behaviour log (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff
Staff are responsible for:
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil conduct
- Implementing the Inclusion and Behaviour Policy consistently
- Modelling the academy values, expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly using CPOMS

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents/carers

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

Successes will be celebrated and shared with parents regularly. This is done via Class Dojo, face to face and during weekly celebration assemblies.

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

Parents and carers, where possible, should:
- Get to know the academy's Inclusion and Behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work and plans to support their child with their behaviour
- Raise any concerns about the management of behaviour with the Class Teacher/Headteacher directly, while continuing to work in partnership with the academy

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about any changes in their child and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be taught about:
- The academy values
- The expected standard of behaviour they should be displaying at the academy
- The academy routines and rules
- The rewards they can earn
- How to repair harm using a restorative circle
- What support they can have if they are finding things difficult

6. Inclusion and behaviour strategies

The academy uses the following strategies to promote good behaviour:

Relationships, Sex and Health Education (RSHE)

Through RSHE curriculum: -
- Each class creates their own set of class rules - a set of standards the children agree are necessary for them to be happy, feel safe and to learn in class.
- Pupils are taught about self-control, self-esteem and emotional awareness.
- Pupils are taught basic problem solving skills, social skills and how to make and keep friendships.
- Pupils participate in a daily compliments circle

Academy values

We have five core values that are help pupils make decisions and determine their choices: -

- Curiosity
- Co-operation
- Ambition
- Resilience
- Respect

Each value is represented by a cartoon character, their characteristics are explicitly taught with age appropriate examples and stories to give pupils a context. There is a focus on one of the key values each week. Pupils are set challenges to demonstrate the value(s).

Further information can be found here:

https://primarysite-prod-sorted.s3.amazonaws.com/reffley-academy/UploadedDocument/c63dce31-53ac-4918-897e-0b65ca0f9fe6/reffley-values.pdf

Restorative Approaches - this approach is based on two equal elements: -

Building a sense of community	Repairing harm

In order to build a sense of community do the following things: -

- We hold class circles for learning when appropriate. The purpose of the circle is to give children an equal voice and an opportunity to share their feelings and thoughts.
- Compliment circles are used to conclude the day and reflect on what has happened.

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

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

Further details can be found at Appendix 1.

THRIVE – this approach enables us to support pupils who have been emotionally thrown off track. Using a diagnostic tool, we understand what the pupil's needs are and are directed to targeted strategies and activities to help pupils to re-engage. Further details can be found at Appendix 2.

6.1 Mobile phones

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

7. Responding to behaviour

How we support pupils to make good choices

As part of the RSHE curriculum, a set of class expectations/rules are drawn up at the start of each academic year. The children are involved in creating their class agreements. These class rules are displayed in every class and children are reminded regularly on good learning behaviours.

Teachers celebrate good behaviour and learning choices through assemblies, praise, stickers, certificates, moving towards a star (Early Years only) the use of class dojo (www.classdojo.com). This online platform is shared with parents and is used as an opportunity to encourage pupils by awarding points for any skill or value – for example working hard, being kind, helping others or making good choices.

Leaders will consider an alternative approach to behaviour management for pupils who find managing their behaviour difficult. This may include: -
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans/personalised time tables
- Specialist Resource Base
- Multi-agency assessment

Conflict:
- Restorative circles are used as a tool to resolve conflict. Circles are carried out by adults and/or trained mediators.
- Any bullying, harassment or discrimination is dealt with as laid out in the Anti Bullying Policy

7.1 Classroom management

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

7.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour choices may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to

children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

7.3 Responding to good behaviour
When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. Positive reinforcements and rewards will be applied clearly and fairly and will take the following form:
- Verbal praise
- Reward ClassDojo points, parents are notified via the App
- Certificates and special assemblies

7.4 Responding to poor behaviour choices
Staff will endeavour to create a predictable environment by identifying behaviour that is unacceptable and by responding in a consistent, fair and proportionate manner. De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

If a child demonstrates misbehaviour the following steps are taken:
1. Verbal reminder
2. Undertake a restorative circle. The expectation is that this resolves the problem.
3. Use of the high risk management plan (Appendix 3)

If the behaviour persists, the following procedure is enacted:
1. Time out in own classroom
2. 5 minutes reflection time with the class teacher or TA during break/lunch
3. Time out in another classroom*
4. Support from key stage leader
5. Referral from key stage leader to Pastoral support TA / Headteacher (parents informed)
6. Parents will be informed when a child has been referred more than twice a week and a meeting planned to plan a way forward.
7. Adults on playground supervision duty will inform the class teacher of pupils involved in any incidents that could not be resolved with a restorative circle.
8. Incident of serious misbehaviour must be referred immediately to the Headteacher or member of the leadership team. In these cases, a consequence will be given and parents informed.
9. All incidents will be recorded on CPOMs and monitored by the inclusion team to look for patterns and identify if further intervention will be needed. An internal exclusion may be used.

Discussions will take place with parents where behaviour has not been able to be resolved using a restorative approach and/or where behaviour is of an extreme nature. When a pupil's behaviour choices fall below the standard expected, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Staff will consider what support could be offered to a pupil to help them to make good behaviour choices in the future.

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

7.5 Personalised timetables

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

In consultation with parents, and other agencies where appropriate, a PSP (Personal Support Plan) will be drawn up to detail a tailored provision to meet the child's needs. This may involve small group focused support outside of the classroom environment to develop self-esteem, self-regulation and ensure curriculum coverage. This may involve adjusted start and/or finish times. The academy will determine how much teaching time there will be. This will be closely monitored, with the aim of reintegrating the child back into the classroom as soon as possible or seeking alternative support or provision that is suited to the child's needs.   The reintegration plan will be shared with the Local Authority.   A solution focused action plan will be put in place to include a Thrive action plan.

7.6 Reasonable force

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

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

7.7 Confiscation, screening and searching
<u>Confiscation</u>
Any unsuitable items found in a pupil's possession will be confiscated. These will be returned to parents/carers at the end of the day.

<u>Searching a pupil</u>
Searches will not take place. Where there are concerns, a parent will be called and asked to come in and speak to their child about any items it is believed they have on them or in their bag.

7.8 Online concerns
The academy will follow our Inclusion and Behaviour Policy for poor behaviour choices online.

8. Serious sanctions

8.1 Missing a part of break/lunchtime
Pupils can be asked to remain in the classroom for a period of time at break or lunchtimes in response to an issue that has arisen.

8.3 Suspension and permanent exclusion
Leaders can use suspension and permanent exclusion in response to a serious incidents or in response to persistent poor behaviour which has not improved following the support put in place.
The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Our aim is to avoid the use of exclusions. However, if we are unable to modify the behaviour choices presented, and a child is significantly impacting on the learning and safety of other pupils using the strategies

above, a suspension will be used as a first stage, followed by a permanent exclusion if there is no change in the behaviour choices.

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

9. Responding to misbehaviour from pupils with SEND
9.1 Recognising the impact of SEND on behaviour
The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with poor behaviour choices from pupils with SEND, especially where a pupil has Social, Emotional and Mental Health challenges, leaders will balance their legal duties when making decisions about enforcing the Inclusion and Behaviour policy. The legal duties include:
- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

The following approaches will be used as appropriate:
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil to sit in sight of the teacher
- Adjusting uniform requirements for a pupils with sensory issues
- Training for staff
- Use of the Thrive room where pupils can regulate their emotions
- Check medical needs are stable

9.2 Adapting the Inclusion and Behaviour Policy for pupils with SEND
When considering how to respond to behaviour choices a pupil with SEND, the academy will take into account:
- Was the pupil unable to understand what they have been asked to do?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

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

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

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

9.4 Pupils with an education, health and care (EHC) plan
Leaders will ensure that the provisions set out in the EHC plan are put in place. Leaders will liaise closely with the Local Authority if they are concerned about the behaviour choices of a pupil with an EHCP. If appropriate, leaders may request an emergency review of the EHC plan.

10. Supporting pupils following a suspension

Following a suspension, staff will consider strategies to help the pupil to understand how to improve the behaviour choices they make. This will include a reintegration meeting.

11. Training

As part of our induction process, staff are provided with training on inclusion and the management of behaviour, including training on:
• De-escalation strategies (Step-on)
• Restorative methods (Step-On, Thrive)
• The needs of the pupils at the academy

Classroom management techniques will be reviewed as part of our monitoring cycle where staff receive constructive feedback.

12. Monitoring arrangements
12.1 Monitoring and evaluating behaviour
Leaders collect data on the following:
• Incidents of poor behaviour choices, including time out in another classroom
• Attendance, permanent exclusions and suspensions
• Use of pupil support units and managed moves
• Perceptions and experiences of the academy through surveys for pupils, staff and parents.

The data is analysed half termly and reported to Governors at the Local Governing Board.

Leaders will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, leaders will review our policies and procedures.

12.2 Monitoring this policy
This behaviour policy will be reviewed by the headteacher and Local Governing Board on an annual basis, or more frequently, if required to address findings from the regular monitoring of the behaviour data (as per section 13.1). Child protection and safeguarding policy

13. Links with other policies

- Safeguarding and Child Protection Policy

- Anti-Bullying Policy

Appendix 1: Restorative Approaches

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

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

Through this approach, we endeavour to: -
- Improve the emotional and social skills of staff and young people
- Develop a sense of community and belonging
- Encourage children to be accountable and take responsibility for any harm caused.
- Resolve problems amongst groups of young people and/or staff
- Address bullying, racism and gang conflicts with confidence
- Reduce exclusions
- Run effective re-integration meetings

Appendix 2: THRIVE

Rationale

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

Cause and effect

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

The relationship between a child and a significant adult is developed using The Thrive Approach. It:
- helps a child get ready to learn
- enhances their learning
- builds positive relationships between a child and his/her peers
- improves attainment

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

- Being
- Doing
- Thinking
- Power & Identity
- Skills and Structure
- Separation and Sexuality

Outcomes

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

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

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Appendix 3: High risk management plan

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

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

The following strategy will be used:

Step	Action to take
1	A member of the pastoral team or SLT will take the lead. In the absence of this team, a teacher will take the lead. Other available staff will support. Vital Relationship Functions (VRFs) will be used to attune, validate and contain.

2	Supporting staff will be directed to do the following (as required): • Deflect onlookers – take them to their classroom/outside/another area. • Provide a presence (stairwells, doors and open areas) to minimise impact to other children and learning. • Monitor safety by observing from a distance. • Use a calm voice to discourage the child/adult from causing damage to themselves, others or property. • In the event of more than one child/adult getting together – if possible, the group will be divided into small groups to de-escalate. • Containment strategies – access to zones will be managed to minimise the impact on other children and learning (hall, corridor areas, and doors near the toilets). • Use of the de-escalation script - use the child's name; I can see something's wrong/happened; I'm here to help; Talk and I'll listen; Come with me and…..(note, this is less successful where there is a group of children – in this situation it is better not to speak as this inflames the situation) • If the situation does not calm down, parents/police will be contacted and a suspension given
3	If a child is behaving in a dangerous way in the classroom (throwing tables and chairs) the following strategies will be used: • De-escalation script (calm, quiet voice essential) • If the child refuses to leave the room, the other children will be moved by the adult in the classroom to another room. • An adult will remain with the child and either encouraged to help re-sort the classroom or will monitor safety from a distance. If the child leaves the room they will be monitored from a distance and the strategies in 1-3 above will be used.
4	Meetings with potentially volatile parents must take place in the meeting room (near the main entrance) with more than one member of staff present.