

# ST MARY'S BENTWORTH CE PRIMARY SCHOOL RELATIONSHIPS AND BEHAVIOURS POLICY

Date of implementation: July 2025

Date of review: **July 2026**



## Relationships and Behaviours Policy

Ownership: Full Governing Body	Links to: Child Protection & Safeguarding Policies, Data Protection, Confidentiality Policy, SEN, Inclusion, Teaching & Learning
Review Committee: Education Committee, Head teacher	
Communicated to: Pupils, Parents, Carers, Staff, Extended School Providers	
Evaluation: <i>inc links to evidence</i> )	





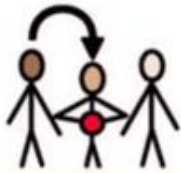
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# Policy on a Page

## LOVE



FRIENDLY AND POLITE



TAKE TIME AND LISTEN

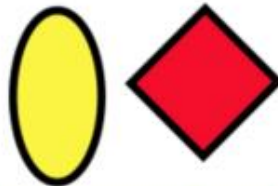


HELP OTHERS



LOVE LEARNING AND WORK HARD

## RESPECT



DIFFERENCE



LEARN



VOICE



GOOD CHOICES

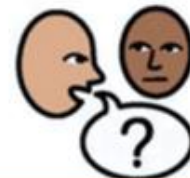
## BELONG



WELCOME



FAMILY



ASK FOR HELP



PROUD



## Adult Routines

- Meet and greet learners on arrival/transitions.
- Know the learners' interests, needs and associated behaviours.
- Home-school link books all checked in the morning arrival.
- End the day check in with story time.
- Plan/support lessons that engage, challenge and promote independence.
- Lessons are carefully differentiated, matching expectations of work to learner's ability and developmental stage.
- Personalise the learning by making reasonable adjustments where required to meet need.
- Careful management of the environment, considering conditions and triggers for behaviours.
- Understand behaviours associated with trauma and any SEMH needs.

## Pupil Routines

- Rainbow.
- Time out for regulation.

## Recognition and Reward

- Headteacher Over & Above Celebration.
- Rainbow.
- House Points.
- Phone calls home & emails.
- Reading Passports.
- Head Teacher hot chocolate & cookies.
- Star of the week.
- Merits

## Classroom Support

- Step 1 – Nudge (warning on rainbow)
- Step 2 - Reminder, de-escalation and In-class regulation
- Step 3 - Time out to regulate (shortest time possible)
- Step 4 - Scripted chat with teacher or TA
- Step 5 - Class team intervention
- Restorative conversation
- Serious concerns/breaches will be triaged by leaders in consultation with class team



## Introduction

At St Mary's Bentworth developing positive relationships across our school community and living our values, is at the core of our ethos and culture. Positive behaviour results from excellent relationships within a community, as well as a well-planned and delivered curriculum that inspires children to learn. Positive behaviour needs to be taught, modelled, expected and praised.

We aim to create an environment in which everyone feels safe, relationships are based on mutual respect and there is a good understanding of the needs of our learners. By creating a warm atmosphere and by removing any potential barriers to learning, we provide the foundations that enable St Mary's Bentworth's learners to flourish. This can only be achieved through a consistent approach to promoting positive behaviour across the whole school day.

Staff at St Mary's Bentworth recognise that behaviour is a form of communication and appreciate that learners have complex and wide-ranging needs; a child in distress may therefore exhibit behaviours that challenge us as adults. This policy outlines the culture, purpose and management of learner behaviour at St Mary's Bentworth. The fair and consistent implementation of our policy is everyone's responsibility!

## Culture and Aims

At St Mary's Bentworth we approach behaviour from a place of empathy and understanding, taking time to really know our learners, their interests, individual needs and the context that our young people are growing up in. This includes their experiences of school, family and community life.

Our culture is built on the following principles and core beliefs:

- Every child can engage, learn-well and flourish.
- Positive relationships are fundamental to positive behaviour.
- We maintain high expectations for all to show our values of "love, respect, belong" however some children may need additional support and reasonable adjustments to meet expectations.
- Behaviour is a form of communication and can be an indication of a child in distress.
- Knowing our learners is key! Understanding needs, circumstances and causes of the behaviour helps us to act in the fairest way possible for that child.

- All children and young people can be supported to change behaviours.
- Through quality first teaching and holistic pastoral support we can remove barriers to learning (graduated response).
- Creating a safe and nurturing environment supports resilience and prevents triggers.
- Effective recognition systems increase self-esteem and achievement.
- Positive reinforcement is more likely to change behaviour than sanctions.
- The school values will guide decision making for adults and learners.
- Adult behaviours affect children's responses and behaviours.

## WHEN CULTURE CHANGES, EVERYTHING CHANGES



**Know Your Learners**



**Values Based Decisions**



**High Expectations**



**Positive Relationships**



**Remove Barriers to Learning**



**Every Child can Flourish**

## RIGHTS OF THE CHILD:



We are committed to placing the UN Convention on the Rights of the Child at the heart of our culture and ethos. We firmly believe all learners (and all members of the St Mary's Bentworth community) have a right to;

- feel secure and safe (in an environment which meets their needs).
- feel valued and be treated with dignity, respect, kindness and understanding.
- be treated fairly.
- be listened to.
- be able to learn in a supportive environment.
- engage in choices and understand that choices have consequences.
- express feelings in an open, honest and polite way.
- be happy and build friendships.
- be free from violence and abuse.

## AIMS

Through this policy we aim to:

- build a values-based community.
- foster excellent relationships between all members of our community.
- ensure a thorough understanding of needs and circumstances.
- ensure expectations and strategies are widely known and understood by all.
- set high expectations and provide support for learners to achieve these.
- calmly and proactively diffuse and de-escalate situations.
- implement holistic, integrative and consistent approaches across all sites/campuses.
- recognise behaviour that goes over and above.
- promote restorative approaches in place of punishments.
- ensure awareness of the boundaries and consequences.
- ensure learners learn without barriers and limitations.
- ensure participation in school life is not restricted by behaviour.
- promote equality, equity and celebrate diversity.
- help learners develop life skills, encouraging self-confidence, self-regulation and independence.
- develop and reinforce the principles of good citizenship, including the fundamentals of British values.
- ensure that the use of restrictive physical interventions is only ever used as a last resort and only by trained staff.

## Roles and Responsibilities

The aims of this policy will be met by everyone observing our Behaviour Curriculum which is based on 3 agreed rules.



### ALL STAFF

St Mary's Bentworth adults will remember and apply the same values as the children:

#### **Pre-empt, Prevent, Redirect, Support**

- Refer to and reinforce our values and explicitly link to the behaviours we expect to see.
- Observe individual/class behaviours, modifying the environment and make reasonable adjustments to minimise disruption.
- Prevent and de-escalate before applying sanctions.
- Be aware of and report behaviours that may have safeguarding implications or cause concern.
- Never ignore or walk past learners who are making poor/unsafe choices.
- Follow up every time, retain ownership and engage in reflective/restorative dialogue.
- Log behaviours on CPOMS.



## Consistent, Calm, Listen

- Model the values and build excellent relationships.
- Listen and give learners a chance to communicate.
- Encourage and praise positive behaviours using visible recognition.
- Admonish the behaviour, not the individual.
- Remain mindful of the unique challenge each learner experiences.
- Be calm and give take up time.
- Collaborate with families and professionals.

## LEADERS

Leaders are not expected to deal with behaviour referrals in isolation; the aim is to empower class teams and create a culture where there is respect for their authority. Leaders are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners. They will:

- Model the values of the school at all times.
- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Support staff with complex situations and to hold restorative conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of the school or class specific recognition systems.
- Ensure staff training needs are identified and targeted.
- Use and analyse behaviour data to target and assess interventions.
- Regularly share good practice.
- Ensure all staff understand the school's culture, policy and expectations.
- Support staff in understanding and meeting the range of needs through training and engagement with relevant experts (support the graduated response).
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Ensure a whole school approach and consistency.
- Regularly review provision to ensure it meets learners needs.

## GOVERNORS:

Governors are responsible for:

- Reviewing and approving the Relationships and Behaviour Policy.
- Monitoring the policy's effectiveness.
- Scrutinising behaviour data and holding leaders to account.



- Holding senior leaders to account for its implementation.

## Behaviour Curriculum

### LEARNER EXPECTATIONS:

Expectations of learners remain consistent, whether in class, in corridors or offsite, and across both buildings in order to create a culture of positive behaviour. Our behaviour curriculum is rooted in our values and our curriculum drivers. Daily routines and consistent adult behaviour will reinforce this curriculum.

### ADULT DAILY ROUTINES

- Meet and greet learners at the start of the day and beginning of lesson changes (if with a different teacher).
- Check CPOMS and ensure class teams are up to date.
- Check emails and share any information from parents with class teams.
- Respond to parent emails in a timely manner and log on CPOMS.
- Communication with transport and any information passed to class teams.
- Create an open-door policy for informal discussions with parents/ carers.
- Be aware of how the child presents (ask how they are).
- Provide opportunities to regulate if needed (zones of regulation or relevant strategy).
- End the day with a check in and story time.

### CONSISTENCIES

In implementing this Relationship and Behaviour policy, St Mary's Bentworth acknowledges the need for consistency. It is important that we understand that consistency does not mean a lack of flexibility or personalisation. Equity acknowledges the need to treat people differently, dependent on need, in order to ensure equality.

How we ensure consistency can be defined as follows:

- Consistent culture - everybody living the St Mary's Bentworth values.
- Consistent language simple and clear expectations reflected in conversations about behaviour using scripts on our lanyards (P. Dix- 'When the Adults Change, Everything Changes)
- Consistent follow up ensuring "certainty" at the classroom and management level.
- Consistent modelling of responsibility and accountability.



- Consistent routine for reinforcing, encouraging and celebrating positive behaviours.
- Consistent boundaries and consequences defined, agreed and applied at individual or classroom level.
- Consistent respect shown by adults - even in difficult situations.
- Consistent modelling of emotional control and restraint.
- Consistently reinforced routines in classrooms, around the site and in the wider community.

*“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies. The key is to develop a consistency that ripples through every interaction on behaviour.” Paul Dix*

## **Preventative Approach Towards Behaviour**

### WORKING WITH FAMILIES

At St Mary's Bentworth, we believe that learners will only achieve the best possible outcomes when the school and family work closely together; parental support is essential to the school ethos. We will support parents to:

- Ensure their child attends school regularly, so work and behaviour patterns can be established and maintained.
- Encourage independence and self – discipline.
- Highlight any concerns with the school and communicate significant changes in family circumstances, health/medical conditions, behaviour at home or any other factors which may impact on behaviour and wellbeing.
- Engage in their child's learning and school experiences.
- Foster good relationships with the school and support the implementation of this policy including the Parent Promise.
- Be aware of the school rules and reinforce expectations.
- Work in partnership to agree strategies ensuring consistency between home and school.
- Attend Annual Reviews/meetings so that meaningful discussions take place.

Parents/carers will always be informed if their child's behaviour is causing concern. The team at St Mary's Bentworth are always willing and available to discuss behaviour and wellbeing with families, and where appropriate, may organise workshops or signpost to access support.



## ESTABLISHING GOOD RELATIONSHIPS

Research has established that a good relationship is a significant factor in promoting positive behaviour. This prevents difficult situations arising in the first place and provides a cushion when challenges do arise. Relationships develop through what is said and not said, and the messages that are given about values and expectations. Specific actions in developing inclusion and good relationships can be summarised as follows:

- Greeting by name and knowing our learners.
- Offering comfort in distress.
- Finding positive qualities and strengths of EVERY child.
- Giving regular positive feedback that is specific, genuine and brief.
- Showing belief, trust and support to meet high expectations.
- Avoid discussing learner's difficulties or behaviour in front of them (unless part of the intervention).
- Avoid discussing our own professional difficulties in front of learners.
- Show acceptance of the person but not their behaviour.
- Model and focus on what should be done as oppose to what shouldn't.
- Using 'I' statements rather than 'you' statements which comment on behaviour.
- Not labelling – never referring to a child as naughty, difficult, challenging.
- Giving choices which give the student some control and promote self-efficacy.
- Ensuring experiences which guarantee success –however small.
- Ensuring that there is fairness – giving each their turn.
- Framing behaviour in terms of equity rights, e.g. "You are not allowed to hurt another student and other students are not allowed to hurt you".
- Trusting learners by giving responsibility.
- Never making unfavourable comparisons or put downs.
- Avoiding self-fulfilling prophecies.
- Doing everything possible to avoid sanctions that are about removal or exclusion.
- Welcoming students back if they have been absent.
- Speaking about the student positively to others.

## RECOGNITION AND REWARDS

At St Mary's Bentworth, we prioritise recognition over rewards, as it is more meaningful for the learner and provides an intrinsic motivator which is far more successful than material rewards systems. We recognise learners (and staff) who go 'over and above' our behaviour standards and core values. Our staff



understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships. A quiet word of personal praise can be as effective as public recognition. Children are encouraged to show initiative by playing an active role in modelling our values rather than passive compliance e.g., learners make real effort to help others, which is more than simply being polite. Our approach is also to work towards being 'peer led' rather than adult led, where children recognise one another for demonstrating the core values. We focus on the recognition of effort and positive characteristics in a range of ways outlined in Appendix 1, which is predominantly linked to our values and behaviour expectations. There is also guidance around recording positive behaviours ensuring it is purposeful (Appendix 4).

When implementing this policy there are some simple do's and don'ts which everybody must consistently adhere to:

DO	DON'T
Focus on effort rather than achievement (its more inclusive).	Offer recognition as a bribe for a learner to carry out a specific action.
Make sure learners know what behaviour you are looking for – be explicit and link to our 3 values.	Use recognition to make an example of another learner or to publicly highlight negative behaviours.
Encourage peer led recognition.	Give recognition as a token gesture, it will devalue the process.
Persistently look for positive behaviour but ensure praise has context and meaning e.g. you have shown real kindness by helping your classmate to xxx	Take away recognition/rewards as a result of negative behaviour. The two things are separate!
Every adult to issue one phone call home or positive note in home school link book each week	Hold grudges- each lesson/day is an opportunity to start fresh.

## GRADUATED RESPONSE

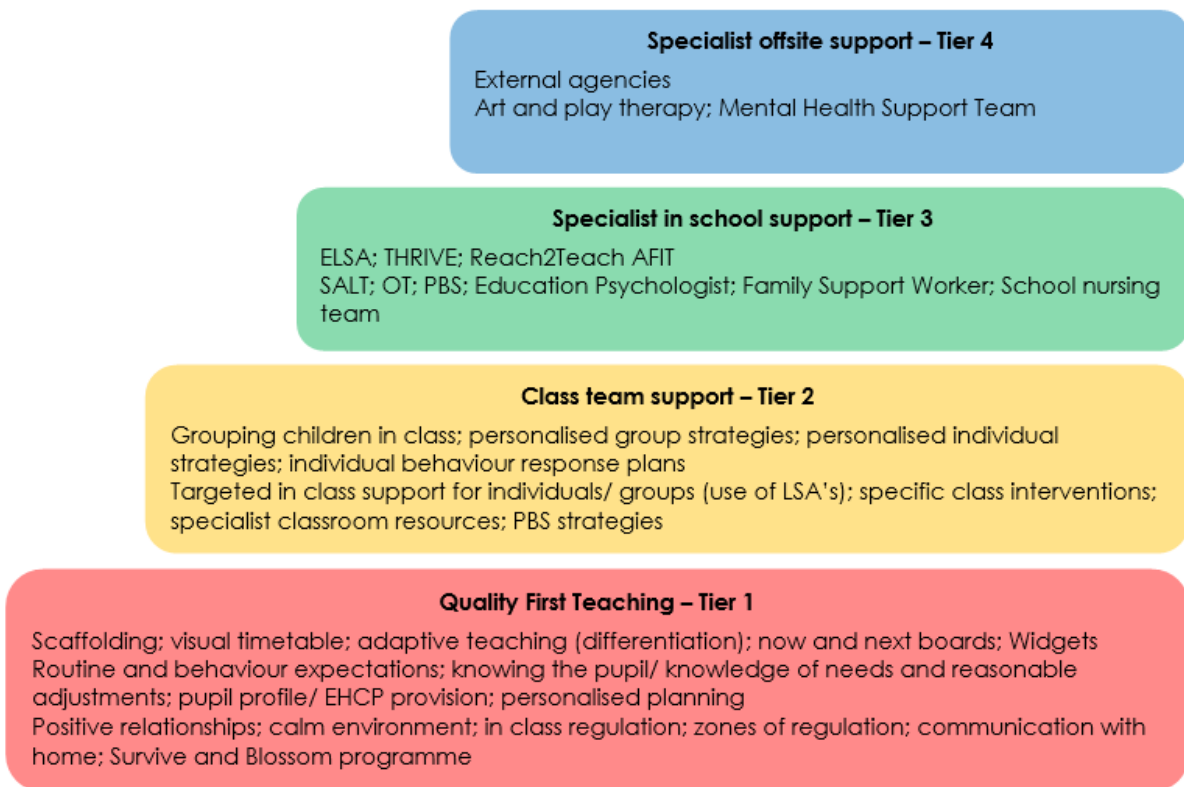
High quality teaching differentiated and personalised for each child or young person is the first step in meeting the needs of our learners (Tier 1). Most learners can make progress and engage in learning if they are taught in this way. More information on our whole school approach can be found in our Teaching Learning Policy ([include link](#)).

Where a learner or group of learners' needs cannot be met from within Tier 1, special consideration can be given to more targeted in-class support (Tier 2).

This can involve specific grouping of children and in class intervention. This does not mean removing children from wider curriculum subjects to access interventions; this would deny them a valuable part of their curriculum. Many outcomes can be factored into allocated lesson times within personalised planning.

If behaviours and progress give cause for concern, the school can draw on the internal resource by utilising wider pastoral support which also includes provision available through our ELSA or THRIVE practitioner. Tier 3 provision is provided in school by internal and external specialist staff and spans a range of disciplines, including SALT, Family Support, Educational Psychology etc. The school will work in partnership with parents/carers and external agencies (if needed) to ensure children receive the support they need to flourish.

St Mary's Bentworth's graduated response is as follows:



## HOLISTIC PASTORAL SUPPORT

At St. Mary's Bentworth, we ensure access to a wide range of holistic in-house support which supports positive behaviour, some of which is delivered by external partners:

- Range of clubs, trips and enrichment.
- Family Support worker.
- Worry dolls/boxes promoting the sharing of feelings.



- Sports events in the wider Alton cluster and pupil leadership opportunities.
- Displays and collective worship promoting wellbeing and support.
- Transition support.
- THRIVE practitioner.
- ELSA.

#### Therapies:

- Low level support through wellbeing practitioners.
- Support via Mental Health Support Team (Hampshire).
- Support via Senior Mental Health Leader.
- Educational Psychology.
- Speech and Language Therapy.
- Physio and OT.
- Play therapy.
- Art and Talking Therapy.
- Primary Behaviour Support (consultations and interventions).

## LEARNING ENVIRONMENT

There are clear expectations that form part of our Teaching and Learning Policy, which include classroom layout, health and safety, displays and resources.

With regards to promoting positive behaviour some key environmental expectations include:

- Behaviour expectations and school values clearly displayed.
- Space to ensure learners are as regulated as possible and have the opportunity to reflect/self-regulate in class where needed.
- The classroom is set up to promote responsibility and independence e.g., labelled resources.
- Visual timetables/now and next boards are clearly visible.
- Communication strategies/equipment accessible.
- Careful seating plans (ensuring visual/hearing needs are being met).
- Displays encouraging pupils to ask for help and stay safe e.g., info on bullying, on-line safety, where to get help etc).
- Displaying learners work to increase confidence and self-belief.
- Fundamental British values and protected characteristics are explicitly taught.
- Using ZoR across the school.



The school is also looking at the use of lighting and music to support a climate for learning and consider triggers and sensory needs.

## DE-ESCALATION

The school places a significant emphasis on de-escalation and the importance of primary, secondary and non-restrictive strategies (see Appendix 5). From a person-centred approach, that aims to understand and meet the needs of individuals before difficulties arise, to recognising an individual's early behavioural signs (physical, emotional, communicative). The whole team have gained effective skills in preventing situations from escalating.

### Principles

- Strategies include; 'communication approaches', 'de-escalation and diffusion' strategies, 'behavioural audits', 'risk assessments' etc.
- Personalised strategies should be recorded on a learners Behaviour Support Plan or written responses.
- Prevention strategies should form the greater part of our approach. Even at the most heightened states of arousal there are still non-restrictive strategies that may work.

## Responsive Approach to Behaviour

### PROPORTIONATE AND PRODUCTIVE CONSEQUENCES:

Providing support and reinforcing boundaries are not mutually exclusive. Consequences, if applied in the right way, should support a child to better understand the school rules/values as well as British values, and never be about 'punishment'. Staff should consistently praise behaviour they want to see and prevent negative behaviours through our preventative response. For the majority of learners, a gentle reminder is all that is needed. Many 'whole-school' strategies supporting high quality teaching will prevent escalating behaviour.

### CLASSROOM SUPPORT PLAN:

In order to keep a fair and proportionate response to behaviour, staff will follow some simple and predictable steps which should always be gone through with care and consideration, taking individual needs into account. Staff will use the support plan (Appendix 2) for low level disruption and to support children to make better choices.



If a child has identified steps and strategies on their Behaviour Support plan or written response plan to better meet their needs, then these steps should be consistently followed by the class team instead.

All learners must be given “take up time” in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Staff will always deliver any of the consequences outlined in the support plan calmly and with care. In considering whether a consequence is reasonable, staff must consider whether it is proportionate in the circumstances of the case and consider any special circumstances including the learner's age, additional needs and any religious requirements affecting them.

DO	DON'T
Take a moment for yourself- sometimes adults need take up time.	Issue a consequence when upset or angry- it will not encourage proportionately
Approach with empathy and consider needs, context and circumstance.	Publicly name or shame learners who are not complying with the rules- it will only escalate a situation.
Be fair and proportionate in your response.	Issue consequences which are not in line with the policy or seek to remove learning/enrichment opportunities. This will only be issued if the child poses a risk and in consultation with SLT.

### REGULATION IN A CALM SPACE/BREAK OUT ROOM:

Engaging with learning is always the primary aim. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Time out to regulate emotions (due to sensory/other needs rather than disciplinary action) may be required. This should be accommodated within the classroom wherever possible. Some circumstances may warrant regulation time outside of the class and usually be part of a planned response. This should only be a short time away from the classroom with a member of their class team in a quiet/calm space which will vary from site to site e.g. a separate classroom/intervention space, sensory room or outdoor space. It is time to provide support for the learner by helping them to regulate and reset e.g. movement break, walk and talk, zones of regulation etc.



How long they have a time out should be based on circumstance/needs but communicated to the team and child (using a sand timer if needed). This will be for the shortest time possible and not exceed 10mins. This should not be a regular occurrence throughout the day, if a pattern begins to emerge it must be escalated to SLT for support. This will ensure a collaborative approach considering support and strategies to put in place.

Log the behaviour indicating dysregulation and also the action on CPOMS

## LEADERSHIP SUPPORT - SERIOUS CONCERNS OR BREACHES

If you are concerned about a child behaviour or if a child displays a serious breach, a member of leadership should be notified as soon as possible. Serious breaches can include:

- Bullying or intimidation (including online).
- Verbal aggression towards peer or staff of an extreme nature and not an isolated incident.
- Violence towards peer or staff (biting, spitting, pushing, kicking, punching, etc.).
- Stealing.
- Racist/prejudicial behaviour.
- Deliberate damage to school property.
- Consistent non-compliance

Each situation will be unique and therefore considered on a case-by-case basis. Leaders (in consultation with class team) will:

- Consider whether the child's needs, understanding and context contributed to the behaviour (seek more information from parents/carers if appropriate).
- Consider triggers and review and amend PBS plan as needed to ensure needs are being met.
- Consider our graduated response and whether further reasonable adjustments need to be made to meet needs (assess, plan, do review).
- Consider whether further pastoral support or external referrals may be required.
- Consider any undiagnosed needs or any further assessments needed.
- Consider whether consequences are fair/lawful having considered the above factors.

Next steps and potential consequences will be proportional and in line with the Equality Act 2010 and Schools Guidance.



It is the responsibility of the leadership team to log serious breaches and actions taken on CPOMS. Only in extreme circumstances will removal or exclusions apply and only if all alternative strategies have been exhausted.

The flow chart (Appendix 6) provides more detailed information around this diagnostic approach.

- What are the child's needs (am I clear on their EHCP/Written response/Pupil profile)?
- Can the parent give me more information to help triage the behaviours? Would a home visit help?
- What's the context for the child, is there anything happening at home that may impact on their behaviour? Are there safeguarding concerns?
- Did their needs/context contribute to the behaviour?
- What were the triggers?
- Does it happen at certain times of the day/ in certain lessons?
- Do they struggle with transitions?
- Is the environment triggering dysregulation?
- Is the lesson pitched at the right level/can they access learning?
- Are they struggling to communicate? How do we facilitate their preferred methods?
- Are there issues with particular relationships with peers or adults? Do they have friends/safe adults to nurture positive relationships?
- What adjustments are currently in place?
- Do we need to make any other adjustments?
- How is the learning adapted to meet their needs? Are further adaptations needed?
- Is the seating plan/grouping working?
- Do environmental adaptations need to be considered?
  
- Agree if further pastoral support is needed?
- Is a mentor/safe adult identified to provide further support?
- Agree whether further assessments are needed (possible undiagnosed needs)?
- Do we need to need therapeutic input?
  
- Identify strategies that will support regulation and good choices.
- Agree next steps with learner and family to implement strategies.
- Document in response plan.
- Consider consequences and whether they are necessary/fair.
- Potential consequences will be proportional/ in line with Equality Act 2010 and our Policy.



- Only in extreme circumstances will removal or exclusions apply and only if all alternative strategies have been exhausted.

## REMOVAL FROM CLASS

Removal from class is considered a serious consequence and will only be used in extreme circumstances to maintain the safety of all learners and to restore stability. The decision to remove will only be taken by the leadership team. No warnings need to be given for this consequence. This will provide time out for regulation and reflection with a member of staff (preferably from their own class team and who has a well-established relationship with the child) but was not directly involved in the incident. Support is provided for the learner by helping them to reset and understand their actions/feelings and expectations, using a restorative approach. The length of time should be based on circumstance/needs but communicated to the team and child. This will be for the shortest time possible and not exceed 45mins (one full lesson). In expectational circumstances a longer period of removal may be required.

Key principles when a child is removed from class:

- No blame environment – use Appendix 3 to support reflection and the learners understanding of the incident, their feelings and reinforce expectations.
- Time limited.
- Location is suitable for learning.
- Opportunity for a reset and for learner to refocus.
- Learning should continue.
- Reintegrate with kindness (non-judgemental).
- Class teacher to follow up and explain any further next steps.

Any removal needs to be logged on CPOMS, including length of time and circumstances. Removal data will be carefully monitored by the inclusion team. Parents must be notified as soon as possible.

## SUSPENSION AND EXCLUSION

The decision to suspend is taken very seriously and only considered where there is a serious/repeated breach of our behaviour policy, all alternative strategies have been exhausted and the behaviour is seriously detrimental to the education/welfare/ health and safety of themselves and others.

Before any consideration of suspension, the school will consider the pupils needs and whether this has impacted on the pupil's behaviour and whether this had impacted on the child's behaviour, making any necessary reasonable adjustments. The school will consider specific strategies relating to SEN, and



support learners to regulate their emotions where needed. In line with the Equality Act, no learner will be suspended or excluded for a reason related to their disability.

Where there is a serious concern about the behaviour of a learner, or there is a risk of suspension or exclusion, the school will triage the situation in partnership with others (including where relevant, the local authority), considering what additional support may be required and an assessment of the suitability of provision for a pupil's SEN or disability.

In cases where a suspension is issued, the process will be in strict accordance with policies and practice laid down by Hampshire County Council Local Authority and DfE guidelines. Adjustments can also be made to the suspensions and exclusions process and to any sanctions imposed. We will provide meaningful and relevant work to learners for the first five days. From the sixth day of a fixed period of exclusion schools are responsible for providing full time education. **Only the Headteacher (or member of staff with delegated responsibility) can suspend or exclude a learner.**

We will notify parents at the earliest opportunity including the reason for the exclusion in writing within 24 hours. Parents are responsible for a child in the first five days of every exclusion, ensuring they are not present in a public place during school hours. In the case of a fixed-period exclusion which does not bring the learner's total number of days of exclusion to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

We will also notify the Local Authority and if a learner has a social worker, or if a learner is looked- after, notify the social worker and/or VSH, as applicable.

## SUPPORT AND REINTEGRATION

Parents will be requested to attend a meeting to discuss the reintegration programme. Behaviour expectations and next steps will be agreed at the meeting and a review date set. If needed, parents will co-create a positive behaviour support plan with school to ensure consistency of approach. Consideration of undiagnosed additional needs may also be considered and external advice/assessments sought if appropriate.

As outlined, leadership will consider support and reintegration as part of our triage process considering support needs and whether potential external referrals or assessments are needed.



## POSITIVE BEHAVIOUR SUPPORT PLAN/Written RESPONSE PLANS

We will also consider strategies which will be documented on a PBS plan. These are used to support dysregulated learners and as part of the reintegration process where appropriate. Plans may identify a range of strategies to promote positive behaviour and also when an individual's behaviour makes it necessary to consider the use of supportive physical interventions after all de-escalation techniques have been unsuccessful. Parents will be consulted as part of the Plans process, their views incorporated, and review meetings will take place. The resulting risk management strategy is compatible with our behaviour policy.

We also use behaviour contracts with individual children, where appropriate, outlining the unacceptable and expected behaviour, specific rewards and sanctions if the contract is breached. This is usually carried out with the child and parent, who agree the sanction to ensure consistency at home and at school. They can be very effective if used proportionately and consistently.

## Supporting Staff

All staff have the right to be safe and be treated with dignity and respect. Some learners may test and challenge relationships, therefore adults responsible for them require the ability to regulate themselves and sensitively, firmly and confidently manage the adult/learner relationship.

When learners are in distress, behaviours can manifest that are threatening or aggressive, the impact of this will be acknowledged by the Inclusion Team/SLT who will:

- Discuss how staff member is feeling, provide nurture and support.
- Provide post incident support, ensuring the immediate physical and emotional wellbeing of all involved. It is not about learning about the incident and how it can be avoided in the future. This kind of learning will be carried out by a member of SLT as part of a debrief at a later stage.
- Allow them time away from the child.
- Debrief of the incident to take place at an appropriate time to allow for reflection, identify next steps in order to avoid a repeat.
- Explain the next steps for the child and adult so that the member of staff is fully briefed.
- SLT to carry out a restorative meeting with child and adult as soon as possible and before any possibility of a repeat incident.
- Ensure the member of staff feels safe to continue with their duties.



- Ensure staff are aware of the support systems available.

Where there is a risk of violence towards members of staff, leaders will take steps to remove the risk, or where removal of the risk is not possible, reduce the risk by any necessary changes or by introducing appropriate protective or supportive measures. These steps should be addressed via a risk assessment. The risk assessment must be kept under review and updated as necessary. Leaders will continuously monitor the effectiveness of control measures.

## Racial Incidents

The Equality Act 2010 says you must not be discriminated against because of your race. In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. This type of discrimination impacts on the individual, but on their families and others perceived to be from that group. At St Mary's Bentworth, we promote respect for all and seek to educate learners on the impact of racism and bullying. We support initiatives in our community that promote equity and equality and provide the children with lessons, experiences and information to support this. We consider any form of racist incident to be a serious breach of our values and take swift action.

### STAFF ARE EXPECTED TO:

- Understand and adhere to the Equality and Cohesion Policy, Safeguarding and Child Protection and Anti-Bullying policies and their commitments, procedures and their expectations with regard to staff responsibilities.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend training and receive information as necessary to enact this policy and keep up to date with equality and cohesion legislation.
- To be models of equal opportunities through their words and actions.

### SPECIFIC STAFF:

- PSHE co-ordinator and teachers will ensure diversity issues are addressed in the implementation of the PSHE and citizenship framework throughout the school. This includes the Personal Development whole school overview.

- Leaders and teaching staff ensure that RE is in line with national guidance and stereotypical views of particular faith groups or beliefs are not perpetuated.
- Visitors (e.g. parent helpers, contractors) to be aware of and comply with St Mary's Bentworth's Equality and Cohesion Policy.
- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy and make every attempt to uphold the values of the school.

## Child on Child Abuse

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 22).

St Mary's Bentworth School staff who work with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from child-on-child abuse including:

- bullying (including online bullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.
- sexting (also known as youth produced sexual imagery).
- initiation/hazing type violence and rituals

### THIS ABUSE CAN:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences.
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable children and young adults are at particular risk of harm.



Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their DSL and/or Deputy DSL, will treat any incident on a case by case using KCSIE and the school's safeguarding and Child Protection Policy and Child on Child Abuse policy guidance to help. Evidence suggests that children who harm others may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have complex needs and issues with their educational development. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must also address their needs.

## **Incidents Online and Outside of School**

In response to behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, we will follow the same process and assess each situation case by case. This includes conduct outside the school premises that poses a threat to another learner, or when there could be repercussions or reputational damage for the school. This includes:

- behaviour online.
- when taking part in any school-organised or school-related activity.
- travelling to or from school.
- when wearing school uniform or when identifiable as a learner at the school.

Any subsequent next steps will be made on the school premises or elsewhere if the learner is under the charge of a member of staff of the school. Negative interactions online can have damaging and long-lasting effects on a person, and also damage the school's culture. The same standards of behaviour are expected online as apply offline. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with our policy and approach for offline behaviour, including following the child protection policy and speaking to the DSL (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, staff should refer the incident to the DSL (or deputy) who will advise on the response by following the principles as set out in Keeping children safe in education and



the schools CP policy. For further support the DSL will refer to [The UK Council for Internet Safety](#) also provides the following guidance.

## Restrictive Physical Intervention

Physical Intervention and support will only be used when it is in the best interest of the learner in ways which maintain the dignity and safety of all concerned. It is never punitive. When supporting learners who are distressed there are times when restrictive interventions are required to protect staff, the individual themselves and others within the community. We recognise that some of our learners may require physical interventions as a last resort. The law says that it is acceptable to use restrictive physical interventions to:

- Prevent injury to themselves or others.
- Protect people from danger.
- Prevent serious damage to property.

Physical Intervention should only be considered in the context of promoting positive behaviour and in conjunction with the schools **Physical Interventions Policy** which provides clear guidelines on who is permitted to use physical interventions at the school and when and why they would be expected to do so. The school recognises the importance of parental involvement in this as they are the people who know their child best. The school has robust reporting and recording mechanisms as well as debriefing processes which are outlined in the Physical Intervention Policy (include link).

## Recording Behaviours

All low level and positive behaviours are logged on CPOMS. Any member of the class team can log the behaviour and action taken.

This includes bullying (of any kind) or intimidation, physical aggression towards peer or staff, racism (or other forms of derogatory behaviour), stealing or damage to property. This includes logging the nature and details of the behaviour incident (in comments), as well as actions taken.

All staff have been trained and are aware of how and what to log with regards to behaviour. Definitions outlined in Appendix 4 will help staff to log accurately.

The Inclusion Team reports termly, detailing behaviour related management information and analysis, including actions taken. The Inclusions Team meet with Governors termly to drill down further and identify any contributing factors,



training needs or provision issues. This information is made available to governors through the Education Committee and safeguarding meeting and at Governing Body meetings. This reporting mechanism allows for analyses at a whole school, class and individual level.

## **Legislation, Statutory Requirements and Statutory Guidance**

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

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

## Appendix 1 – Recognition and Rewards

Focus	Praise Method	Approach
Going Over and Above to show love, respect, belong (Team recognition) Effort	House Points during house day	During House Days, house points are given and collectively contribute to a running total. The house with the most points at the end of the year has a celebration/ reward.
Going Over and Above to show love, respect, belong (Individual recognition) Effort	Star of the Week certificates. Positive notes home in Home/ School book. Positive emails home. Merit points for effort in work.	Individual achievements recognised and celebrated by issuing certificates during Achievement Assemblies. Efforts and positive behaviours can also be recognised through notes or emails home. Any member of staff can write to the parent/carer to celebrate success at any time, especially when improvement over time has been recognised. Merits are awarded for above and beyond effort in learning and behaviour. These are cumulative with Bronze, Silver, Gold and Platinum awards being presented at 25, 50, 75 and 100 merits earned.
Specific positive attitude or behaviour	Positive rainbow	In classrooms, all children can move up the rainbow each day for specific positive behaviours or positive attitudes to learning. The top of the rainbow is outstanding. Children who reach outstanding at the end of the day are recorded and once 15 'outstandings' have been achieved, the pupil is invited to have hot chocolate with the headteacher. They then have their picture put on the 'wall of fame' in the headteacher's office.
Learning, Attitudes, Achievements	Achievement Assemblies	Each class team nominates pupils from each class, one for each category – 'I tried my best' and 'Survive and Blossom'. A group of children from each class are nominated for the 'Presentation Cup', the winner selected by members of the school Governing body. Trophies are awarded, as well as public recognition in front of their school community and families.
Values and Behaviours, which include Learner Led.	Pupil Voice leaders and teams.	Pupil Voice teams are led by Year 6 leaders (supported by named teachers). New Head Pupils are selected after an application and interview process by current Head Pupils and the headteacher. Other roles are selected through pupil preference and careful consideration by members of staff. Pupil Voice teams contribute to the life of the school and community. Teams choose areas to work on and charities to support.

## Appendix 2 – Classroom Support Plan

### STEP 1 – NUDGE

Redirect the learner to the agreed boundaries for the lesson/task and link to our values, check for understanding.

### STEP 2 – REMINDER, DE-ESCALATION AND IN CLASS REGULATION

Follow Behaviour Response Plan if in place and update with any new information as and when necessary.

- **Reminder of the expectations** delivered privately wherever possible.
- **Scaffold the expectations/behaviour** they want to see e.g. now and next/task management/visuals.
- **De-escalate** using primary and secondary strategies (appendix 5).
- Provide opportunity to regulate in class if needed. Make links with the zones of regulation (or equivalent).
- The adult makes learner aware of their behaviour and **gives a warning (rainbow)**. The learner has a **choice to do the right thing**. (Give take up time)

**Take the initiative to keep things at this stage.** Repeat reminder if reasonable adjustments are necessary (**move to consequence on rainbow**). **Praise** them when they positively change their behaviour, acknowledging the positive change.

### STEP 3 – TIME OUT FOR REGULATION AND SUPPORT

**Time out to regulate emotions** (due to sensory/other needs) may be required outside of the class and usually be part of a planned response. **Move to time out on the rainbow**. This is not a disciplinary action. This should:

- Be for the **shortest time possible** and not exceed **10mins** with a member of their class team.
- Be in a quiet space.
- Provide support for the learner by helping them to **regulate, reset and re-enter** the class.
- Be **logged on CPOMs** under behaviour indicating dysregulation (action taken also logged).

How long they have a time out should be based on circumstance/needs but communicated to the team and child (using a sand timer if needed).

Repeated time out needs to be escalated to SLT. **Communication with home to be considered if there are concerns to ensure a joined-up approach.**

### STEP 4 – SCRIPTED CONVERSATION AFTER LESSON

If low level behaviour persists a conversation to take place with the teacher/TA at the end of the lesson which includes:

- A **clear caution delivered privately** (where possible) – consider the child's communication needs to ensure understanding.
- Making learner aware of their behaviour and clearly **outlining the consequences** if they continue. Make links to expectations.
- The learner has the **choice to do the right thing**.
- Learners will be **reminded of previous good behaviour** and choices.



Scripted approaches (on lanyard) at this stage are encouraged. Praise them when they positively change their behaviour.

## STEP 5 – CLASS TEAM INTERVENTION

If the behaviour still persists after use of primary & secondary strategies and other whole school/personalised strategies, then the teacher/class team can consider an intervention. When applying an intervention, the class team must consider the following first:

- Whether **the child's needs, understanding and context contributed to the behaviour** (seek more information from parents/carers if appropriate).
- The **underlying causes of behaviour**, whether preventative measures were sufficient and whether additional support/reasonable adjustments are needed.
- **Consider whether issuing consequences are fair** having considered the above factors.

If a consequence is deemed necessary after considering those factors the class team will ensure:

- The learner is spoken to **privately** to avoid public shaming.
- **Boundaries are reset** – child is informed of the consequence which is designed to support better choices (not to punish).
- Learner is **supported to reflect** on the next step and reminded of previous good behaviour.
- Learner is given **opportunity to reengage** with the learning without judgement.
- **Parents informed of the consequence (not necessary for informal discussions but good practice).**
- **Class team take responsibility for the consequence.**
- **Behaviour, consequence and any other actions taken logged on CPOMS.**

Consequences can include:

- ❖ **Natural consequence**- putting things right e.g. cleaning the mess that was made, fixing what was broken etc.
- ❖ An **informal discussion** with teacher/TA
- ❖ **Sending work home** that has been missed as a result of behaviour in class
- ❖ **Missing part of play time to regulate and reflect** on their choices – Time allocation is age/need appropriate, but staff must always ensure sufficient time to eat and have a comfort break. Class team will oversee this and ensure a short reflection conversation takes place.
- ❖ **Pay it forward**- supporting your class or school community e.g. helping to organise classroom resources, helping in the office etc.

\*\* SLT will provide support by standing **alongside** colleagues. This empowers class teams and prevents learners from only responding to a hierarchical process.

## RESTORATIVE CONVERSATION

Adults should hold a restorative conversation for any child who reaches STEP 4. Sometimes it may include other adults/children. Staff will have a script/ resources for the restorative conversation (see Appendix 6). Questions should reflect the level of understanding and differentiated using blanks and other communication strategies.

Questions can include:

1. What happened?
2. How were you feeling at the time? Or What were you thinking at the time?
3. What have you thought since? Or How are you feeling now?



4. How did this make the people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
6. How can we do things differently?

**STAFF WILL ALWAYS DELIVER ANY OF THE ABOVE STEPS CALMLY AND WITH CARE**



## Appendix 3 – Referral Process for Support from outside agencies (Tiers 3 and 4)

Class teams should implement whole school Tier 1 and PBS strategies to prevent and de-escalate behaviour in the classroom, over a reasonable period of time, logging dysregulated behaviour using CPOMS. This will help identify patterns, triggers, duration etc. If the concern is of a serious nature (including serious breaches outlined in the policy) speak to a member of SLT for 'Triage and Support'.

If after applying strategies, the behaviours persist or escalate, consult SLT to discuss preventative strategies that could be implemented. Where appropriate, use/update the PBS response plan or classroom support plan (as detailed in Appendix 2).

Consider whether the learner will benefit from further support, speak with SLT to agree whether a referral is necessary

Possible actions at this point: follow up meeting with class team to get more info, observation of the child, discussion with parents /carers, check if other services are involved, etc.

Outcome agreed and timeframe provided. Key actions will be documented as an action on initial CPOMS thread.

Liaise with parent/carer and get consent before interventions are put in place (this includes any therapeutic interventions and external referrals to other agencies)

Referral to the specific, chosen outside agency/ies, as discussed and agreed with SLT

Where necessary a Positive Behaviour Support Plan will be devised detailing strategies to be used. This document is developed using a holistic approach with the class team, child, parents/carers and any other relevant professionals. SLT/ SENCo will manage this process.

### PLEASE NOTE:

- FOR EMERGENCIES OR SERIOUS CONCERNS, CONTACT SLT WHO WILL INVOLVE THE NECESSARY STAFF (A familiar adult who has a good relationship with the child).
- All staff need to know the Relationships & Behaviour Policy, Physical Intervention Policy, Child on Child Abuse Policy and Anti Bullying Policy.

## Appendix 4 – Guidance on Logging Behaviours on CPOMS.

INCIDENT TYPE	EXAMPLE	INCIDENT MANAGEMENT
<b>Behaviour (Avoidance)</b>	Not participating in activities Refusal to follow reasonable instructions after reminders.	<ul style="list-style-type: none"> <li>To be dealt with by class team initially, seeking support if required.</li> <li>Record on CPOMS.</li> <li>To escalate if conduct is persistent.</li> </ul>
<b>Verbal and Aggressive Incidents (Against Peers)</b>	Verbally or physically aggressive behaviour towards another student (isolated incident).	<ul style="list-style-type: none"> <li>To be dealt with by class team initially, seeking support if required.</li> <li>Record on CPOMS.</li> <li>Parents informed.</li> <li>Escalate to SLT if conduct is extreme, continues or there are any concerns regarding bullying.</li> </ul>
<b>Verbal and Aggressive Incidents (Against Staff)</b>	Verbally or physically aggressive behaviour towards a member of staff.	<ul style="list-style-type: none"> <li>To be dealt with by class team initially, seeking support if required.</li> <li>Record on CPOMS.</li> <li>Parents informed.</li> <li>Escalate to SLT if conduct is extreme, continues, or staff are in distress.</li> </ul>
<b>Behaviour (Physical (self))</b>	Punching the desk when frustrated.	<ul style="list-style-type: none"> <li>To be dealt with by class team initially.</li> <li>Ensure First Aid advice is sought if student is injured.</li> <li>To be shared with a Safeguarding Officer and recorded on CPOMS.</li> <li>Parents informed.</li> <li>To escalate to if conduct is extreme or continues.</li> </ul>
<b>Bullying (Verbal)</b>	Repeated verbal insults and name calling.	<ul style="list-style-type: none"> <li>Incident to be dealt with by SLT in partnership with class team.</li> <li>Incident details and follow up actions recorded on CPOMS.</li> <li>Parents informed.</li> </ul>
<b>Bullying (Physical)</b>	Repeated punching, kicking and other physical attacks.	<ul style="list-style-type: none"> <li>Ensure First Aid advice is sought if student is injured.</li> <li>Incident to be dealt with by SLT in partnership with class team, DSL/Safeguarding Officer.</li> <li>Incident details and follow up actions recorded on CPOMS.</li> <li>Parents informed.</li> </ul>
<b>Bullying (Homophobic/ LBTQ/)</b>	Name calling, spreading rumours, cyberbullying, physical, sexual and	<ul style="list-style-type: none"> <li>Incident to be dealt with by SLT in partnership with class team, DSL/Safeguarding Officer.</li> <li>Incident details and follow up actions recorded on CPOMS.</li> </ul>

<b>Any other protected Characteristic)</b> <b>Behaviour (PLAB)</b>	emotional abuse about a person's actual or perceived sexuality.	<ul style="list-style-type: none"> <li>• Parents informed.</li> </ul>
<b>Bullying (Cyber)</b>	Insults and threats made through social media, text, WhatsApp, email, gaming sites.	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team, DSL/Safeguarding Officer.</li> <li>• Incident details and follow up actions recorded on CPOMS.</li> <li>• Parents informed.</li> </ul>
<b>Bullying (Racist)</b>	Harassment, racist language about a student's race, ethnicity or culture.	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team.</li> <li>• Incident details and follow up actions recorded on CPOMS.</li> <li>• Parents informed.</li> </ul>
<b>Bullying (Racist) Incident</b>	Any incident which is perceived to be racist by the victim, or any other person including harassment or discrimination.	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team.</li> <li>• Incident details and follow up recorded on CPOMS.</li> <li>• Parents informed.</li> </ul>
<b>Behaviour (Sexualised behaviour)</b>	Sexualised behaviour or harassment including sexual comments, sexual touching, up-skirting.	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT and DSL/Safeguarding Officer.</li> <li>• Incident details and follow up recorded on CPOMS.</li> <li>• Parents informed.</li> </ul>
<b>Substance Related Misconduct</b>	Possessing or using a legal or illegal substance including tobacco or alcohol.	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT and DSL/Safeguarding Officer.</li> <li>• Incident details and follow up recorded on CPOMS.</li> <li>• Parents informed.</li> </ul>
<b>Theft</b>	Stealing another student's property.	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team.</li> <li>• Incident details and follow up recorded on CPOMS.</li> <li>• Parents informed.</li> </ul>
<b>Aggression to Property</b>	Damage to school property e.g. breaking a window or damage to another student's property.	<ul style="list-style-type: none"> <li>• Incident to be dealt with by SLT in partnership with class team.</li> <li>• Incident details and follow up recorded on CPOMS.</li> <li>• Parents informed.</li> </ul>
<b>Other</b>	For any other incidents which does not fall into the above categories.	<ul style="list-style-type: none"> <li>• To be dealt with by class team initially, seeking support if required.</li> <li>• Incident details and follow up recorded on CPOMS.</li> <li>• Parents informed.</li> </ul>

**Please note that if any restrictive physical intervention is used (in line with policy guidance) SLT must record on CPOMS.**

## Appendix 5 – De-escalation

Primary Strategies	Secondary Strategies
<ul style="list-style-type: none"> <li>• Reading EHCPs and Pupil Profiles.</li> <li>• Aware of home situation and information gained from parents/carers.</li> <li>• Visual Timetable</li> <li>• Now and Next board.</li> <li>• Zones of Regulation (Adapted if needed for the learner).</li> <li>• Seating Plan.</li> <li>• Calm classroom environment that avoids triggers.</li> <li>• Regulations spaces (onion, The Hub, the cave)</li> <li>• Sensory/Fidget Toys.</li> <li>• 1:1 chat with a safe adult (member of the team who has a good relationship with child).</li> <li>• Resources ready and available.</li> <li>• Learning fully accessible- pitched at the right level.</li> <li>• Learning adjustments made if needed (reasonable adjustments).</li> <li>• Take 5/Breathing exercises.</li> <li>• Sensory circuits at appropriate/ well-chosen times</li> <li>• Movement breaks.</li> <li>• Morning check in to assess pupils' mood-meet and greet and how are you.</li> <li>• Ensuring the learner has what they need to learn, are they hungry, thirsty, tired, warm?</li> <li>• 5 minutes reading/colouring.</li> </ul>	<ul style="list-style-type: none"> <li>• Praise/Rewards.</li> <li>• Structuring.</li> <li>• Active Listening.</li> <li>• Relating.</li> <li>• Redirection/ Diversion.</li> <li>• Directing.</li> <li>• Teaching.</li> <li>• Humour.</li> <li>• Affection Praise.</li> <li>• Appeal.</li> <li>• Prompting/Signalling.</li> <li>• Proximity/Touch.</li> <li>• Boundary setting.</li> <li>• Remove Audience.</li> <li>• Reflection Time.</li> <li>• Leave it option.</li> <li>• Stimulus change.</li> <li>• Interrupt chain.</li> <li>• Silence.</li> <li>• Distraction.</li> <li>• Consequences.</li> </ul>

## Incident De-escalation

### Alert

Be alert to students becoming agitated



### Distract & Intervene

Try to distract or intervene before a situation escalates



### Remove Audience

Remove the audience, send students away and call for a colleague to assist



### Remain Calm

Keep calm, use a soft tone of voice and keep instructions brief e.g. "sit here".



### Body Language

Be mindful of your body language and avoid invading the student's personal space



### Ignore

Ignore any provocation from student such as swearing or threats and repeat instructions calmly e.g. sit here



### Avoid Restraint

Do not use restraint or prevent a child from leaving the room



### Keeping Safe

If you feel in danger remove yourself from the situation





# Appendix 6 – Restorative Conversation

## The Restorative Meeting

Why is this needed?

**Love:** Positive relationships teach behaviour.

**Respect:** Every person needs to be treated with respect.

**Belong:** Our behaviour impacts others – when things go wrong, we need to put them right.

Five questions are enough. Choose from the suggestions below. As you address each question together remember that in-between your truth and their truth is the truth.

### 1. What happened?

It is important to listen carefully and dispassionately.

Do not interrupt or disagree.

Give your account without judgement – steer away from using words like 'you'...

Go slowly.

### 2. What were you thinking at the time?

This reflection helps the pupil reconsider their actions.

These thoughts may seem irrational to you but encourage the pupils to articulate them and do not judge.

### 3. What have you thought since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to tease them out.

### 4. How did this make people feel?

The pupil might be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant but, in the aftermath, it is important to shine a light on it. The link to the next question is clear and we want the pupils to consider others, to think about the impact of their behaviour on classmates who are worried by their anger, visitors who were shocked, or younger children who were scared.

### 5. Who has been affected?

Often the first response to this is, 'Me! I got...I had my...'. With some gentle encouragement, help the pupils see the bigger picture e.g. 'What about...who couldn't teach her maths lesson?' or 'What about...who really hates loud noises?'. You will find the more you ask gentle questions, the more the pupil will be able to answer it. In time, that reflective routine might start popping into their head during the incident, perhaps even before the act. You are teaching them to use their conscience.

At the end of this, you could ask them to list the people affected and remark, 'That's quite a lot of people, isn't it?'

### 6. How have they been affected?

Talk through the individuals affected, and deliberately encourage empathy with other people.



## **7. What should we do to put things right?**

For many adults, this is the moment to sit back and wait for an apology to be offered. In many restorative meetings, this question can up the ante. Run badly, and the meeting can seem like a build up to it, so it is important an apology is not demanded. There may be other ways to put things right. Even if an apology is the 'obvious correct' step from the adult's perspective, resist the urge to guide the conversation that way. Every adult knows that a forced apology is worthless. If might take the child time to reach this point. Try not to criticise an apology if it is offered (not right tone etc.) as they may need some support before they get this right. Accept it with enthusiasm and reciprocation, even if we know it could have been said with a little more feeling.

## **8. How can we do things differently?**

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations/ frustrations in the coming days. Some prior planning will help recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

### **Restorative Questions for our youngest pupils**

Asking 5 questions for our youngest pupils may be too much too soon. Instead, stick to 2 questions that you think are either pertinent or that you want to focus on for that particular child. However, remember to meet the need rather than assume too much by age.

Recommended are:

1. Who has been affected?
2. What can we do to make things right?

This focusses the pupil on the impact of their behaviour.

### **3 things to do if they clam up:**

1. Ok, imagine if there were... (people affected/ a way of putting it right/ things you could do differently) ... what would they be?
2. 1-10 scales: 'On a scale of 1 to 10, how angry are you?'
3. Offer the postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have... sit with you and help you with the answers?'

### **Watch out for...**

- Think about when and where you are going to have this time together. Set the scene positively. Have a glass of water for you both ready. You may want to put up a 'do not disturb' sign.
- Do not mention the meeting (or the deal/ apology) in front of other pupils. It is private.
- Expect every meeting to go well, but do not be surprised if the 'mirror' you are holding up to the child is tricky for them.
- This is a dialogue. Answer the questions as well but without judgement.



## **The Restorative Meeting**

Why is this needed?

**Love:** Positive relationships teach behaviour.

**Respect:** Every person needs to be treated with respect.

**Belong:** Our behaviour impacts others – when things go wrong, we need to put them right.

Five questions are enough. Choose from the suggestions below.

Please scan into CPOMS as part of the incident record.

Name of child:

Name of adult:

**1. What happened?**

**2. What were you thinking at the time?**

**3. What have you thought since?**

**4. How did this make people feel?**

**5. Who has been affected?**



**6. How have they been affected?**

**7. What should we do to put things right?**

**8. How can we do things differently?**

# Appendix 7 – Expectations Posters

## WHAT TO EXPECT FROM ADULTS IN OUR SCHOOL

LOVE	RESPECT	BELONG
<p>Know my learners (needs, interests, context and circumstances)</p>	<p>Explicitly model and teach expectations</p>	<p>Model our values</p>
<p>Plan/ support personalised learning</p>	<p>Prevent and de-escalate</p>	<p>Develop excellent relationships</p>
<p>Support communication and remove barriers</p>	<p>Follow up every time</p>	<p>Recognise and praise positive behaviours</p>
<p>Create a calm environment, preventing triggers</p>	<p>Log events and actions on CPOMS</p>	<p>Listen, stay calm, give take up time</p>



I WILL SHOW  
**LOVE**



I WILL SHOW  
**RESPECT**



I WILL SHOW  
**BELONGING**



Work hard



Make good choices



Uniform and  
resources ready



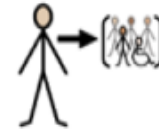
Tell an adult if you feel



unsafe or worried



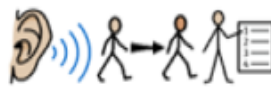
Respect school  
property



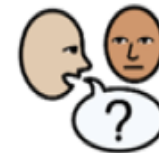
Take part



Be friendly and polite



Listen and follow  
instructions



Ask for help



Take turns and listen



Show respect to  
others



Help others