

Policy reviewed annually by Governors Pupil Development Committee (Website)	November 2025
Policy to be reviewed	October 2026

BOWER GROVE SCHOOL
Responses and Relationship Policy (BEHAVIOUR POLICY)

This policy sets out the expectations of behaviour at Bower Grove School. The Governing body, staff, parents/carers and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for inappropriate behaviour should it occur and reflects guidance provided by the Department for Education.

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.”

(‘Behaviour in Schools – Advice for Head teachers and school staff’ – DfE 2024)

Whole school Responses and Relationship Vision

The term ‘behaviour can carry negative connotations, often associated with punishment and control.

Responses and Relationships better reflects the approaches we have as a school. We are not simply managing behaviour, we are responding to the choices pupils make in a way that supports their growth, regulation and understanding. Our responses are built on empathy, consistency and a desire to help pupils learn from their experiences. Equally, relationships are the foundation of everything we do. This is not solely the relationships pupils have with each other but the relationships pupils build with the adults who support them

Whilst it is recognised that a comprehensive list of rules is valuable to ensure response expectations are met, it has also been noted that staff and pupils can find these overwhelming and over complicated. As a tenet for a whole school vision the focus will be on , reinforcing and promoting three basic rules: ‘Responsible, Respectful and Ready to learn’. These three concepts are suitable to encompass all ideas and thoughts listed in the overall, playground or classroom response expectations yet remain accessible to staff and pupils. By exploring responsibility to yourself and others, what respect is and how to give and earn it and what the expectations are to be ready to learn it is believed that the school will be providing a framework of response expectations that will not only support pupils within school but will also give them tools to cope within other settings.

What the law says:

The Headteacher should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school’s approach to behaviour meets the following national minimum expectation:

- The school has high expectations of pupil’s conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.
- School leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy.
- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required’
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour.

- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidations are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- Any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

(Behaviour in Schools – Advice for Headteachers and School Staff – DfE 2024)

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AIMS

At Bower Grove School our aim is to develop an environment that promotes and recognises positive, socially acceptable responses.

Whilst the school has high expectations for all its pupils, it recognises that not all pupils will be able to achieve these expectations immediately due to the complexity of their choices.

In partnership with parents/carers and outside agencies as appropriate, the school will offer support and guidance whilst recognising the individual needs of all its pupils.

To this end we strive to;

- Create a welcoming, happy environment that sets realistic expectations for all.
- Work in partnership with parents to promote acceptable responses in school.
- Provide a safe, caring and effective learning environment with a stimulating and relevant curriculum with adapted teaching to meet the needs of all.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- Ensure all pupils, parents and staff are clear about the expectations regarding responses and provide regular support and training.

RATIONALE

Bower Grove School aims to educate its pupils within a spiritual, moral, social and cultural context which promotes respect for others. Staff and pupils have a clear sense of what is important, what will be valued and what will not be tolerated. In seeking to define acceptable standards of response it is acknowledged that these goals are ideals to be worked towards.

'The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:

- *students achieve more academically and socially*
- *time is reclaimed for better and more learning*
- *staff satisfaction improves, retention is higher, recruitment is less problematic'*

Creating a Culture. How school leaders can optimise behaviour (Bennett, T, 2017)

Pupils bring to school a wide variety of experiences based on differences in home values, attitudes and parenting approach and our aim is to work towards standards of response based on the principles of honesty, respect for ourselves and others, respect for property, consideration and personal responsibility. To this end we aim to ensure that everyone is clear about the kind of response that is expected of them and how they can expect others to behave towards them.

The following principles underpin the strategies for behaviour at Bower Grove School:

- Positive response is recognised and continually reinforced; individual and whole class achievement is celebrated and rewarded.
- Parents'/carers' support and contribution is valued and respected. The school works in partnership with parents/carers to promote positive responses across all settings.
- Pupils are encouraged to take responsibility for their responses by seeing clear consequences for their actions.
- Staff continuously demonstrate appropriate behaviour and responses in their interactions with pupils and each other.
- Pupils are given clear explanations of acceptable responses.
- Pupils are given consistent boundaries.
- Pupils are recognised as individuals. The school's structures and systems recognise the need for some pupils to follow individual behaviour programmes.
- Staff understand that emotional issues can impact on responses, however, they will not be recognised as an excuse for poor behaviour.
- Staff will show disapproval of the response the pupil displays, but never of the pupil themselves.
- Staff recognise that pupils respond best to environments that are fair and equitable to all.

ROLES AND RESPONSIBILITIES

The Role of the Pupil

The pupils have a central role in shaping and promoting the school's Responses and Relationship Guidelines and in supporting the staff and other pupils. Unacceptable responses can be changed through the concerted actions of all pupils, staff and parents'/carers' and through pupils taking responsibility for their own actions. Awareness that it is the responsibility of the individual to show self-discipline comes with maturity and time; staff continually reinforce this with pupils.

The 'School Council' allows pupils to have a voice among the school community in a supported environment. This underpins the school's whole school approach to high response and relationships standards

Incidents of inappropriate responses are managed by staff with pupils being given the opportunity to discuss and reflect on their action and its consequences as well as being given the opportunity to resolve and find alternatives to conflict. To this end the staff strive to ensure that pupils have a clear understanding of what is expected of them.

Staff believe that pupils should experience consistent and predictable approaches to their personal and social development.

The Role of Parents/Carers as Partners

The school believes in working in partnership with parents and carers as they have a vital role to play in fostering good responses and relationships. Children benefit from parental encouragement and support to participate fully and positively in both their school work and in the wider community. The school aims to build a supportive dialogue between home and school and will inform parents/carers of any concerns about their child's welfare or behaviour.

Expectations for pupil behaviour are detailed in the school's 'Behaviour Guidelines' booklet which parents/carers are given as part of the admissions procedure. It is expected that parents/carers will support the school by reinforcing these expectations and also work in partnership with staff in managing their child's responses. Parents/carers and pupils are asked to show their agreement to the expectations laid out in: 'Responses (Behaviour) Guidelines for Pupils and Parents'/carers by signing the Home/School agreement.

Bower Grove develops a positive working partnership with parents/carers through the provision of:

- A welcoming environment for parents/carers and an 'open door' policy
- The school Prospectus, Newsletter, Behaviour Guidelines booklet, Home-School Agreement etc.
- Connection group talks and PFTA events
- Home-School liaison, contact via Home / School books or by telephone, text, email or letters
- Parents meetings, Statutory and Transitional Review meetings, Open Evenings
- Time to Talk
- Invitations for parents/carers to attend special events
- Holiday or after school activities
- The hosting of multi-agency meetings for external agencies and parents/carers

The Role of the Staff

Classroom management and teaching methods have a significant influence on pupils' responses as pupils need a calm and purposeful classroom environment. Relationships between staff and pupils are paramount in developing mutual respect and trust and in developing a pupil's self-esteem and feeling of self-worth. The Pupil Mentors provide pastoral and learning support for all pupils, develop and maintain relationships with parents/carers and may assist with any Individual Safety Plans (ISPs) that have been put in place in liaison with teachers.

The Pupil Mentors provide valuable insight into pupils' responses, assisting in the monitoring of individual pupil responses as well as providing stability throughout the day.

The role of staff in implementing behaviour strategies and supporting pupils is recognised as being at the heart of the behaviour management systems at the school.

Staff at Bower Grove School aim to ensure that in the classroom setting:

- Pupils are aware of classroom procedures.
- Explanations are clear and concise.

- Work requirements are clearly explained and progress is carefully monitored.
- Appropriate strategies are deployed to de-escalate inappropriate responses.
- Work is set appropriate to pupils' abilities.
- Well-paced lessons that start and end on time.
- Classrooms are suited to a particular activity.
- External interruptions are minimised whenever possible.
- Appropriate and sufficient resources are available.
- Marking and record keeping is a supportive activity providing feedback to the pupils on their achievements and helping them to plan the next learning steps.

The Role of the Headteacher and the Governing Body

The Governing Body has the responsibility for agreeing the principles and guidelines underlying the standards of responses and relationships in the school and reviewing their effectiveness.

The Headteacher has day to day responsibility for implementing the school's Responses and Relationship Policy (Behaviour Policy) but may seek advice and guidance from the Governors about specific disciplinary issues.

It is the responsibility of the Headteacher to monitor the consistent implementation of the policy and to report to Governors on its effectiveness.

The Headteacher is responsible for keeping records of reported serious incidents and has the responsibility for giving suspensions. It is the responsibility of the Headteacher to notify the parents/carers, Governing body and the Local Authority on these occasions in accordance with Local Authority guidelines. For very serious acts of anti-social actions/responses, the Headteacher in consultation with the Governing body and Local Authority may permanently exclude a pupil.

The Governing body, Headteacher and staff are responsible for ensuring that all aspects of the school's Responses and Relationships (Behaviour) policy and its application promote equality for all pupils.

REWARDS AND SANCTIONS

Positive Behaviour Management

The school operates a Positive Behaviour Management system. Pupils are reminded of the agreed rules and encouraged to make the 'right choice' to follow the rules knowing that there will be a known consequence for continued inappropriate responses.

Each phase has a specific plan for managing the responses of its pupils in the classroom, lunchtime and playtime. These plans have been drawn up by the staff and have the approval of the Headteacher and the Governing Body.

Pupils are informed of the rewards, sanctions and expected behaviours in school at the start of each academic year. New parents and pupils receive a copy of the Bower Grove School Responses (Behaviour) Guidelines Booklet as part of the admissions procedure.

House System

The school has a house system operating across the whole school. This comprises of 3 house teams: Mars, Mercury & Neptune. All pupils and staff are allocated a house on starting at school (where possible siblings and family members are allocated the same house). House points can be awarded for a range of curricular & pastoral reasons with the aim of encouraging teamwork and collective responsibility. These include Sports Day; Responses; Attendance; Maths Challenges; Reading Challenges; Homework Projects; 'Catch Me' Cards, Art Competitions and Specific House Challenges.

Responses GUIDELINES FOR PUPILS IN YEAR R - 4**Overall Expectations**

- To show consideration and respect for others.
- To show 'good listening' and follow instructions.
- To walk when moving around school.
- To ask permission to leave the classroom.
- To line up when requested.
- To take turns and share with others.
- To acknowledge adults in an appropriate manner and show respect.
- To take care of their environment and respect other people's property.
- To adopt good work habits.
- To be responsible for their own possessions and not trade or swap possessions.
- To adhere to the school uniform policy.
- To work quietly to complete tasks and allowing others to complete theirs.
- To put things away when they have finished using them.
- To use the communal toilet appropriately.

Classroom Rules

The following classroom rules have been agreed by the pupils:

- Be kind to others – do not hurt anyone.
- Talk respectfully, no swearing or using words that upset people.
- Take care of the school, do not break or throw things.
- Listen to and follow instructions.
- Be polite – do not interrupt when others are talking.
- Look after your own property and respect that of others.
- Ask permission if you need to leave the classroom.

Rewards

- Verbal praise.
- Smiley faces and notes in home school books and stickers on jumpers.
- Reinforcement by another adult.
- Being given the opportunity to choose an activity.
- Certificates and awards given in special assemblies.
- Class-wide reward systems such as sticker charts, merit awards, certificates and points may be used in addition to individual rewards.
- Points recorded on Sleuth.
- Venture afternoon activities.
- Weekly behavioural top 10 published.
- Weekly celebration assembly.
- 'Catch Me' cards.

RESPONSE GUIDELINES FOR PUPILS IN YEAR 5 -11

Overall Expectations

- To act/respond in such a way as to enable teaching, learning and social integration to take place.
- To be in school on time and ready to work in lessons.
- To be dressed appropriately in school uniform (see School Prospectus)
- To show consideration for others.
- To have respect for others' well-being and safety.
- To show verbal and physical respect for everyone.
- To walk around the school.
- To line up quietly at the start of lessons.
- To look after your own possessions and not to take or interfere with those belonging to others.
- To ensure that all mobile phones and electronic equipment are handed in at the start of the day with the exception of Upper Secondary who have a signed mobile phone contract on file.
- To help to keep the school clean and tidy.
- To show appreciation for cultural and gender differences and individual needs.

These expectations will be communicated to all pupils throughout the week but especially via school assemblies and PSHE time.

Classroom Rules

The following classroom rules have been agreed by pupils:

- Enter the room and go quietly to your place, when invited.
- Listen to and follow instructions.
- Put your hand up or ask to speak in an appropriate manner. (In informal situations the teacher may tell you that this rule does not apply).
- Speak without shouting and use appropriate language.
- Leave other people and their belongings alone.
- Ask permission to enter or leave the classrooms.
- Arrive punctually for each lesson or give a polite reason to the teacher if you are late. Be ready to work.

- Walk carefully in the corridors.
- Chewing gum is not permitted in school.
- Fizzy and high sugar (including sports and energy drinks) are not allowed in school.
- Jewellery, facial and body piercings are not permitted in school. Pupils may wear one stud in each ear.

Rewards

- Verbal praise.
- Postcards home.
- Points recorded on Sleuth for positive behaviours.
- Whole class rewards.
- A whole school tracking system enables pupils to earn points. Points can be exchanged for items in the Reward Shop.
- Venture afternoons.
- Weekly top 10 published.
- Weekly Key Stage 3 and 4 celebration assemblies.
- 'Catch Me' Card.
- Class reward systems (e.g. Top 3 and Pupil of the Week).

Sanctions

Staff will always promote a positive working atmosphere. With the onset of undesirable responses staff will deploy diversionary tactics, for example highlight a pupil who is displaying the correct response and praise them accordingly. Sometimes this will be sufficient to initiate the desired response. If diversionary measures are not successful, the following sanction system will be used and any incidents will be recorded on Sleuth by the member of staff issuing the warning or card:

For the Early Years pupils an instant 'sanction' based on individual need will be used. This may involve a 'time out' or the loss of a preferred activity. Staff will record 'time out' incidents and these will be transferred onto Sleuth. As the pupils get older, the following system will be used, staff will endeavour to ensure 'take-up time' is allowed between cards to enable students to modify their own behaviour.

Verbal Warning

Pupils will be given a verbal warning to stop the response.

'Yellow Card'

Pupils will be shown or given a 'yellow card' as the first formal warning.

'Orange Card'

Pupils will be shown or given an 'orange card' as the second formal warning.

An orange card will carry a 'Time Out' sanction of 5 minutes to be managed by the class teacher. There will be no dedicated 'Time Out' areas in school - these will be negotiated and planned for depending on location, pupil need and staffing.

Staff will deploy de-escalation strategies to help pupils make positive choices. Staff will assist pupils to take 'Time Out' to avoid orange card situations escalating to a Red Card. Walking out of a classroom will not necessarily result in a Red Card as pupils may need different ways of calming: running, roaming or sitting in a

quiet space. The Class LSA who moves with the group is of great benefit as they can often identify effective 'Time Out' strategies for individuals.

Staff will try not to react to pupil insults but instead encourage pupils to take the 'Time Out.' Where there is a known trigger for pupil response, for example, pupils opting out of lessons, Individual plans will be devised to try and support them accessing the learning.

Following the 'Time Out' the pupil will be expected to re-join the lesson. When an 'orange card' is put onto Sleuth, the pupil given the card receives minus 5 points

'Red Card'

Pupils will be shown or given a 'Red Card' and asked to leave the classroom.

Pupils who receive a Red Card will be escorted to the Duty Room and given the opportunity to sit quietly and calm down. The member of staff issuing the Red Card will record the information on SLEUTH. When a 'Red Card' is put onto Sleuth, the pupil given the card receives minus 20 points.

Staff in the Duty Room will give the pupil opportunities to Relax, Reflect and Refocus and give pupils a chance to discuss the problem and offer support to resolve the issues. Staff will make judgement calls as to when it is the appropriate time to begin the discussion. Staff may request other pupils / staff to assist them in resolving these issues. Once a pupil is sufficiently calm, appropriate work / activities or the option to do nothing will be offered. Duty staff may phone for class work to be sent to the Duty Room if appropriate. Where appropriate and once a pupil has shown that they are calm and ready to return to class the duty staff may phone the appropriate teacher and ask if the pupil can return to class. For practical lessons, it may be necessary for the pupil to remain in the Duty Room until the next lesson. As part of the discussions with the pupil, Payback requirements will be considered. Pupils issued with a red card will complete a 'Payback' during the next available lunchtime. (Recording the information on SLEUTH ensures that staff know who has been sent to the 'Duty Room' and which lunchtime Paybacks they should be doing). If a pupil arrives at the Duty Room in an unsettled frame of mind or if the pupil displays inappropriate responses in the Duty Room, they may be escorted to one of the Time Away Rooms where they will remain until they are calm enough to return to the Duty Room or go back to class. Pupils who show that they are not ready to go back to class will remain in the 'Duty Room'.

The following incident will merit the issue of a Red Card straight away.

Physical Aggression: An incident where a pupil is putting themselves or others at risk by their responses. e.g. a pupil hitting someone.

The following incidents may necessitate the use of a Red Card.

Swearing: An incident where a pupil directly swears at an adult or another pupil with the intention of causing offence.

Pupils do occasionally swear as part of a game that they are playing and a verbal reminder may be all that is necessary for them to stop. However, if a pupil swears directly at an adult or another pupil with the intention to offend, the pupil can be shown a Red Card. There are incidents where swearing is a secondary response and so the issuing of a Red Card may not be appropriate.

Serious Disruption: An incident where a pupil is seriously disrupting a classroom activity

When a pupil is seriously disrupting the good order of a lesson and preventing others from learning the card system will be followed. Pupils who persist in their actions will be given a Red Card.

Pay Back Following a Red Card incident, pupils will complete a Payback.

Payback is completed during the next available lunchtime following the incident.

The card system will be used for pupils who fail to attend Payback without a valid reason.

Pupils who are unable to successfully complete their Payback will repeat their Payback the following lunch time.

Pupils who fail to successfully complete their Paybacks or accrue a disproportionate number of red cards may receive a further sanction. Following discussions between staff and the pupil's parents/carers the pupil may: complete a period of time in supervised isolation to allow them to complete their Paybacks; have an after-school detention or complete their sanction in a suitable restorative way.

Internal Exclusion

Pupils that receive minus 100 points or more in a week (measured Friday am to Thursday pm) will be internally excluded on a Friday morning. Pupils will be given opportunities to complete any missed work and to reflect on their actions.

After School

Where deemed necessary and appropriate to support a pupil's response an after-school detention will be used. Once completed, this will clear any Paybacks or Internals the pupil has incurred for that week.

Time Away Room

There are occasions when a pupil's response puts them or others risk and necessitates the use of withdrawal. Time Away rooms are available, with minimal stimulation and no audience, where pupils can calm down and regain control of their responses and emotions. The Time Away rooms are operated on an 'open door' policy where practical.

The Time Away room may be offered to a pupil by a member of staff, or a pupil may be directed to go there. In either case the aim is to allow the opportunity for the pupil to regain control.

Pupils are always accompanied to the Time Away room. If a pupil is displaying aggressive or threatening responses or is putting themselves and others at risk it may be necessary to provide a guided escort using one of the approved Team Teach techniques.

Use of Time Away rooms will be recorded on the sheets provided at the time of the incident and then transferred to Sleuth on a regular basis.

When in the Time Away room, pupils can be monitored by staff and CCTV. Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the pupil is calm and able to take responsibility for their own emotions. On some occasions it may be necessary for staff to use physical intervention strategies in the Time Away room, for example, when a pupil's challenging and violent response is putting themselves or staff at risk or there is a risk of damage to property.

Once a pupil is felt to be calm, the pupil may be moved to another quiet place to work or more generally taken back to class.

In Lower Primary a Time Away room is integral to the classroom and is used as a calm space.

Searching and Confiscation

“Headteachers and Staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in the following paragraph or any other item that the school rules identify as an item which may be searched for.

At Bower Grove School staff carry out regular spot checks at random to safeguard the school community.

The list of prohibited items is:

- Knives and weapons (including multi-tools and any bladed item).
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence or.
 - To cause personable injury to, or damage to property of; any person (including the pupil).
- An article specified in regulations.
- Tobacco, cigarette papers and vapes/e-cigarettes.
- Fireworks.
- Pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

(Searching, Screening and Confiscation Advice for Schools – DfE July 2022 Searching, Screening and Confiscation Advice for Schools – DfE July 2022

All prohibited items will be seized and secured in the school safe. If the item is a multi-tool knife/weapon or bladed item this will be reported to Kent Police whose protocol is to collect the item.

PLAYGROUND RULES

The following rules have been agreed by staff and pupils. Playground rules are included on a class contract that is signed by staff and pupils at the beginning of the school year and visited periodically.

Lower and Upper Primary

On the Playground we:

- Respect everyone.
- Use kind words (no swearing or rude gestures).
- Are kind to everyone (no hurting).
- Stay on the playground.
- Use play equipment safely.
- Play not fight.
- Keep ball games on the football pitch.
- Listen to adults

End of Playtime Arrangements

- The member of staff on duty blows the whistle.
- The pupils should then go to their lines and line up.
- Staff then accompany their classes in one group at a time.

Lower, Middle and Upper Secondary

On the Playground we:

- Respect everyone
- Play without disrupting others
- Play safely (no play fighting)
- Use climbing equipment safely (keep moving)
- Follow adult requests
- Keep ball games on the football pitch or Basketball court behind the goal
- Staff will be on duty in designated zones (see Appendix 2) and promote kind and respectful interaction during unstructured times. There is a quiet space available to Key Stage 3 and 4 pupils to cater for pupils who cannot cope with the busy playground environment

End of Playtime Arrangements

- The member of staff on duty blows the whistle
- Pupils line up quietly on the playground
- Staff should then take classes in one group at a time.

Sanctions

The following sanction system applies to pupils who deliberately break one of the playground rules

A verbal reminder of the expectations will be given to all pupils prior to a card being shown.

'Yellow card'

To be shown to pupils as a first formal warning.

'Orange card'

To be shown to pupils as a second warning.

'Red card'

Pupils will automatically be sent in. This will be used for continued violation of a playground rule e.g. after 2 warnings OR if the pupil's response is sufficiently serious to be sent straight in.

RECORDING AND REPORTING

The Sleuth Tracking system is used by staff to monitor and track positive and negative incidents at school.

Negative and positive incidents are recorded on Sleuth and feed directly into the school's Reward System.

Parental contact following an incident may be by telephone, contact book, text or email. Class Teachers will ensure that any relevant information about an incident is communicated promptly.

Using Sleuth, incidents are monitored by the Leadership Team and Class Teachers to identify and target persistent issues. Individual programmes may be implemented to address these. Pupils causing concern are discussed on a weekly basis during Leadership meeting time.

Data recorded on Sleuth will be used to inform parental meetings and is available for discussions about pupils' actions and subject or time specific incidents.

SPECIAL CASES

The sanctions outlined offer a framework for most pupils. However, rigid sanctions for some pupils can be counter-productive and in these situations an individualised approach is required.

Some children do not or cannot respond to positive behaviour management strategies. For these pupils individual plans will be devised. These plans will be shared with other staff via staff meetings and will be documented for parents.

EMERGENCY PROCEDURE

Extreme incidents will be referred directly to a member of the Leadership Team.

In the event of a child endangering themselves or others, the child will be escorted using Team Teach positive handling techniques, and if necessary, additional staff will be called to assist using a school code "Blue Light".

POSITIVE HANDLING

Should a pupil's responses be so challenging that it can no longer be managed solely by the school's management and de-escalation strategies, it may be necessary to use positive handling.

At Bower Grove physical interventions will be deployed as the last option when staff have attempted all other interventions or when a pupil's actions are putting themselves, other pupils, staff or others at risk. The school's policy on positive handling is framed by guidance from the DfE, July 2013, 'Use of Reasonable Force' Behaviour and Discipline in Schools Jan 2016 and Keeping Children Safe in Education, September 25 and uses Team Teach positive handling techniques and strategies.

Whilst it is recognised that some pupils in Lower and Upper Primary will need to be escorted, it is envisaged that only in exceptional circumstances would pupils in Lower, Middle and Upper Secondary require positive handling strategies. In the majority of cases, it is safe for pupils to go to safe spaces to avoid the need for Positive Handling. The positive use of touch is considered a beneficial strategy, e.g. help hug, guided walk, reassuring touch.

At Bower Grove School, physical interventions may be considered necessary in the following situations:

- When a pupil's response is putting other pupils, staff or others in danger of physical harm, for example, if a pupil is attacking another person.
- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two pupils are fighting causing the risk of injury.
- When a pupil's response is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects.
- When a pupil is causing or is on the verge of causing deliberate damage to property.
- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils to reinforce pupil safety and the necessary responses and attitudes to sustain the pupils' school placement.
- When it is necessary to prevent a pupil from leaving the classroom and where allowing the pupil to leave would risk their safety or lead to actions that disrupts others.
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
 - When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of Physical Intervention). However, it may be justifiable where a pupil remaining in a classroom or leaving would:
 - entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils, staff or others, or of damage to property; or
 - lead to responses that prejudices good order and discipline, such as disrupting other classes.

Should positive handling be necessary the well-being of the pupil will be of paramount concern and the physical intervention used "will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result." (DCFS 2013, 'The use of force to control or restrain pupils' and DfE Guidance 2012). Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for a more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical intervention is used carries some risk. The following statement has been adopted into this policy and reflects the working realities and possible consequences when individuals are involved in an incident when physical intervention may need to be used:

"Team-Teach techniques seek to avoid injury to the service-user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe." (George Matthews – Founder)

See additional advice in Bower Grove's Positive Handling Policy.

For pupils for whom physical interventions are likely to be required due to their specific needs, a Individual Safety Plan based on Team Teach advice will be devised. This plan will be drawn up in conjunction with parents and carers and where appropriate, with pupils.

As of November 2024, the school has four Intermediate Team Teach Tutors who are available for advice on any positive handling matter. All are responsible for initial and ongoing training of all staff at the school.

Although it would be envisaged that positive handling would be used in situations where a plan had been agreed it is important to recognise that there will be times when circumstances dictate immediate responses to a situation in order to keep the pupil, other pupils, staff and others safe. At these times it is assumed that staff will act in good faith and that their responses will be reasonable, proportionate and necessary to the consequences that they are intending to prevent.

Pupils absconding from the school premises causes significant anxiety for staff. Staff should share that responsibility by informing Office Staff and LST. Once it is established that a pupil has left the school site then a dynamic risk assessment will be carried out to ensure parents/carers and if necessary, police are informed. A timeline will be maintained to ensure all parties have accurate information and the situation will be monitored by a member of the LST. Following an incident of a pupil absconding from school plans will be amended to include this identified risk.

Following an intervention where positive handling/physical intervention has been necessary, the incident will be recorded on Sleuth and contact with home to parents/carers will be made outlining exactly what happened, as soon as the situation has been resolved in school.

In the event of a Serious Incident involving an injury to a member of staff then the 'Protocols for all Staff following a Serious Incident involving aggressive responses towards Staff' should be followed (see appendix 1).

Individual Safety Plans will be completed for pupils who persistently display challenging responses.

More detailed information on positive handling can be found in the school's 'Positive Handling Policy'.

TRUANCY

Regular attendance is encouraged at all times, as outlined in the Attendance Policy.

Due to the strong home/school links and transportation to school, truancy is an unusual occurrence. All unsatisfactory patterns of attendance will be dealt with through the structures outlined in the Attendance Policy.

BULLYING

Bullying can take many forms, but it usually includes the following four types of behaviour:

- Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute as physical bullying.
- Verbal – Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Cyber – any type of bullying that is carried out by electronic medium.

For further information, See Bower Grove School Anti-Bullying Policy in line with Section 89 of the Education and Inspections Act 2006.

Mobile Phones

Pupils in Upper Secondary are permitted to keep their mobile phones in their possession throughout the day providing the pupil and parent/carer has signed the Mobile Phone Contract. Pupils and Parents/Carers sign a contract Appendix 3 that allows pupils to retain their phones. Pupils must adhere to the rules of the contract to enable them to keep their phones throughout the day.

EXTERNAL SUPPORT SERVICES

The advice and assistance of external services is highly valued in dealing with pupils' behaviour and supporting staff training. Practically this may mean involvement in one or more of the following:

- Education Welfare Office and Educational Psychologist
- Regular Continuing Professional Development (CPD) for staff on behaviour related topics
- Social services / respite care
- Invicta Community Trust
- Kent Police
- Youth Offending Team (YOT), Children and Adolescent Mental Health Services (CAMHS), Minority Groups

Additional support available to parents/carers includes:

- Parent Support Group
- Pupil Mentors
- 'Open Door' Policy at the school
- Parent Workshops
- Signposting to other agencies
- Advice and guidance from school staff.

Monitoring of this policy will be undertaken by both formal and informal activities which include:

- Lesson Observation Data
- Data Analysis using SLEUTH
- School Council
- Focused Observations
- Parental and Pupil Surveys
- Serious Incident Log
- Staff Accident Book
- Feedback from Staff at Staff and Key Stage meetings.

This policy will be reviewed annually. Key elements will be brought to the attention of staff at the beginning of the Autumn Term and through a rolling programme of inset on a needs driven basis.

Additional advice for this policy was taken from:

- Advice on Whole School Behaviour and Attendance Policy, DfES September 2003.
- Guidelines for Team Teach and Team Teach Code of Practice.
- The Use of Force to Control or Restrain Pupils, DCSF April 2010.
- Bower Grove School's Positive Handling Policy updated March 2024.
- Preventing and Tackling Bullying, DfE, 2017.
- Behaviour and discipline in schools, DfE, January 2016.
- Keeping Children safe in Education, DfE, September 2025.
- www.kelsi.org.uk.
- Creating a Culture. How school leaders can optimise behaviour, Tom Bennett, DfE, March 2017.
- Behaviour in school's advice for Headteachers and school staff, DfE, February 2024.
- Searching, screening and confiscations advise for schools, DfE, July 2022.
- Use of reasonable force advice for Headteachers, staff and Governing Bodies, DfE July 2013.

Appendix 1

Protocols for all Staff following a Serious Incident involving aggressive responses towards Staff

In the event of a Serious Incident involving an injury to a member of staff:

- Remove pupil from the incident.
- Reassure the other pupils and ensure all other pupils are safe. Get back to normal lessons as quickly as possible.
- Offer support to the member of staff and take them away from the scene of the incident.
- Inform a member of the Senior Leadership Team (SLT) who will assess the situation and take the following steps, as necessary,
 - Offer the member of staff medical assistance and make a First Aider available to see them. Ensure any injuries are recorded in the Staff Injury Book.
 - Provide the member of staff with a quiet space to go and offer colleague support. Arrange cover as required.
 - Following the First Aider assessment and in consultation with the member of staff ascertain whether further medical assistance or support is required. If this is required, arrange for appropriate transport to hospital.
 - Organise for a Serious Incident Form to be completed and take witness statements from other staff and if required, other pupils.
 - Take a statement from the pupil, when calm. This may not be possible immediately and may need to be done at a later date.
 - In consultation with Assistant Heads / Head Teacher decide whether the pupil should go home. This will be based on the information gathered and individual circumstances.
 - Inform the pupil's parents/carers of the incident and any decisions that have been made. If it is required, arrange for the pupil to go home.
 - Senior Leadership Team (SLT) to collate witness statements and staff account before making a decision about further sanctions.
 - SLT to inform relevant staff of any decisions that have been made and this to be cascaded.
 - SLT to inform parents/carers of these decisions.

Follow Up

- Individual Safety Plan (ISP) for the pupil to be explored or amended in consultation with the Class/Form team and then shared with the rest of the school. A Risk Assessment to be completed if required.
- Restorative Justice to be offered and facilitated where appropriate and relevant.
- In the light of long-term absence, a staff buddy will maintain regular contact.
- Staff member to be offered contact details of the confidential staff counselling service and guided to the supported services for staff booklet.


Appendix 2

Senior Playground Zones


Zone B

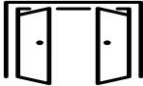
Behind the football goal.
On AstroTurf.

Football pitch



Zone F


 **Boys toilets**




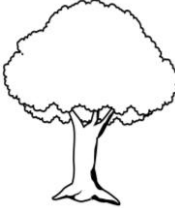
Toilets,
Entrance into school.

Zone T

Climbing frame area.



Zone C



Main pavement area, picnic tables and the side of Art room.

Zone P



Appendix 3

Bower Grove School

Mobile Phone Contract: Pupils, Parents/Carers and School

Bower Grove encourages responsible ownership of mobile phones. Pupils in year 10 and 11 are allowed to keep a mobile phone in school once parental consent has been obtained. Once this contract has been signed by pupils, parents and school it is important that everyone follows the rules.

I _____ (name) of _____ (form) agree to the following rules and sanctions of having my mobile phone in school:

My mobile phone is my responsibility and school are not liable if it becomes lost or damaged.

The 'can do's':

- My mobile phone will be kept on silent throughout the school day.
- I can use my mobile phone at break & lunch times on the playground.
- If I want to use my mobile phone on Bower Grove transport, I need to ask permission to do so from the adult in charge.
- If I take an exam, I will follow the National rules regarding examination procedures.
- If I access social media sites, it will be safe, respectful and appropriate.

The 'cannot's':

- My mobile phone cannot be used in the following places:
 - In lessons or in corridors between lessons, unless the class teacher has given me permission.
 - In the toilets or changing areas
 - In the Dinner Hall.
 - While playing football on the playground or any other physical activities.
- I cannot make phone calls. In an emergency my parent/carer will phone the school.
- I cannot take photographs, film or record anywhere in school.
- I cannot be late for lessons or assemblies because of my mobile phone.

If I do not follow the rules of this contract it will result in:

- **Stage one:** The card system will be used by staff and tracked by the class team and they will contact my parents or carers.
- **Stage two:** If I repeatedly misuse my mobile phone, it could become a serious concern and may result in a mobile phone ban from school. This matter will be dealt with by the Assistant Headteacher.
- There may be sometimes which mean stage two can be applied with immediate effect. This will be decided by the Assistant Headteacher.

Signed: _____ (Pupil) Date: _____

Signed: _____ (Parent/carer) Date: _____

Signed: _____ (AHT KS 4) Date: _____

Appendix 4

Addendum to Bower Grove: Responses and Relationships (Behaviour Policy) and Positive Handling Policy. Normal school rules and policies apply with regards behaviour protocols and supporting pupils in accessing their learning. Positive Handling within school should be actively avoided and staff should be utilising their range of skills to try and limit its usage.

- De-escalation - staff should employ a range of de-escalation techniques to give pupils the opportunity to manage their own responses.
- Time away - Pupils should be actively encouraged to use designated time away spaces (benches or rooms) .
- Transfer adult – Using the help protocol and intervening or supporting earlier will help to prevent the need to physically intervene.
- Reward & Praise – Active use of school or class rewards systems will encourage positive behaviour choices.

Should a dynamic risk assessment indicate that positive handling is absolutely necessary then the staff involved should:

- Record details clearly on Sleuth
- If required have time after the event to reflect on the incident.
- Inform SLT to ensure the incident is followed up with a post incident investigation and risk assessment carried out (if required).

Appendix 5

Bower Grove procedure for items found in school:

1. Item is found in school e.g. vape, cigarettes etc.
2. Item is taken by member of staff and given to admin team to put in the safe.
3. Member of staff alerts item to AHT of Key Stage.
4. AHT to talk with pupil to find out:
 - a. Where was the item?
 - b. How did they get the item?
 - c. What have they done with the item since having it in their possession (smoking school/selling item to other pupils etc).
5. AHT to liaise with DHT or HT to bring pupil for discussion.
6. Meeting with DHT/HT with pupil and AHT to confirm.
 - a. Item is prohibited.
 - b. Consequences of behaviour.
 - c. Next time this would incur a suspension.
7. If this process is repeated, the pupil will receive a one-day suspension.

If the prohibited item is a multi-tool, knife, weapon or bladed item of any sort this will be reported to Kent Police. Kent Police will then send an officer to collect this item and will manage this moving forward.