Barming Primary School
Part of the Orchard Academy Trust



Expectation and Exclusion Policy

Previously known as the School Behaviour and Exclusion Policy

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Chair of Governing Body: Rev W. North

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Table of Contents

Expectation and Exclusion Policy 1
Previously known as the School Behaviour and Exclusion Policy 1
Introduction 3
Building Connection Helps to Improve Behaviour 3
Building Connections – 'Connection Cash' 4
Things Adults (Staff and Parents) Can Do: 4
Expectations 5
Rewards, Punishment and Recognition 5
Executive Function Skills 7
Understanding Needs 7
Responses to Stress – Do YOU know YOURS? 9
How do you support a struggling child 10
How do we build positive social norms? 11
Routines 12
Prep For Best 12
Responding When Things Go Wrong… and they will! 12
Bullying 17
Confiscation, Searches and Screening 17
Behaviour Concerns Off-site / Online / Malicious Allegations 20
Reasonable Force 21
Suspensions / Exclusions 22
Alternatives to Suspension / Exclusions 23
Permanent Exclusions 23
SEND children 23
Mobile Phones 23
Appendix 1: Discipline in Schools 24
Appendix 2: The 5 Steps of Emotional Coaching (Script for Behaviours of Concern) 25
Appendix 3: The Empowerment Approach 26
Appendix 4: The Empowerment Approach – steps 0 - 14 27
Appendix 5: Record of Coaching Conversation 28
Appendix 6: Noise Levels 29
Appendix 7: Letter to Yr. 6 Parents 30
Appendix 8: Class Rules 31
Appendix 9: School Rules 32
Appendix 10: Give me 5! 33

Expectation and Exclusion Policy

Introduction

At Barming Pre-School & Primary School we believe in 'Prep for Best', setting high expectations, establishing routines for behaviour and providing high support for those who find certain expectations more challenging! We will not lower the expectation, instead we increase support to help the child meet the expectation. These are an integral part of having a positive attitude to learning and raising attainment, which must be supported at home.

Our policy is rigorous and systematic. We will hold children to account to help them improve (this will not always be obvious, and it certainly will not be public), especially during our rigorous process/procedure, highlighted below. This policy is based around the following mantra, upheld by ALL STAFF:

CONSISTENT, PERSISTENT and INSISTENT… with a bucket load of kindness!

Behaviour is a form of communication and a signal that a child has unmet needs. A change in behaviour could be an indication that:

- A child is finding work difficult/challenging.
- A child needs help or protection (safeguarding) – Unmet needs.
- There has been a change in routine, expectation or homelife, e.g. a bereavement etc. (Not an exhaustive list).

Remember… brains are built, not just born!

- ❖ Repetition strengthens brain signals.
- ❖ Early childhood is a crucial time for brain development – it starts from birth, at home.
- ❖ Children need to understand how their brain works – brains can be rewired, so change is possible!
- ❖ Experiences shape brains.

Below are the 4 factors which shape the developing brain:

- Strong, positive attachments, or lack of them.
- Positive, enriching experiences in the early years (from birth) or lack of them.
- Stress (not all stress is bad), adverse childhood experiences (ACES) and trauma.
- Brain differences, sometimes called neuro-differences or neurodivergence.

Building Connection Helps to Improve Behaviour

Good relationships are built on '**connection cash**', mutual respect and trust. It is an adult's responsibility to maintain strong relationships with children, both staff and parents. It's the adult who is responsible for consistently acting in ways that generate oxytocin (trust), that mean the children feel connected (supported / calm), know they are loved and believe that they matter.

We believe that the core of supporting behaviour is a positive approach and as Paul Dix states:

'Praise in Public & Reprimand in Private'.

This is something we strongly try to encompass in our practice. Staff praise desirable behaviours and take to one side, children demonstrating behaviours of concern. This helps to establish a…

'No Shame Culture'.

- ✓ All adults and children in school have the right to be safe from physical harm or threat of harm.
- ✓ The right to a valued member of the school community.
- ✓ The right to be able to learn useful or valuable lessons (and possibly both).
- ✓ The right to be listened to.
- ✓ The right to be treated with dignity.

Our core values support our high expectations:

Core Values
- **Respect**
- **Responsibility**
- **Wisdom**
- **Courage**

Building Connections – 'Connection Cash'

Connections are key to building good relationships. To build connections you must build 'connection cash'. Connection cash comes from YOU! You need to show a genuine interest in whatever matters to the child, even if it doesn't interest you much – you may not be interested in the topic, but you must be interested in strengthening the relationship.

Building 'connection cash' is likely to be more successful if you follow the simple principle – **Hands busy, eyes busy, brain free.** Do something together that is fun, but still leaves the brain space for connection – going for a walk, doing a jigsaw, baking etc.

Strategies for building 'connection cash balance in the relationship bank':

1. Prioritise time to connect with the child. Making time for them and meeting them on their own terms will go a long way towards building that connection, and if you can find a shared activity or interest, then all the better.
2. Spend time finding out what they are interested in and encourage them to chat about what they enjoy.
3. You can get a few connection coins by just saying: 'How did it go…?' or 'What happened in…?'. It means a lot to people when we make the effort to just remember a bit about their life and interests.
4. The foundation of your connection will be listening to them with attention and empathy and acknowledging their opinions and thoughts, no matter how far they may be from your own: trying to correct their ideas is a sure way to destroy connection.
5. Watching movies or TV preoccupies the brain too much to allow for a high level of connection. However, if that is the only activity that they want to do with you, it is better than not doing anything at all.

Don't be tempted to start spending your 'connection cash' until you've got a healthy balance in the bank!

Things Adults (Staff and Parents) Can Do:

1. Prep for Best – if you don't prep, you leave things to chance!
2. Let children know explicitly that they are welcome and wanted.
3. Teach them that it's OK to make mistakes.
4. Teach them that you want the best for them.
5. Show them that they matter by involving them.
6. Always treat them with dignity, even if they test you.
7. Always watch for rudeness, bullying, mocking or discrimination, and challenge these things.
8. Use structured talk/coaching to guarantee that everyone has a chance to be heard.
9. Give take-up time for children to think before they respond.
10. Be consistent, Persistent and Insistent… with a bucket load of kindness.
11. Follow-up for progress and repair – *'Without follow-up, you'll always be mopping up.'*
12. Promote the 5Cs – Control / Capable / Comfortable / Connected / Count.
13. Give children their daily D.O.S.E.



Expectations

High expectations that are clear and consistent, set the aspiration that young people and all those around them can be **safe, content and at their best.**

- Where possible we agree expectations with a child/children as this gives them a sense of control. Children have a stake in them, meaning they maybe more invested in them.
- Expectations should be: **'Good for me, good for you and good for everyone'**.
- High expectations and high support for those who find certain expectations more challenging! We will not lower our expectations, instead we will increase support to help the child meet the expectations.

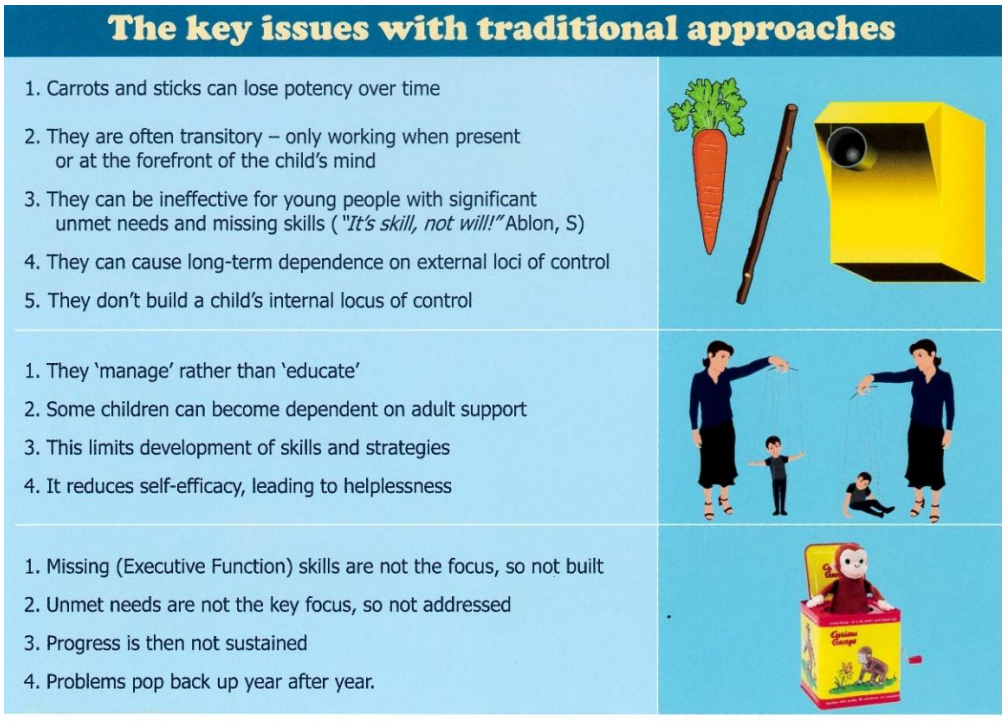
Tips on Agreeing Expectations:

1. Teach what 'great' looks and sounds like. Describe clearly what you expect and when.
2. Make it meaningful so that children can see the point. Children need to understand the reason behind whatever they are being asked to do.
3. Be truly collaborative – do together, not do to!
4. Be honest. Being honest is about acknowledging that some children will find it harder than others to keep to the expectations that have been agreed. Acknowledging this openly builds understanding and empathy. It puts the focus on what needs to happen so that everyone can be their best. By not being honest, some children will think it is 'not fair'.
5. Keep it real. Put the focus on natural consequences of meeting expectations or not meeting them rather than imposing arbitrary rules and punishments. Helping children to understand the impact their actions have on others. When punishment is the default, children tend to focus inwards on themselves rather than outwards on others and can become filled with self-pity or resentment.
6. Rigorous and certain. Really consider the needs of all parties, not in a tokenistic way.
7. Make it impactful. Do our actions make a real difference?

Children shouldn't be doing the right thing because they are being watched, but because they know it is the right thing!

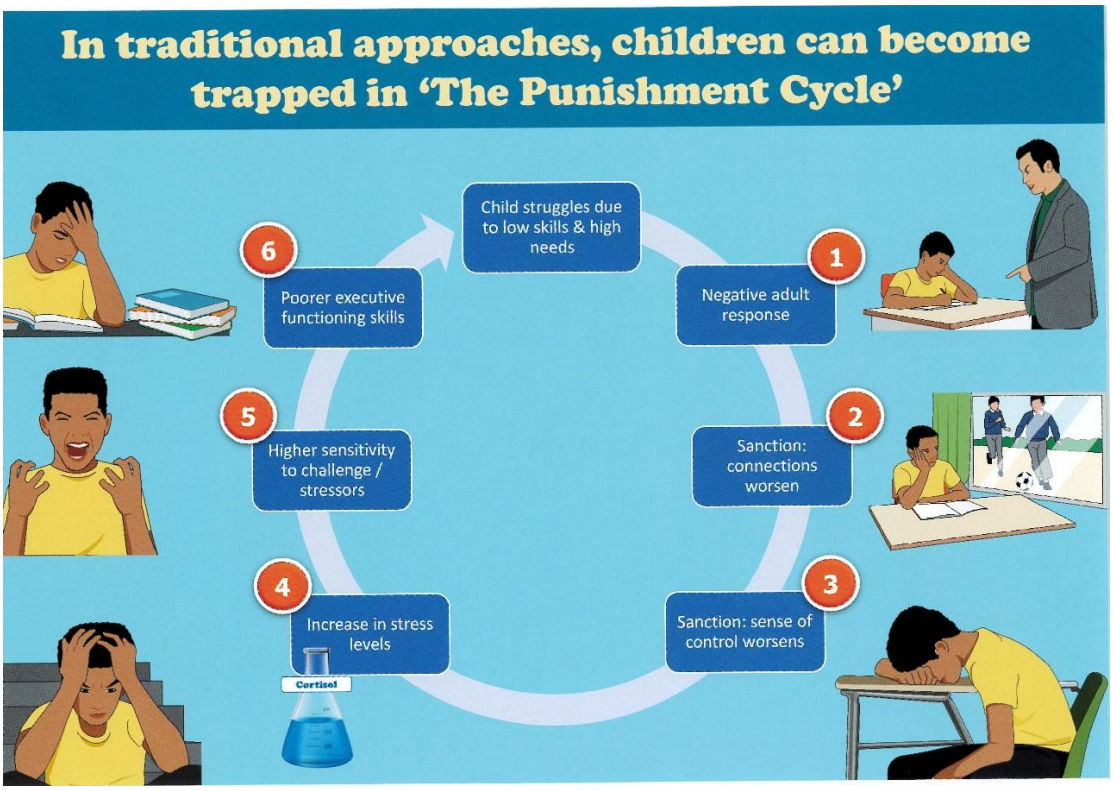
Rewards, Punishment and Recognition

The 'Carrot and Stick' approach is bad for brains.



When a punishment or reward doesn't work… they get bigger!

'Challenging behaviours are due to a deficit in skill not will.' 'Students are doing the best they can with the skills they have'.



Creating a therapeutic mindset:

1) A therapeutic mindset recognises that unhelpful behaviours are symptoms of something that is going wrong for a child (most likely a gap in their skills coupled with unmet physical, sensory and/or emotional needs).
2) Therapeutic approaches are not soft and permissive, instead it is saying – **'I'm not willing to let you down by failing to support you to develop the skills you need to be happy and do well.'**
3) Rewards are not the answer to improving behaviour… a reward is a bribe to secure compliance! Why rewards are generally ineffective:
    a. A way of forcing a child to obey – this control can escalate behaviour.
    b. A child may enjoy receiving rewards, but they have no impact on the behaviour, as they are doing what you asked because they are nervous about what may happen if they don't.
    c. A child's behaviour doesn't improve even though they are desperate to change. They never get the rewards as their behaviour doesn't merit them. The child becomes resentful and it feels unfair.
    d. A promise of a reward is given at the beginning of the week when the child is full of energy and the reward is uppermost in their mind and helps them to do what is required, but as the week progresses it's hard to sustain this level of effort and the reward becomes more distant as the challenge of life increases.

When children are struggling with a certain situation, protective factors need to put in place to support that child – these are temporary factors until they can do something... I can see you are struggling with this... so we need to put in some protective factors. E.g. Someone will be in that area, or you need to avoid that activity etc.

Replacing rewards with recognition

- Recognise when a child has improved in a specific skill or gained new knowledge or understanding. This will enable them to notice that they can now do the thing they previously found harder as new neural pathways are built.
- Encourage the recognition and development of behaviours that are pro-social and helpful to the child and to those around them. This will develop their emotional intelligence, social citizenship and moral compass which will stand them in good stead now and in the future.
- Point out when a child is finding something easier or more difficult, rather than saying that they are having 'good' or 'bad' days: 'I notice that you're finding it more difficult to stay calm when things don't go the way you wanted. What could help you, do you think?' 'I can see that you're swimming a whole length much more quickly now. That must feel good'.
- In a school or group setting, involve children in noticing and tracking their progress against specific skills, knowledge or understanding.

Flipping the Praise

Flip praise so that a good feeling builds within the child and they start to feel more capable within themselves. Remove reliance on adult's praise to feel good. E.g. When noting an achievement, we could say 'You must feel great that you can now…' rather than 'I'm so pleased that you…'

This does not mean that we do not sometimes need people to say they are proud of us!

Positions of responsibility

These positions are usually given to children who already have good self-esteem and feel capable in their daily lives: those who know they are cared for and who believe they count.

Therefore, choosing children who do not have these skills gives the adult an opportunity to develop the skills and to teach them how to be successful. It also means that the child's emotional needs are met, meaning they feel capable, important and valued.

Executive Function Skills

Executive Function Skills develop throughout childhood. **Children will mess up from time to time and some will mess up a lot.** However, this is OK, because getting things wrong is all part of the learning process.

Executive Function Skills are skills – they can be learnt and developed, but this takes time and practice!

The Executive Functions:

Executive Function Skills Summary

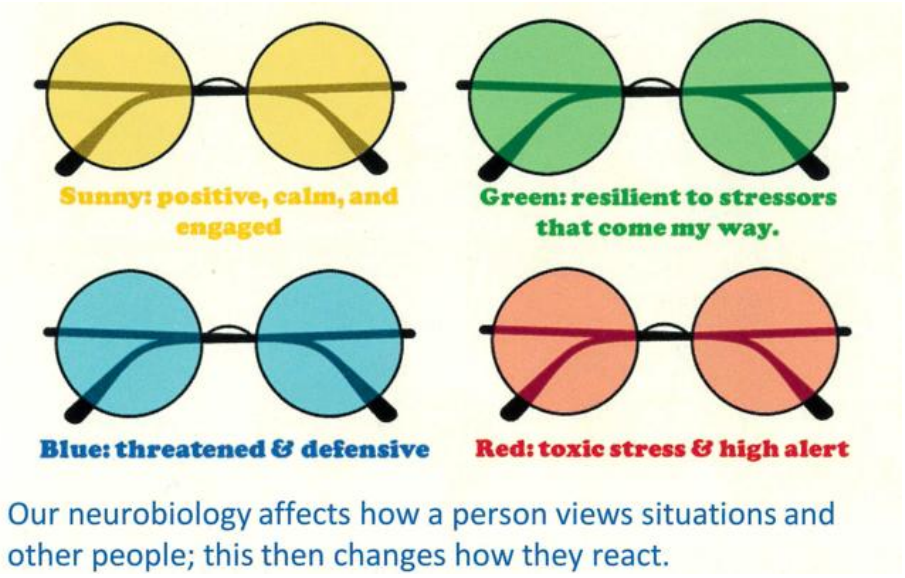
	**1. Flexible Thinking: Being able to:** ▪ Stop a task you enjoy and start one you need to do ▪ Manage newness, unfamiliarity, uncertainty and change ▪ Be able to compromise, see different points of view and try out alternative ways of doing things
	**2. Attention Control: Being able to:** ▪ Focus attention on the right things (to be prosocial/achieve well) in the task you are involved in ▪ Manage distractions – both internal thoughts and external sounds, sights, smells etc. ▪ Keep (persist) attention on one thing to finish it
	**3. Thinking Speed: Being able to:** ▪ Make sense of the information you hear or see at a speed that means you can keep up ▪ React at an appropriate speed – e.g. follow instructions or answer questions quickly enough. ▪ Finish tasks in the time given
	**4. Working Memory: Being able to:** ▪ Hold several things in your mind at one time ▪ Hold information in your head for long enough to use it e.g. listen to and follow an instruction. ▪ Carry out all the parts of a task in the right order
	**5. Emotional & Energy Regulation: Being able to:** ▪ React at an intensity which matches the size of the issue and in a way that is ok for others ▪ Self-soothe and become calm and content at a speed which reflects the size of the issue ▪ Change your energy to suit a situation
	**6. Inhibition & Impulse Control: Being able to:** ▪ Ignore distracting thoughts ▪ Push away unhelpful instincts/urges/desires and shift to safer, healthier and more helpful options ▪ Resist impulses to do things that aren't helpful to you or others

Understanding Needs

Creating a culture is enormously time-consuming and hard work! It requires constant attention and maintenance.

- Learning is important, individually and personally.
- Everyone in the room matters and is important.
- Everyone in the class has needs, but not everyone's needs are met. Three types of need – physical, emotional and learning / cognitive.

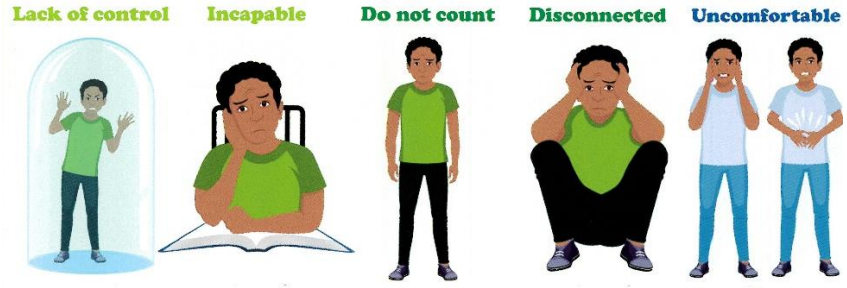
While everyone shares the same needs, it is important to recognise that individuals vary widely in the amount of input they require within each category of need to feel comfortable, stimulated and emotionally secure. We all wear different coloured lenses when we look at life ahead and these are influenced by our positive and negative experiences.



Everyone has 5Cs that need to be met:



What happens if these needs are not met?



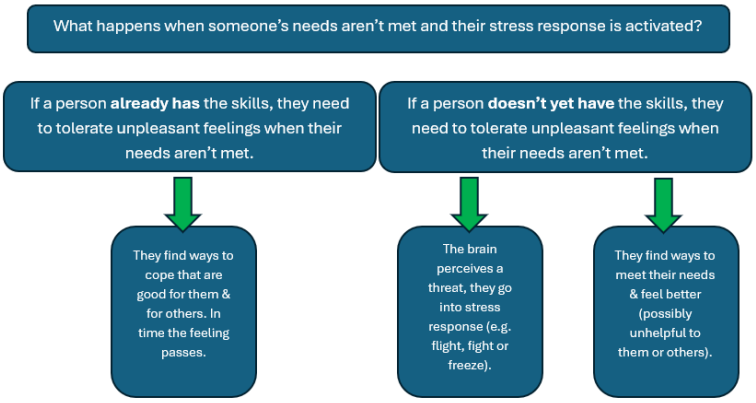
- When we feel capable or have a good sense of control over the things happening in our lives, the hormone dopamine is released into our system.
- When we feel a connection to other people, oxytocin is released.
- Serotonin is released when we feel important or believe that we matter.
- And when we do hard exercise or take risks, endorphin is released: this is the feeling of being on 'cloud nine'.

Struggling children will have at least one gap, but more likely more gaps in the skills. It is important to consider their behaviours we see in terms of learning needs and skills, rather than mistaking them for poor behaviour, laziness or lack of concentration.

What makes needs even more challenging to manage is: We all have different sized cups of need – some of us have large cups as we need more compared to others and vice versa.

Children and adults need to understand their own cups of need – what do they need to feel just right – not too much/not too little. Our needs must be filled to just the right level if we are to feel ok. **When we feel better, we do better.**

When needs are unmet, the brain may perceive a threat and immediately activate the body's stress response system. When this happens, one of three things can occur depending on whether the person already the skills has they need to manage their stressors.



Class cultures are important, but we all need to recognise that cultures differ from place to place, room to room, meaning that there may be some additional expectations. Remember… **good for me, good for you, good for everyone**!

UNMET NEEDS + LOW SKILLS = SIGNS OF STRESS

Responses to Stress – Do YOU know YOURS?

We're all familiar with fight, flight and freeze. Although these are the best-known responses to stress, there are in fact seven signs of stress: five active – mobilisation responses and two shutting down or immobilisation responses.

Mobilisation responses – Fight, flight, fawn, find or flock.

- **Fight**: person senses danger, they go on the offensive to protect themselves.
- **Flight**: Escaping from the perceived threat often takes the form of moving physically away from the stressor.
- **Fawn**: Appeasing behaviour can be used to try and deflect threat and avoid conflict.
- **Find**: Seeking comfort from a trusted adult or peer may reduce the feeling of stress.
- **Flock**: Some people are strongly drawn towards a peer group where they can find protection or safety in numbers.

Immobilisation response – freeze or flop.

- **Freeze**: A way of disassociating from a stressful situation – looking away or gazing out of a window or isolating themselves somewhere.
- **Flop**: a response where a person becomes very immobile and passive. Extreme cases entirely shutdown.

When stress chemicals are released into the bodies system a person will experience an unpleasant feeling. The first thing to do is to encourage the person to notice and name the unpleasant feeling or 'prickle'.

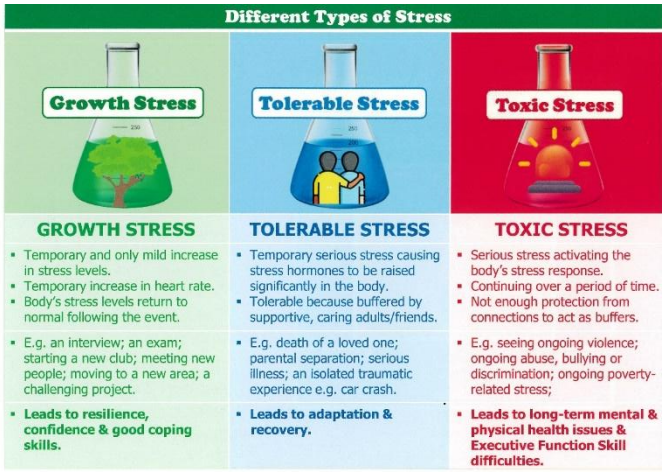
They then need to recognise their 'prickle habit':

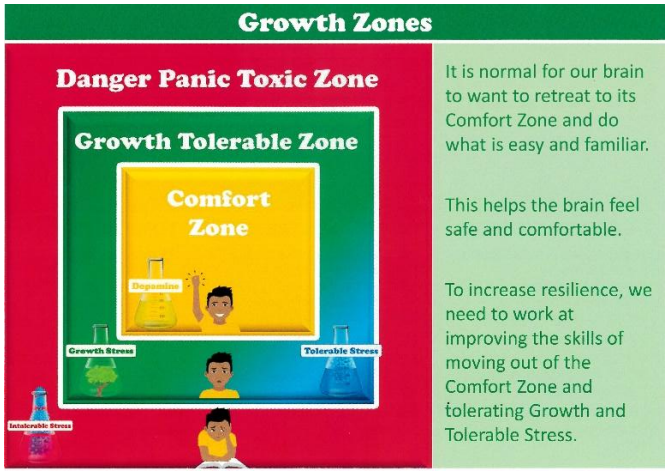
- **Throw** the prickle straight back by lashing out with words or fists?
- **Freeze** or hide somewhere they can feel safe?
- **Run away** from the situation?
- **Avoid** the stressors by escaping into their own world?
- **Replace** with an unhelpful behaviour?

- **Mask** saying 'I'm fine', when they actually mean 'I'm scared'?

A stress-free person is enjoying life, engaging in learning and looking relaxed. If their behaviour is different to this, it's likely that they're experiencing stress.

Brain stress – some children can cope and others dysregulate.





How do you support a struggling child

ALL HUMANS have a fundamental need to be recognised and noticed. There are two ways of getting this recognition – helpful to them and others around them and unhelpful to them and others around them. Positive or negative. Remember – negative recognition is better than none!

	Helpful	Unhelpful
Dopamine	▪ Starting a new interest / club ▪ Knowing what you want to get good at ▪ Planning a goal (make it specific) e.g. to be able to get to a certain grade in karate or do a specific number of keepie-uppies	▪ Trying to win in in a way that isn't great for others ▪ Taking other people's stuff ▪ Forcing others to do what you want ▪ Doing things that are unsafe or risky but give a sense of power, control and success
Oxytocin	▪ Finding ways to make new connections e.g. joining a sports, music or interest club ▪ Inviting someone you like to do something you enjoy ▪ Keeping in touch with old friends ▪ Volunteering in the community	▪ Being in a 'gang' that gets involved in things that aren't good for others ▪ Joining in with teasing or bullying against someone else ▪ Mucking around with friends in a way that isn't good for others e.g. joking around in class
Serotonin	▪ Entering a competition ▪ Auditioning for a part ▪ Asking for a special job within the home / school/club ▪ Helping at a club for younger children ▪ Volunteering in the community	▪ Trying to win against someone in a way which makes them feel bad ▪ Boasting about being better than others ▪ Putting others down ▪ Leading and influencing others to do antisocial acts ▪ Anything which helps a person feel like the top dog
Endorphins	▪ Joining a sports or dance club ▪ Aerobic activities e.g. a vigorous run ▪ Joining a drumming group or band ▪ Watching some comedy ▪ Getting involved in outdoor adventurous activities e.g. indoor rock climbing	▪ Doing things that are fun but unsafe or risky e.g. trespassing to take part in unsupervised parkour ▪ Exercising so much it causes damage to the body ▪ Self-harm ▪ Getting involved in activities which are exciting but illegal or antisocial

Be curious about their behaviour not furious about their behaviour. They are not being naughty – they are struggling to do well. Children find things easier or harder than others – use this language with the children.

Get them brain fit – however getting brain fit is not a quick fix! It takes time – sometimes a lot of time!

- Be consistent, persistent and insistent.
- Be a good role model.
- Brain fitness is about empowering people to practise taking control of their responses, rather than being driven by feelings, thoughts and reactions that they scarcely understand.

When young people are struggling, it's very likely because their Executive Function Skills are low and their stressors

are high.

This means that you now have two main goals:

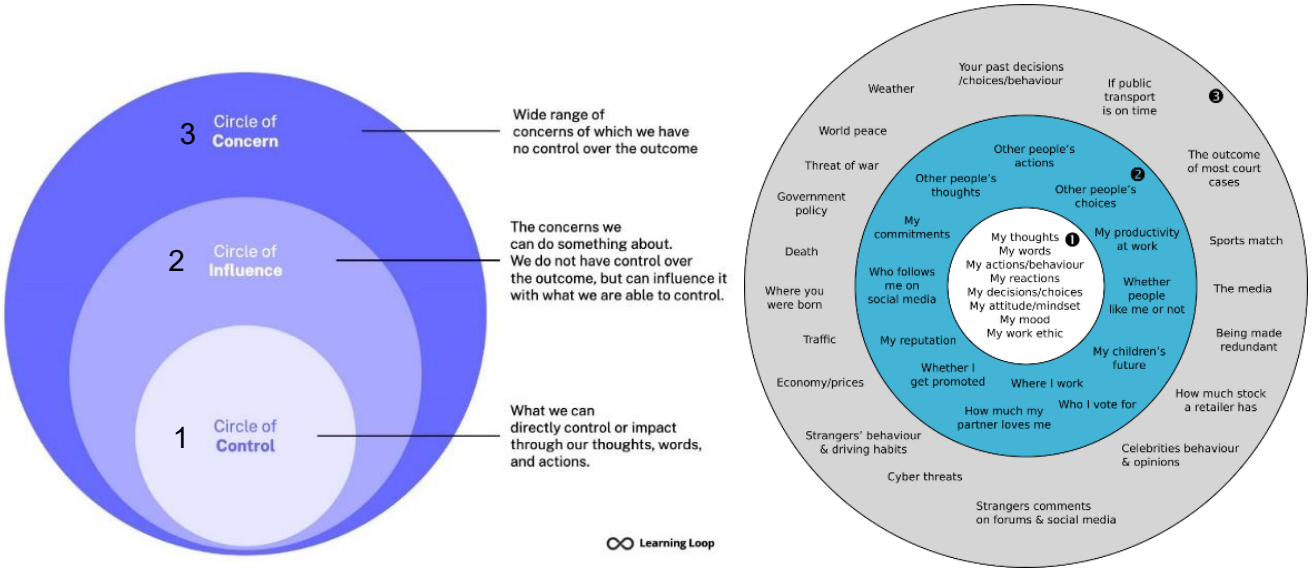
1) Enable them to feel better by increasing their feel-good chemicals (in helpful ways), filling their Cups of Need and reducing stressors.
2) To give them opportunities to improve their Executive Function Skills so that they can cope well with challenges and to scaffold any ongoing difficulties while these skills are developing.

How do you support a child to become Brain Fit, especially if they are struggling badly?

1) Fulfil their 5 C Needs – physical, emotional and learning needs. Help them get their daily dose of Feel-Good Chemicals in ways that work for them and for others.
2) Keep stress levels low and to explore together daily activities that will allow them to experience calm and learn how it feels to be stress free.
3) Supporting them to improve and develop the Executive Function Skills that will help them to do well in learning, play, relationships and daily life.

Filling Cups of Need in Helpful Ways – Day by Day

Children and adults also need to understand that they cannot control or influence everything in their lives.



When young people are not getting their daily D.O.S.E of feel-good chemicals, they may seek them out in less helpful ways. When you notice this happening, you can **Scoop them up, divert from the unhelpful behaviour and then substitute more helpful ways of getting what their body needs.**

Top tips for releasing those Feel-Good Chemicals:

- Get some fresh air.
- Make time for exercise.
- Have a laugh.
- Listen to music.
- Pet your dog, cat or guinea pig.
- Get a good night's sleep.

Only send a child out of the classroom if they are disruptive!

When children don't feel understood or listened to, they keep pressing the 'send button'!

How do we build positive social norms?

When establishing a norm, you must be clear about what it means e.g. different volumes for different activities (appendix 3).

‘The more you repeat the normative message, the more likely it is to be seen as a norm’.

‘The more a normative message is upheld, the more sincere it is in the classroom community’.

NB: Even when the adult is tired the value/norm must still be upheld!

Prep for Best.

Routines

A routine is a sequence of behaviour that you need to use frequently to achieve a goal. Routines are special as they are usually:

- Much more specific.
- Normally in a sequence.
- Much easier to teach because they are more clearly defined.
- A ‘packet’ of behaviours that are important for the group to function civilly and efficiently.

What matters is that routines are very well known, very well taught and very well maintained, just like classroom and school norms.

When routines are successfully communicated, implemented and practised repeatedly, they become habits. Once it becomes a habit it is a part of your character, and you don’t have to think about it anymore.

Routines must be routine. If routines are only carried out maybe once, twice or a few times they do not become routine. It is only when the routine is reinforced constantly, over and over does it become embedded. This is the difference between a good try and a successful system.

Prep For Best

Stage 1: Identify needs – help the child think of their needs – physical, sensory, feelings, emotional and any learning needs. What will help them to be at their best?

Stage 2: Predict to Prevent, also known as pre-mortem – can you predict the problem before it happens? If you can predict the problem, you may be able to stop it from ever happening. Majority of problems are likely to be predictable, because they’ve happened so often before.

Stage 3: Plan to Succeed – plan how to avoid the problem. Many children will need support and encouragement; however, it is a mistake to leave children dependent on adults for too long!

Pathways to Independence:

- Plan out the steps to independence with children.
- Work out with them the support and scaffolds needed at each stage. Try them out and adapt as you go.
- The children and adults around them are clear on the end goal, right from the start!
- Review and celebrate progress and then move onto the next step towards independence, with just a little bit less support in place at each step.

Scaffolds can take many forms depending on the child’s skills and the context – recording devices, now and then boards etc. Wave 1: Mainstream Core Standards.

Responding When Things Go Wrong… and they will!

Responding to behaviours of concern is not an opportunity for retribution – they are not a means of getting your own back!

Ideally the adult who dealt with the situation should be the person who follows-up.

Adults need to remain calm when responding to situations and they need to listen really deeply to what the child is saying. Only then can the situation be de-escalated. By really listening it gives the child a chance to think clearly so that they can problem-solve. This approach builds their skills to manage better in the future.

It is very tempting for adults to want to sort out a problem when the child is still in a highly agitated state.

Ten-Point Response Plan (Appendix 3)



Responding in the moment (like a paramedic – Keep them breathing, stop the bleeding).

1) **CALM** - How you respond is crucial. Remain calm and listen to what happened - really listen and try not to say anything, especially if you disagree. Help the child to understand where things went wrong. Remind them that you will be following up with them. Only when a child is calm and rational can the child start to problem solve – do not make the mistake of moving into problem solving too quickly. The adult must always consistently model good regulation – if you lose your temper, the key is to say sorry and to reflect on what pushed your buttons.

   Connecting to your calm:
   a. Be 'prickle' curious.
   b. Step into their mind, not just their shoes.
   c. Avoid the blamer position.
   d. Put the relationship first – remember your connection cash.
   e. And breathe!

2) **CONNECT** – can only happen after calm. Connect by showing the child you understand how things are for them and that you care about how they are feeling. Show them you are ready to truly listen to them. If you respond negatively, it can have a long-term detrimental impact. When connecting with the child: notice their emotions, feel their emotions, name their emotions and empathise with their emotions.

   Building connection
   a. Build connection daily – not just when things go wrong.
   b. Don't forget about connection cash.
   c. Practise consistency.

3) **Support** – Do not be a fixer! Your role is to resolve the deeper problem. During the support phase, your job is to assess the what's going on and make a judgement on questions like these: Is everyone safe? Is the child calm and back on track? Will they be able to function OK now if they return to the situation? Would they explode again if the same thing happened? If they are not calm enough go back to calm and connect in your head to see what else, you can do.

   Scoop, Divert, Substitute!
   This is a useful strategy to help someone calm and get back on track.

   - We scoop the person towards us and help them feel supported (rather than pushing them away by telling them to go and calm).
   - We divert them from the unhelpful behaviour.
   - We Substitute more helpful ways of getting what their body needs.

   Providing great support:
   a. The child must retain a sense of control.
   b. Throw a lifeline.
   c. Stay calm and kind, no matter what comes your way.

d. Focus on getting them back on track.

Follow-up for Progress

'Without follow-up, you'll always be mopping up'

If adults only ever do Calm – Connect – Support, the child will not develop their skills so that they can avoid getting into these difficulties in the first place.

During this phase you need a different set of skills – follow-up is where young people can learn about what is triggering their responses and practise strategies to enable them to react in more helpful ways when a similar issue next comes up.

Follow-up needs to be Consistent, Persistent and Insistent; it must always happen – no matter what.

Follow-up comes in two phases – coaching for progress and then repair.

- Coaching for progress is where the young person starts to understand more about their stressors and develops the strategies, they need for future success.

- Repair is where they can work out what needs to be put right because of their actions.

When done well, coaching can:

- Probe, to help young people work out their needs, stressors and missing skills.
- Plan for progress by building missing skills and putting scaffolds in place so that they can manage better when a similar problem next crops up.
- Protect: ensuring that everyone is kept safe from harm whilst skills are built.
- Repair: by taking responsibility and putting right anything that has been impacted by their words or actions.

Coaching with the precision skills of the Surgeon

4) **Introduce:**

   a. Firstly, think about where you will have your follow-up: Both of you need to feel relaxed and comfortable. A calm, quiet space, with no negative connotations.
   b. Keep stress levels low allowing the child to think well and solve problems effectively.
   c. 'Hands and eyes busy, brain free' – some children think better when they are doing something. Both of you could do the activity – drawing/colouring/walking around the school field etc.
   d. Think about how you sit - ask them where they would like to sit and where they would like you to sit – next to is better than in front.
   e. When dealing with the Calm – Connect – Support process remember to tell the child that there will be a follow-up and agree it.
   f. Choose language with care, because words have power… 'I've noticed that…' or 'I wonder what happened when…'. Notice and wonder are great words as they are neutral and non-blaming.
   g. Stick to the evidence – do not interpret what you think happened.
   h. Make sure you don't lecture or focus on your own opinions and judgements. You're aiming to help the young person explore and understand themselves.

5) **Listen to Understand, not to respond to:**

   a. A great coaching conversation includes lots of silence to allow the young person plenty of space to think without feeling rushed.
   b. If you are someone who finds silence uncomfortable, see what happens when you leave longer silences before coming in with your own thoughts and ideas – in time you will come to enjoy what happens in these silences and you will both learn so much from them.
   c. When listening, try to peel back the layers of the onion to get to the core issue.
   d. Repeat back a few words so that the child knows that you have heard and are listening to them.
   e. It is important not to simply accept the first response that a child gives to your question – children, who struggle, have had a lot of practice in saying what they think adults want to hear… 'I didn't follow the class rules' or 'I won't do it again'.
   f. Use clean questions in coaching – clean questions are designed to help people to understand their own thoughts and explore their ideas, with minimal influence from the questioner. There are only four

questions:

i. The first is: ‘And what would you like to have happened? It’s important to keep the focus on what they do want (rather than don’t want) and make sure that you don’t get caught up in talking about the negatives.
ii. The second is to dig a little deeper: ‘And is there anything else about wanting to…’ Here they learn more about the situation for themselves.
iii. The third is around a feeling, an emotion or something that they want: ‘And what kind of happiness or excitement or calm is that?’
iv. The final question is: ‘And whereabouts in your body is that feeling or relaxation or joy?’ This is a great question to use if the child mentions a feeling/emotion that they want more of and identifying it in the future for themselves.

g. When coaching 80% of the speaking time should be that of the children.

6) **Share:**

a. During this part the adult shares their own concerns. This can encourage the young person to see the issue from another perspective. It also means that when they problem-solve, they will be thinking about what will work for other people, not just themselves.
b. Remember to keep a kind and matter of fact tone.
c. Don’t go into the share process too quickly – make sure the child has been fully heard and had their chance to explain what’s going on for them, otherwise they may feel misunderstood and believe that they are to blame for what has gone wrong.
d. During the sharing stage, remember ‘I for the issues, you for the praise’.
e. Raise the issue without using the blame language of ‘you’. E.g. ‘When there’s lots of laughing and joking in the lesson, it’s difficult for me to hear what everyone has to say.’ Rather than: ‘When you laugh and joke around like that in the lesson, I can’t hear what everyone is saying.’
f. When praising, make sure that the praise is owned by the child, not by you! E.g. ‘I’ve noticed how hard you’re trying to finish your homework before dinner. That must feel great to have the rest of the evening free to do what you want.’ Rather than: ‘I’m so proud of you for finishing your homework before dinner every night.’

A great tool to use during the sharing part of coaching is: **Speak up 4 Better**.

This has five stages and remains in the ‘I’ person rather than the ‘you’ person.

1. **Evidence**: what you saw or heard, NOT what you thought or believed: keep it factual at this stage.
2. **Interpretation**: what this made you think or how you interpreted this evidence: remember that your interpretation may not be correct.
3. **Impact (practical)**: The impact of this in practical terms. ‘The impact was…’
4. **Impact (on feelings)**: the impact of this on your thoughts and feelings. ‘When I saw or heard this, I felt upset/anxious/annoyed…’
5. **What would be better**: ‘It would be better for me/others if…’

We need to get to the core of what is stopping a child from feeling good and doing well! Knowing the why helps us to plan the right support!

7) **Problem-solving**

a. This is not the time to take the role as ‘fixer’.
b. Give the child plenty of time to find and express their own ideas. It’s important that the child does the thinking NOT the adult.
c. A stop is what you want to change – what is it they want to stop?
d. The key to problem-solving is to enable the child to find a solution that’s ‘good for me, good for you, good for everyone’.
e. Working together to find solutions that meet their own needs and needs of people around them builds empathy in a way that punishment could never do.
f. The more children solve problems, the more capable they feel.
g. To show the process is important – you must make a record. We want to make you feel better.

8) **Time for Repair** – Don’t force an apology! This is the final stage of the follow-up for progress.

a. Opportunity for the young person to make good any harm caused by their actions and learn crucial skills in the process.

b. Repair is an essential stage if we want to keep expectations high and to make real change.
c. Repair must always take place as part of the follow-up.
d. Repair builds emotional intelligence, empathy and social cognition. This in turn develops the young person's internal motivation to want to do the right thing by others.
e. Repair is about putting things right not for tackling future problems.
f. 'If you don't follow-up, you'll always be mopping up'.
g. If a young person refuses to engage in repair, don't worry – it simply means that they don't yet have the empathic skills to help them see things from a different perspective.
h. Emotionally intelligent people are people who can recognise their own emotions and manage them well, who can communicate effectively, empathise with others, overcome challenges and defuse conflict.
i. Young people with strong skills in Social Cognition can gather and store social information based on observations of others – they use this to guide how they behave around other people.
j. Empathy is the ability to understand and share other people's feelings. Empathy is a skill and like all skills it needs to be learned. Empathy cannot be forced.

> **Empathy Lvl 1**: knowing how other people maybe feeling or seeing the world through someone else's eyes.
> **Empathy Lvl 2**: the ability to feel what another person is feeling.
> **Empathy Lvl 3**: wanting another person to feel ok, caring about them and wanting to help if they are experiencing difficulties. This forms the basis for compassion.

There are three stages of repair:

1. Exploring the situation from different perspectives.
2. Think about what repair may be needed.
3. Planning how and when the repair will take place.

Explore different perspectives

a. Seeing a problem through someone else's eyes or viewing from their perspective can shine a light on what repair might be helpful.
b. Builds flexible thinking.
c. Chair swap tool is great for exploring different perspectives. Physical chairs can be used if a child struggles to use their imagination. **Chair one** – ask the child to describe the event from their perspective – vividly recreate the situation – describe what you see, hear, feels or thinks. ACCEPT whatever the account is – repeat back the key details, trying to use their own words as far as you can. **Chair two** – choose another chair to represent the other person in the argument/incident. In this chair you are seeing it from the other persons perspective – what happened first, what happened next? What did ____ see, hear, feel or think? The aim is for them to recognise how the other person felt. Again repeat back the key details from _____ point of view. **Chair three** – this chair represents someone who is outside of the action – this could be a fly on the wall or someone looking through the window. They can see and hear everything that went on and they know what all parties were thinking as well. When on this chair – the child is in third person. Again repeat back the key details from the third person perspective. To end the session, ask, 'What do you know now about the situation?'

Decide who or what needs repair

a. Repair can take many forms – mending relationships, soothing hurt feelings, repairing damage to property or the physical environment or completing a task.
b. Repair conversations have two equally important purposes – It is as much about the child building their own skills of empathy, emotional intelligence and social cognition as it is about resolution for those who were affected by the original incident.
c. The repair does not need to follow the coaching conversation – some children need more time; however, you must come back to the repair process to resolve the issue – it must be done!
d. For everyone to feel OK, what needs to happen next?
e. Repair is so much more than just saying sorry. Never force an apology.

Plan when and how repair will happen

a. Once you have a list of repair ideas, plan out the practicalities. For the repair to happen you must agree the where and when it will happen and who needs to be involved and what form it will take.

Coaching for Change

For most children they will only need the first sections of the Ten Point Response Plan. However, for those with missing needs and needs that are not met – have weaker executive function skills, there are two final stages called Coaching for Change:

9) Fill needs
10) Build skills

These sections demand much more intensive one-to-one work with a young person to help them to really understand and fill their needs and to build their skills one step at a time. This final stage requires specialist training!

Adults – Please listen… 'You won't always get things right, but you will always be learning and it will become easier'.

To change it takes time and patience!

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.
- 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) • Homophobia/biphobia • Transphobia • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Bullying is considered a serious behaviour of concern and managed accordingly. Bullying will not be tolerated, and adults and children alike share the responsibility of being vigilant to such behaviours.

For further information, please refer to the Anti-Bullying Policy.

Confiscation, Searches and Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3 of the DfE guidance) found in a pupil's possession because of a search will be confiscated. These items will not be returned to the pupil.

Schools have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil’s co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents and carers

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened.
- What was found if anything.
- What has been confiscated if anything.
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for the pupil's wellbeing.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present?

For any strip search, including those that involve exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil.
- Not be a police officer or otherwise associated with the police.
- Not be the headteacher.
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

Behaviour Concerns Off-site / Online / Malicious Allegations

Off-site

Consequences may be applied where a pupil has displayed behaviours of concern off-site when representing the school. This means when:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has displayed behaviours of concern off-site, at any time, whether the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Consequences will only be issued on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Behaviours of Concern

The school can issue consequences to pupils for behaviours of concern carried out online when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

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

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

Reasonable Force

The school follows the Department for Education's updated guidance on restrictive interventions, including the use of reasonable force. (April 2026)

All members of school staff have the legal power to use reasonable force when it is necessary to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing serious disorder in school

Reasonable force must always:

- be used only when genuinely necessary and as a last resort
- be proportionate, using the least amount of force for the shortest time necessary

- take account of the pupil's age, SEN, disability, medical needs, or vulnerabilities
- maintain the safety, dignity, and welfare of the pupil

The school is committed to minimising the need for restrictive interventions through early intervention, prevention and de-escalation strategies. Staff will seek to use alternative strategies wherever possible before force is considered.

Unacceptable uses of force
Force is never to be used as a form of punishment, and staff must avoid any action that restricts breathing, affects circulation, or places a pupil on the ground in a dangerous position.
Seclusion may only be used as a safety measure (not as a disciplinary sanction) when a pupil is in severe distress and poses an immediate risk of harm. It must be supervised, time limited, and recorded and reported in line with statutory requirements.

Recording and Reporting
In line with statutory guidance, all significant use of force, restraint, or seclusion must be:
recorded in writing as soon as practicable, ideally the same day
reported to parents as soon as possible, normally the same day
Records will include: what occurred, why the intervention was necessary, de-escalation strategies attempted, details of the force used, and any injuries or follow up support required.

Pupils with SEND
The school recognises that pupils with SEND may be particularly vulnerable. Staff will work proactively with pupils, parents and other professionals to identify triggers, reduce risk, and develop appropriate support plans to minimise the likelihood of restrictive interventions.

Training and Practice
Staff who may need to use reasonable force will receive appropriate training consistent with the guidance. The school will regularly monitor and evaluate incidents to inform improvements in practice and ensure welfare for pupils and staff.

Suspensions / Exclusions

Suspension will only be used as a final resort and for severe, undesirable behaviours. Such misbehaviour would be judged on individual circumstances. This behaviour may be:

- Violence towards another child or adult
- Threatening behaviour
- Refusal to do as asked by any adult and repeatedly answering back.
- Swearing at an adult
- A deliberate act of destruction towards school property
- Behaviour that directly causes a danger to their own or another child's health and safety (e.g. running around the school site, running from school)
- Persistent poor/disruptive behaviour
- Not following the school rules
- Any abuse related to the nine protected characteristics stated in the **Equality Act 2010** (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity).

Suspensions may also be used for the lunch period if the undesirable behaviour occurs at this time of day.

Following a suspension, parents and the child will attend a reintegration meeting. Repeated suspensions will result in a meeting with the parents, child, Headteacher and Inclusion Manager to look at how to support the child in modifying their behaviours.

NB: The Headteacher can suspend any pupil, even if they have SEN or a disability. However, if behaviours of concern are related to a child's SEN or disability, we will first take action to identify and address the underlying cause of the behaviour. For example, we might increase SEN support or pastoral support; seek specialist advice from

services, such as behaviour and educational psychology teams; request an EHC needs assessment; or arrange an emergency review of an EHC plan.

Suspension is a last resort. To suspend a pupil, we will show that the exclusion is a "proportionate means of achieving a legitimate aim". This is necessary to show that there is no disability discrimination. One example may be if a pupil's behaviour is having an impact on the education or safety of others.

Under the Equality Act, Barming Primary School makes reasonable adjustments for disabled pupils. For example, the school may change its behaviour policy, so it doesn't treat disabled pupils in the same way as others by punishing with suspension.

For further information see the Suspension & Permanent Exclusion Policy.

Alternatives to Suspension / Exclusions

Disciplinary measures may include the following, but are by no means exhaustive:

- Detention during the school day (e.g. breaktime/lunchtime).
- Being taught in a separate room within the school.
- A managed move to another school, either on a trial or permanent basis.
- Temporary attendance in another education centre to help improve behaviour.

Permanent Exclusions

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the Trust's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, Headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Further guidance can be found in the DFE document: 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral in England, Including Pupil Movement'.

SEND children

We expect all children to follow the high expectations; however, we acknowledge that some children will need high support - some may need to be adapted to suit children based on their Special Educational Needs.

Mobile Phones

ONLY Children in Year 6 are permitted to bring a mobile phone into school and in accordance with the following guidelines:

- Children in year 6 only are allowed to bring a mobile phone with them if they walk to or from school without a parent/carer.
- To mitigate the risks of distraction, disruption, bullying and/or abuse, phones are to be turned off and handed in to the class teacher on arrival. The class teacher will store them securely and return them at the end of the school day.
- Children must turn their phones off at the school gate before entering the school grounds each morning.
- Children can turn their phones on at the school gate at the end of the day.
- Parental permission will need to be provided (**Appendix 7**).
- The school accepts no liability for any loss of damage to mobile phones.
- No smart watches with cameras or phone/messaging capability are permitted in school.

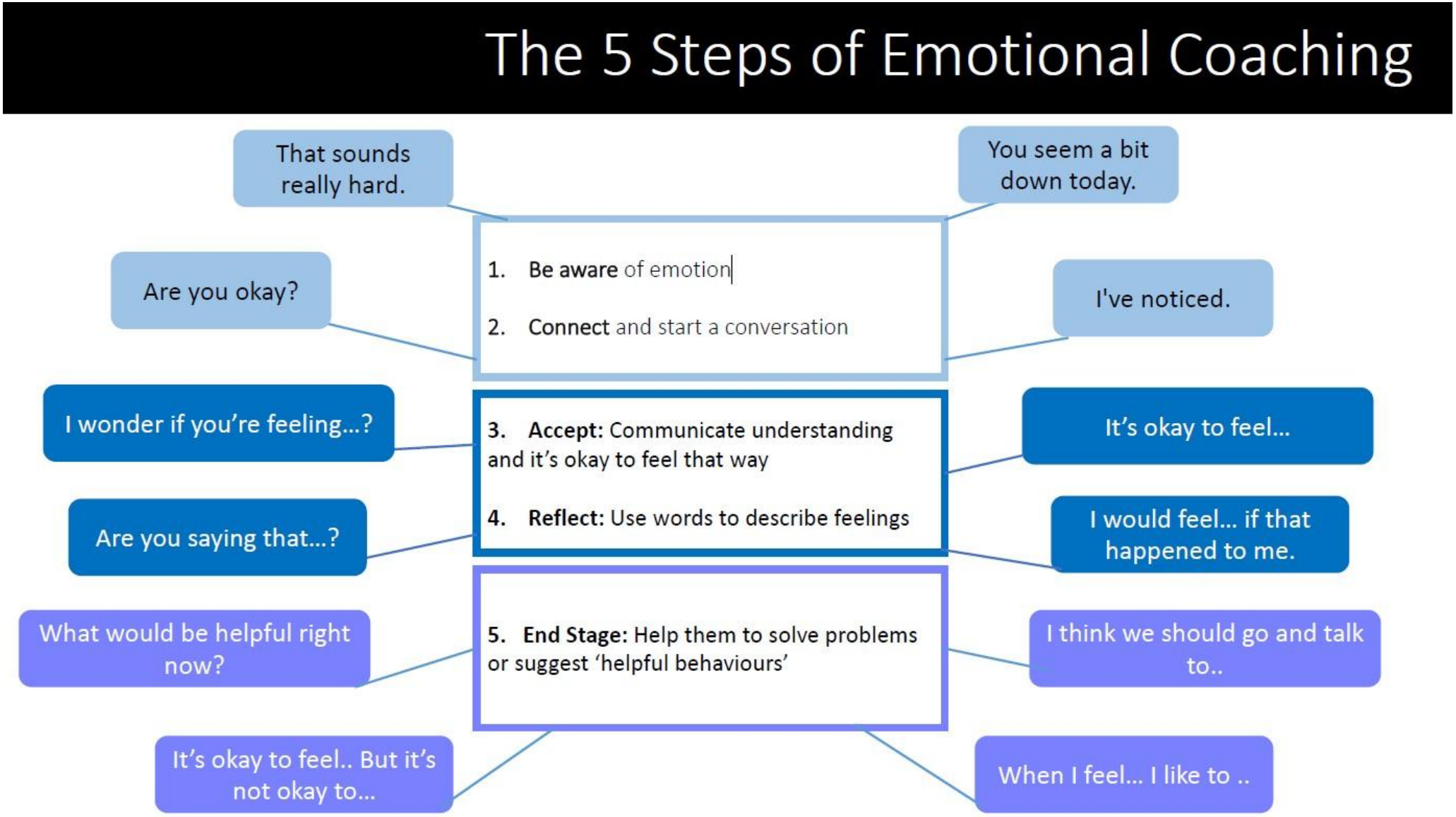
Appendix 1: Discipline in Schools

Latest Guidance:

Discipline in schools – teachers' powers Key Points
Behaviour and Discipline in School (Advice for Headteachers and School Staff) – January 2016

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Appendix 2: The 5 Steps of Emotional Coaching (Script for Behaviours of Concern)



Appendix 3: The Empowerment Approach

The Empowerment Approach Sequence

Building the Foundations
(before things go wrong)

-5 Shift Mindset
Recognise behaviour as genuine difficulties - unmet needs and missing skills. Recognise the signs of stress.
Be curious, not furious!

-4 Build relationships
Work hard to develop positive relationships with all children. Be persistent and consistent with high expectations and high support.
Generate oxytocin!

-3 Teach about the brain
Help everyone learn about their brain: how it is built and shaped; what we need to be at our best and the skills to take control.
People who feel better, do better!

-2 Help everyone get Brain Fit
Help children know their own brain & body & plan to meet their 5C needs well. Help them build the skills to learn & play & manage the stressors that come their way!
If a habit remains mindless, you cannot improve it!

-1 Agree Expectations
Agree expectations with children. Repeat this regularly in different places and times. Focus on everyone feeling:
'Safe, content and able to be at our best'

-0 Prep4Best
Plan experiences which meet needs. Give children time to think through what they might find hard and how they can be at their best.
Predict to prevent, plan to succeed.

Responding
(when things go wrong)

Responding in the Moment

1 Calm
When things go wrong, focus on staying calm.
If you can't get calm, get help.

2 Connect
Acknowledge the child's feelings & empathise. You don't have to agree!
Connect to Calm

3 Support
Offer support & ideas to help the child get back on track.
High expectations, high support

Follow-Up for Progress
(Coaching Conversations & Repair)

4 Introduce
Introduce the issue in a calm, matter of fact way. Connect from the start.
Hands and eyes busy, brain free

5 Listen
Listen and ask questions to understand. Be 'prickle curious'!
Listen to understand, not to respond

6 Share
Share your own concerns. Keep it matter of fact. Use 'SpeakUp4Better'.
'I for the issues. You for the praise'

7 Solve
Help the child work out solutions which are: 'Good for me, good for everyone.'
Don't be a fixer!

8 Repair
Support the child to work out and plan the repair needed. Don't force apology.
Empathy is a skill

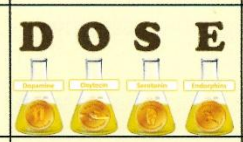
Coaching for Change

9 Fill Needs
Work with the child to plan ways to fill needs in helpful ways.
Plan pathways to independence.

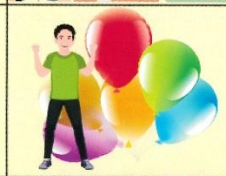
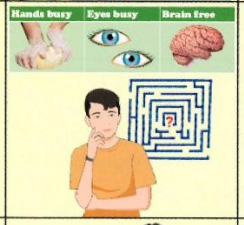
10 Build Skills
Help the child plan how to: build the skills to manage stressors.
Keep safe with scaffolds.

Appendix 4: The Empowerment Approach – steps 0 - 14

The Empowerment Approach

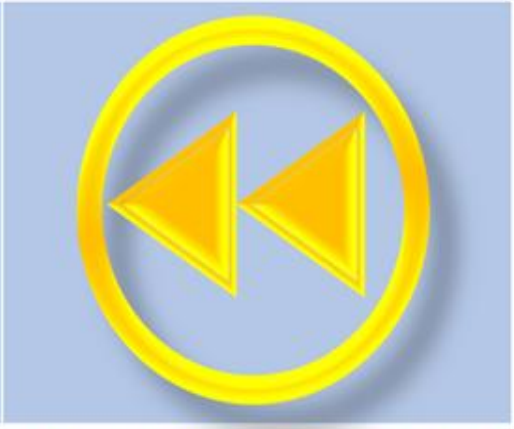
0		I work hard to build relationships with children – I do things which add to the Connection Cash each week.
1		I help children to understand their needs, to know when they are met well and not so well, and to find helpful ways to meet them better over time.
2		I help children get their Daily DOSE in helpful ways. I help them to plan new interests and experiences – one step at a time.
3		I help children to build brilliant body awareness, to recognise and describe their 'Affect' and to increase emotional literacy. I know this will help them to use words to communicate unmet needs better.
4		I help children understand and recognise their 'Prickle Habits', know what needs lie behind them and learn ways to take control when their brain thinks it is under threat.
5		I help children understand different types of stress and to learn 'stress buster' ways to keep it low.
6		I help children build their Executive Function Skills so they can manage well, even when their needs aren't being met. I help children to rehearse so they find it easier and easier in the moment.
7		I always plan a Pathway 2 Independence so children learn the skills to do well on their own. I plan baby 'Dopamine' steps so children feel regular success.

The Empowerment Approach

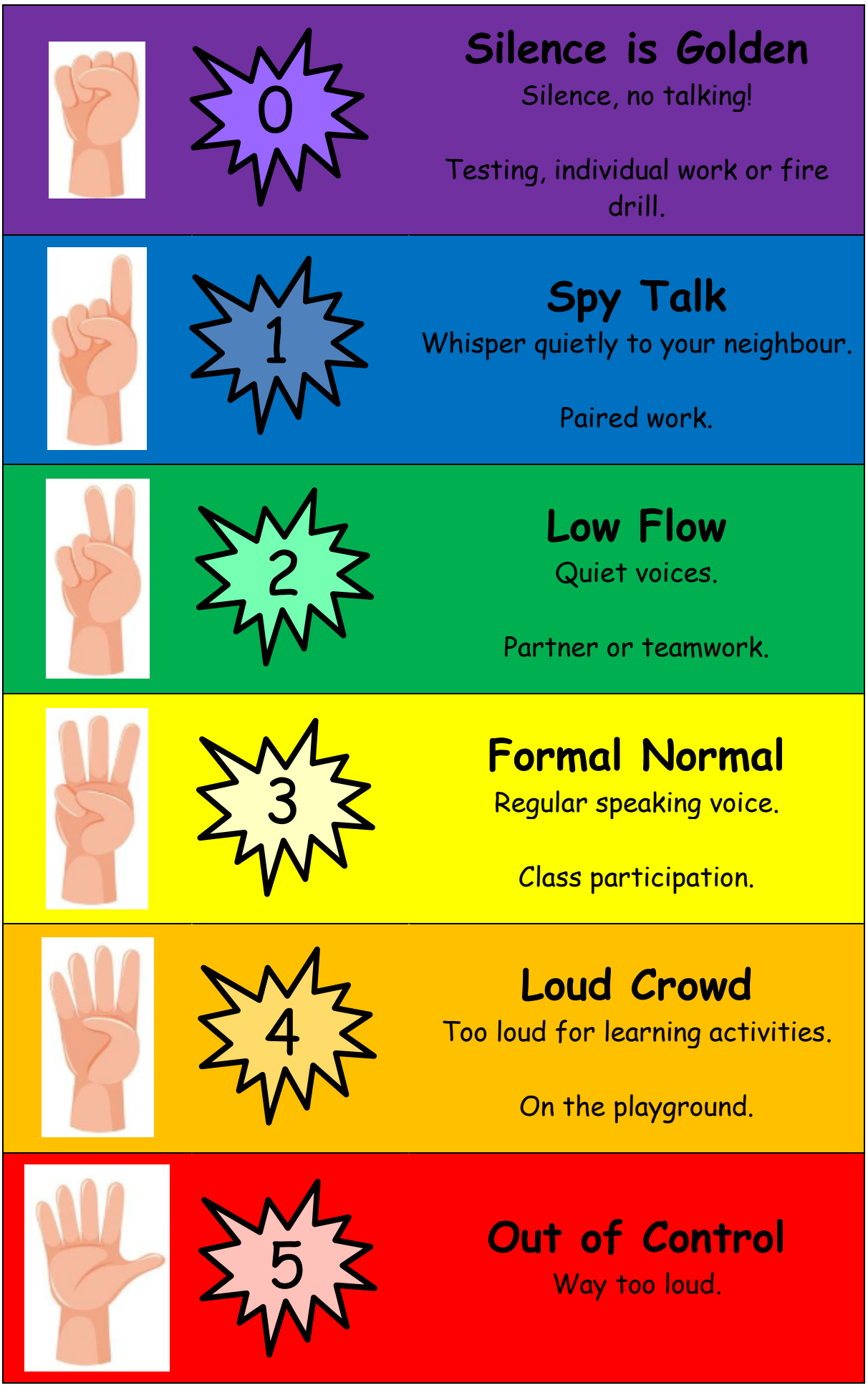
8		Bright Spots & Strength Spotting: I help children notice times they manage well and are at their best. I notice when they use strengths in helpful ways. I plan ways to maximise children's strengths.
9		I help children recognise, track and celebrate their progress – however small. I make sure goals are broken down, so they feel success and get their Dopamine DOSE on a daily basis.
10		I agree expectations and boundaries **with** children, with a focus on it being 'Good for you, good for me, good for everyone.' I help children feel a sense of control over what happens to them.
11		I help children 'Prep4Best' so they have a good chance of doing well. I help them predict what might go wrong and plan to succeed.
12		I react with **connection** when things go wrong. I stay calm, try to get into the child's mind to see their perspective and keep a focus on helping them to feel ok.
13		I **always** follow up. I wait until we are all calm with hands busy, eyes busy and brains free. I listen to understand. I share our concerns using 'SpeakUp4Better' I help the child find ways to do better next time so everyone's needs are met.
14		I hold children to account in kind and supportive ways and help them to build the skills of empathy. I make time for repair, so relationships are mended.

Appendix 5: Record of Coaching Conversation

Coaching Conversation with _____and _____ on _____

			
What is going on for me	What other people need	My ideas to solve it for everyone	How well has it worked?

Appendix 6: Noise Levels



Appendix 7: Letter to Yr. 6 Parents

Barming Primary School

A member of the Orchard Academy Trust family of schools

Belmont Close • Barming • Maidstone • Kent • ME16 9DY

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www.barming.kent.sch.uk

Headteacher
Mr C Laker

Executive Head
Mrs A Crittenden

Friday 1st September.

Dear, Year 6 Parents,

We know that mobile phones/smart watches can be a valuable and significant resource for our children; we frequently discuss safe use of these devices, both in general and as part of our online safety lessons. To help with this, we have put together an agreement for you to sign should your child need to bring their phone to school.

Children should only bring their phones/smart watches into school if they are walking to school alone or walking home alone and they need to have them in case of an emergency.

If your child fits the above criteria, please complete the attached form to indicate that due to safety reasons you wish your child to bring a phone/smart watch into school and that you will ensure they follow the expected rules:

1. As they enter the school site, they will turn their phone off – this is a safeguarding requirement.
2. Their phones/smart watches will be handed in to their class teacher on arrival in the classroom. They will be kept safely for the day and handed back at the end of the school day.
3. They will not turn on their phone again until they leave the school site.
4. The phone/smart watch is brought into school at the owner's own risk; the school accepts no responsibility for any loss or damage whilst the device is on school premises.
5. If, during the school day, the child is off school premises, for example on a trip, the mobile phone/smart watch will remain in school.
6. The children travel to and from school in their uniforms; therefore, their behaviour must be exemplary on their journey, including with regards to mobile phone usage. The school do have the power to intervene if behaviour standards fall below our expectations.

We also know that using mobile phones/smart watches can at times cause upset – especially when the children who have them do not have the maturity to make good decisions and use them sensibly. Often disagreements at school – which would by the next day have settled down – become exacerbated by texting out of school and then school is required to intervene to sort out the repercussions of this. Should we, as a school, have to intervene in disagreements, unkindness or potential online bullying we will inform you of this. With this in mind, we do ask that you regularly monitor your child's use of their mobile phone to support them in making mature and responsible decisions.

Thank you for your support with this,

Name of Key Stage Leader
Key Stage Two Leader

Return form to school if your child is walking to and from school on their own: Please select options, sign and date.

Child's name: _____

I give permission for my child to walk to and from school on their own on the following days (please circle):

Monday Tuesday Wednesday Thursday Friday

I agree to the school's expected rules.

My child agrees to the school's expected rules. Signature:_____

Date:_____

Appendix 8: Class Rules



Our Class Rules

1) We will start the day with 'Good Morning' and we will finish the day with 'Good Afternoon'.
2) We will welcome outside visitors to the school by saying Good Morning and Good Afternoon.
3) When we are learning we will stay in our space unless we have asked to move.
4) We will respond to our stop signal: Show me 5, by putting our hand up!
5) We will remember kind hands, kind feet and kind words when interacting with others.
6) We will use please and thank you.
7) We will line up in our line order (apart from home time) in single file and quietly.

Appendix 9: School Rules



Our School Rules

1) We will walk around the school quietly and in single file.
2) We will use our manners and say please, thank you and sorry.
3) We will hold doors open for others.
4) The adults around the school will role model behaviour.
5) We will respect everyone by listening and not talking back.
6) We will respect our environment, by looking after our things as well as others and by putting litter in the bin.
7) We will ensure kind hands, kind feet and kind words at all times.
8) We will come into assembly

Appendix 10: Give me 5!

