



Relationships and Behaviour Policy

Our Shared Vision

Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: FGB	Date:
Signature (Chair of Governors): Signed copy held on file in school	Signature (Headteacher): Signed copy held on file in school

Last reviewed in:	Next review date:
--------------------------	--------------------------

This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 6: Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14: Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

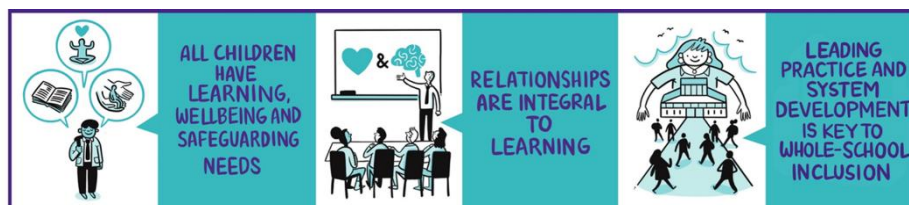
Article 16: Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

This policy follows the principles outlined by Paul Dix “When the Adults Change,” promoting consistent, calm, respectful and relational approaches to behaviour, with adults taking responsibility for creating a safe, supportive and successful learning environment for every child. It also aligns with the guidance set out in the DfE Behaviour in Schools advice for headteacher and school staff’.

Rationale

At Becontree Primary School, we believe that:



Therefore, we aim to create an environment that is safe, where everyone belongs, feels respected, everyone is treated with dignity and where children come into each lesson ready to engage in learning.

Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning and that behaviour is a form of communication.



We seek to understand what children’s behaviour may be communicating about their needs, emotions and experiences, and to respond with empathy, consistency and appropriate support. We recognise that only through a **consistent** and **nurturing** approach to supporting behaviour will we be able to achieve an environment in which every child can learn and develop, leaving Becontree as:



This policy is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

All members of our school community have the right to:



Feel safe and secure;



Feel happy and be treated with kindness and understanding;



Be treated fairly and consistently;



Be listened to;



Be treated with respect and politeness;



Be treated with empathy.

Our approach to promoting positive behaviour and building relationships is based on the Relational Practice model below.



At Becontree we aim to:

- Foster excellent relationships between all members of our school community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and respected so we create a safe, comfortable and nurturing environment where everyone belongs.
- Ensure all stakeholders (staff, parents/carers, children, governors etc) are aware of the very high standards of behaviour that are expected of them, and take responsibility for demonstrating and promoting these high standards.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence and ultimately, help learners take responsibility for their actions.

Systems, Approaches and Practices

In implementing this Relationship and Behaviour policy, we acknowledge the need for **consistency**.

The following table breaks down the eight principles of consistency and identifies where you can find further information in the appendices of this document.

Principle	What this means in practice	Where more information can be found
Consistent expectations:	Teach and promote appropriate behaviour. Ensure children understand the standards expected of them in lessons and throughout the school.	Appendix 1 – Behaviour and Learning Expectations: The key reference for the school's behaviour and learning standards. Appendix 3 – Behaviour Blueprint for Mainstream: Supports the reinforcement of these expectations through the behaviour response process.
Consistently reinforced routines	Establish and reinforce predictable routines for behaviour in classrooms and around the school building. Ensure that expectations remain consistent across the whole school site.	Appendix 1 – Behaviour and Learning Expectations: Provides the agreed behaviour expectations. Appendix 3 – Behaviour Blueprint for Mainstream: Supports consistent implementation of behaviour routines and responses.
Consistent language and consistent responses:	Use simple, clear and consistent language when discussing behaviour. Ensure that expectations are communicated in the same way by all adults so that children understand what is expected of them.	Appendix 1 – Behaviour and Learning Expectations: The school's agreed expectations. Appendix 3 – Behaviour Blueprint for Mainstream: Guidance on the tiered response to behaviour and the use of consistent language.

Consistent <i>positive reinforcement</i> :	Use regular and predictable approaches to reinforce, encourage and celebrate positive behaviour. This includes recognising children who demonstrate the school's expectations.	Main policy – Recognition and Rewards: Details praise, stickers, positive notes home, Recognition Boards and the Over and Above Award. Appendix 1 – Behaviour and Learning Expectations: Provides the expectations that positive reinforcement should promote.
Consistent <i>respect from adults</i>	Adults remain respectful, calm and professional, even when faced with disrespectful behaviour from learners. Responses focus on the behaviour rather than the child.	Appendix 3 – Behaviour Blueprint for Mainstream: The Relational Practice approach and guidance on responding to unacceptable behaviour. Appendix 4 – Restorative Conversation Scaffold: Supports respectful, relationship-focused conversations following incidents.
Consistent <i>models of emotional control</i>	Adults model emotional restraint and self-regulation rather than simply teaching these skills. Staff are role models for children's learning and behaviour.	Appendix 2 – Zones of Regulation: Supports children's understanding of emotions and regulation strategies. Appendix 3 – Behaviour Blueprint for Mainstream: Explains the relational approach and the importance of adults responding calmly and consistently.
Consistent <i>follow up</i>	Ensure that behaviour is followed up with certainty. Teachers retain responsibility for behaviour interventions, seeking support when needed without passing responsibility to others.	Appendix 3 – Behaviour Blueprint for Mainstream: Provides the school's behaviour response structure, including the different tiers and when to refer behaviour to SLT.
Consistent <i>consequences</i>	Apply agreed and clearly defined consequences. Follow established procedures for more serious behaviours so that responses are fair and predictable.	Appendix 3 – Behaviour Blueprint for Mainstream: Details the five-tier approach, including reminders, cautions, last chances, reflection time and red card referrals to SLT.

Roles and Responsibilities

All members of the school community are responsible for the consistent reinforcement of this policy.

Governors are responsible for:

- Building positive relationships with all members of the school community.

- Reviewing and approving the Relationships and Behaviour Policy & Principles in conjunction with the headteacher.
- Monitoring the policy's effectiveness.

The **Strategic Leaders (SLT)** are responsible for:

- Building, sustaining and making positive and respectful relationships with all members of the school community.
- Reviewing this policy in conjunction with the governing body.
- Ensuring the policy is 'lived out' by all stakeholders.
- Regularly reviewing provision for learners who fall beyond the range of written policies.
- Ensuring effective CPD is delivered to all staff on the approaches outlined.
- Monitoring CPOMS to ensure constituency of reporting.
- Using behaviour data to target and assess school wide behaviour policy and practice.
- Setting the strategic direction and high expectations for behaviour in school.

Staff are responsible for:

- Building and forming positive and respectful relationships with all members of the school community.
- Creating a calm and safe environment for pupils.
- Consistent implementation of our behaviour and learning expectations (Appendix 1).
- Modelling expected behaviour and being calm in their responses when going through the steps, being preventative before sanctions are implemented (Appendix 3)
- Providing a personalised approach to the specific needs of particular children.
- Recording accurately on CPOMS.
- Seeking support from SLT, where necessary
- Communicating with parents/carers to ensure they are informed (Appendix 3)

Children are responsible for:

- Building positive and respectful relationships with all members of the school community.
- Developing a growth mindset
- Upholding our behaviour and learning expectations by being respectful, ready, responsible, reflective and resilient.
- Learning to take responsibility for their actions and the impact that they have on others.

Parents/Carers are responsible for:

- Fostering good relationships with the school and supporting the school in the implementation of this policy.
- Encouraging independence and self – discipline.
- Making their children aware of appropriate behaviour in all situations and to understand the school rules and expectations.
- Informing the class teacher of any changes in circumstances that may affect their child.
- Raising any concerns with the school directly through the appropriate channels.

Establishing Expectations

We ensure that our behaviour and learning expectations are clearly communicated and understood by the children through:

- assemblies
- class discussions

- PSHE lessons/Zones of Regulation lessons
- visual reminders
- staff modelling and explicitly teaching consistent language and approaches when responding to a child
- regular opportunities for children to reflect on their behaviour and relationships with staff.

Parents and carers are informed of our expectations through:

- relationships and behaviour policy
- newsletters
- consultation exercises

Recognition and Rewards

We recognise and reward learners who go “over and above” our expected standards. Although there are different awards, staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Classroom Rewards

- Praise for following the behaviour and learning expectations
- Name/Photo displayed on the class recognition board
- Stickers
- Positive note home
- Recognition boards

Class Recognition Boards

It is important that children understand what behaviour is expected and that this is communicated to them in their classroom.

Each class has a Recognition Board. As a class, they identify a target to focus on. This is taken from the behaviour and learning expectations.

When the teacher sees children demonstrating the behaviour consistently, their name or photograph will be added to the board.

The Recognition Board is not intended to shower praise on individual children but is promoted as a collaborative strategy: we are one team, focused on one learning behaviour and moving in the same direction.

The aim is for all children to have their name on the board within two weeks.



Over and Above Award

One child per week in each class is nominated for an Over and Above award. This is in recognition of something that they have done which is more than just following the behaviour and learning expectations. In the weekly awards assembly, the child will receive their Over and Above award and will also be invited to attend a special lunch with a member of the Strategic Leadership Team (SLT) on a Friday.



Whole School Rewards

- Weekly Hooked on Books, Star Writer and Maths Mastery winners chosen in each class
- Certificates for demonstrating our shared vision.

Responding, Calming, Repairing and Restoring

Engaging with learning is always our primary aim for children. For the vast majority of children, a gentle reminder or a nudge in the right direction is all that is needed to get them back to being focussed.

Should any additional intervention be necessary, there is a clear tiered approach that needs to be followed which ensures consistency in language and predictability for children which, in turn, allows all children to be treated fairly.

De-escalation Strategies

De-escalation strategies are used to maintain safe learning environments, prevent disruptions, and protect the children's well-being.

Adults should utilise the de-escalation strategies before issuing a consequence. Children need to be in a state of regulation to understand and process their behaviour before they can try to modify it.

Strategies available are:

- A calming space in the classroom;
- Zones of regulation bags to help them self-regulate and recognise their emotions. (Appendix 2);
- Requesting a movement break, this needs to be part of an Individual Behaviour Plan and agreed with SENDCo and/or a member of SLT.

Our Tiered Approach

Tier 1- Reminder

Tier 2- Caution (when this is a repeat of behaviour in tier 1)

Tier 3- Last chance

Tier 4- Reflection Time (purple card) with SLT, a restorative conversation takes place with the adult who dealt with the incident.

Tier 5- Red card sent to SLT, a restorative conversation takes place with SLT facilitating this.

Consequences need to be immediate and follow our procedures outlined in our Behaviour Blueprint. They need to be aimed at the behaviour not the child. Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from their initial behaviour or to escalate the situation further.

Further detail, including actions to follow, for each tier can be found in our Behaviour Blueprint (Appendix 3).

Restorative Conversations- Tier 4 and Tier 5

Following on from incidents where children have reached tier 4, it is essential that the adult who dealt with the incident conducts a restorative conversation with the child. This is to ensure that the relationship between the adult and child remains positive but also teaches the child to evaluate and reflect on their behaviour.

Further detail, including questions to ask and actions to follow can be found in our Restorative Conversation Scaffold (Appendix 4).

Serious Behaviour Incidents- Tier 5 Red Card

Red behaviours are those which do not require staff to follow ALL the tiers. These are:

- Swearing;
- Stealing;
- Any discriminatory behaviour, e.g., racial, homophobic, body shaming, sexualised etc.;
- Any harmful or abusive behaviour, e.g., physical violence towards children or adults; verbal and emotional abuse through intimidation, targeted bullying or cyber bullying etc.;
- Damage to school property, e.g., ripping down displays, tearing pages in books etc.;
- Damage to other people's property;
- Repeated low level behaviours that have not improved after you have followed the previous four tiers.

Any of these behaviours result in the child being sent to a member of SLT. SLT will investigate and will decide on the necessary actions/consequences. They will carry out an additional restorative conversation with the child which will be recorded on CPOMS under Tier 5. The SLT member will report to or alert the class teacher of actions and decisions made.

Red card behaviours will also require the class teacher to inform the parents. This can either be done face-to-face at the end of the day or through a phone call home.

Behaviours which fall under the harmful or abusive category will be dealt with in line with our Harmful and Abuse Behaviours policy.

Any Tier 5 behaviour must be recorded on CPOMS.

Children with Special Educational Needs

When a child is on the Special Educational Needs register for specific behaviour or Social, Emotional and Mental Health (SEMH) needs, the procedure for dealing with that child may differ from our whole school system and procedures. An alternative adapted procedure will be formed in agreement with the child (where possible), the parents/carers and relevant school staff.

Those children who attend our Four Seasons Additional Resource Provision (ARP) and our Intervention Bases all have an Individual Behaviour Management Plan in place and targets in their EHCP which outline the adaptations and support provided in order for them to manage their regulation.

For children with complex needs, staff can also refer to the relevant Behaviour Blue Print for specialist provision that also outlines additional strategies to support and manage children's regulation (Appendices 5 and 6).

Support Agencies

If behavioural difficulties continue, a member of SLT and the SENDCo will become involved. We offer a range of supportive provisions to help children to understand, improve and take responsibility for their behaviour. The focus is on support and working in partnership with parents and other agencies.

Our in-school support systems for children are:

School Counselling

Children may be referred to a school councillor if we feel that behaviour is impacting on their social, and emotional well-being.

Nurture Provision

This is a small group intervention which assesses the child's learning and social and emotional needs and gives the necessary support to help reduce barriers to learning. There is a great emphasis placed on language development and communication during the sessions

Bespoke Interventions

We deliver a number of different interventions to support children in identifying and understanding their emotions. For example:

- Lego Therapy
- Purr-Fect
- Dove- Good To Be Me

External support systems we can access are:

Outside Agency Involvement

We use a range of strategies and work in partnership with local support services e.g.

- Youth At Risk Team (YARM)
- Local Authority Inclusion Officer
- Education Psychologist
- BDSIP
- Early Help/Social Care Team

External Additional Resource Provisions

- Acorns – KS1
- Cambell Primary Centre – KS2

These services provide specialist support for children who are experiencing Social, Emotional and/or Mental Health needs.

They are a preventative, child-centred behaviour provision working to promote the inclusion of young children who have been identified as at risk of exclusion from their school.

Vulnerable Pupil Hot Clinic

Children may be referred to a Vulnerable Pupil Hot Clinic where we can access a range of other professionals and services such as Health, Social Care and LBBD SEND Team.

Suspension and Permanent Exclusion

We are committed to promoting positive relationships and behaviour through supportive, proportionate and preventative approaches wherever possible. Before considering suspension or exclusion, we will seek to understand the circumstances underlying the behaviour, provide appropriate support and interventions, and consider whether reasonable adjustments or alternative strategies may be effective. Suspensions and exclusions will be used only as a last resort.

This part of the policy follows the guidance set out in the DfE 'Behaviour in Schools advice for headteacher and school staff' and the DfE guidance, 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.'

Removal from Class

Removal from class is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of the headteacher (or DHT in their absence). This is to be differentiated from circumstances in which a pupil is asked to step

outside of the classroom briefly for a conversation with a staff member and asked to return following this

It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal is used for the following reasons:

a) to maintain the safety of all children and to restore stability following an unreasonably high level of disruption;

b) to enable disruptive children to be taken to a place where education can be continued in a managed environment; and

c) to allow the child to regain calm in a safe space.

(DfE guidance, 'Behaviour in Schools advice for headteacher and school staff')

The child will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. The length of time will depend on the nature of the incident and will be at the head teacher's discretion and parents will be notified of this in writing of this decision.

The child will be supervised by a member of SLT during this sanction and the Class Teacher will supply work for the child to do in line with work covered in the classroom as far as possible.

Suspension and Permanent Exclusion

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. However, we do not believe that suspensions and exclusions are the most effective way to support children, and we will always try to adapt and personalise our provision for all children in order to ensure that they are able to access education.

Suspensions

A suspension, where a child is temporarily removed from the school. It is used to provide a clear signal to the child that their behaviour is at an unacceptable level and even with the support provided for them it has not been modified or improved and that it goes against our behaviour and learning expectations and it may be that it is putting them at risk of permanent exclusion.

A child may be suspended for one or more fixed periods¹⁷ (up to a maximum of 45 school days in a single academic year). It does not have to be for a continuous period.

If a child is suspended, they will still be provided with an education. We will ensure that work is set during the first five school days of a suspension. This may include utilising any online pathways such as Google Classroom or Oak National Academy or provided workbooks for them to complete.

If suspensions are becoming a regular occurrence for a child, we will consider whether suspension alone is an effective sanction for the child and whether additional strategies need to be put in place to address behaviour. For example, working with external partnerships as outlined earlier on in this policy.

A suspension can also be for parts of the school day. For example, if a child's behaviour at lunchtime is disruptive, we may suspend them from the school premises for the duration of the lunchtime period.

Parents will be notified of any suspension by the headteacher.

Permanent Exclusion

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

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

If a child is permanently excluded, they will still be provided with an education. We will ensure that work is set during for the first five school days where the pupil will not be attending alternative provision. This may include utilising any online pathways such as Google Classroom or Oak National Academy or provided workbooks for them to complete.

Cancelling Exclusions

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated.

Reasons and Recording Exclusions

The headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to exclude a child.

The reasons below are examples of the types of circumstances that may warrant a permanent exclusion:

- physical assault against a pupil and/or an adult;
- verbal abuse or threatening behaviour against a pupil and/or an adult;
- use, or threat of use, of an offensive weapon or prohibited item;
- repeated bullying;
- racist abuse;
- abuse against sexual orientation or gender reassignment;
- abuse relating to disability;
- sexual misconduct (inc. sexual abuse/harassment, lewd behaviour, up skirting, and assault);
- damage to school or personal property;
- persistent disruptive behaviour;
- drug and alcohol related incidents;
- inappropriate use of social media or online technology;
- theft.

This list is not exhaustive and a child may be excluded for something which is not covered by one of the categories above at the headteachers discretion.

Further guidance and suspensions and exclusions can be found here: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Discipline Beyond the School Gate

Schools have the power to sanction children for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction children for include misbehaviour:

- *when taking part in any school-organised or school-related activity;*
- *when travelling to or from school;*
- *when wearing school uniform;*
- *when in some other way identifiable as a pupil at the school;*
- *that could have repercussions for the orderly running of the school;*
- *that poses a threat to another pupil; or*
- *that could adversely affect the reputation of the school.*

(DfE guidance, 'Behaviour in Schools advice for headteacher and school staff')

The decision to sanction a child will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Searching and Screening

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the child has weapons, alcohol, illegal and legal drugs and/or stolen items. If a search is thought necessary this is always carried out by two members of staff. Police may also be informed.

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence;
- Cause injury or damage;
- Any item banned by school rules.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

Restrictive Interventions, including the use of reasonable force

Restrictive intervention may be used in an emergency response where a child is placing themselves or other in serious risk or they can be used as part of planned interventions in which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil.

Who can use reasonable force?

Section 93 of the Education and Inspections Act 2006 enables all members of school staff to have legal power to use reasonable force to prevent children from:

- a) Committing any offence (or for a child under the age of criminal responsibility, what would be an offence for an older child)
- b) Causing personal injury to, or damage to the property of, any person (including the child; or a member of the school community).
- c) Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during teaching sessions or otherwise.

The use of reasonable force (which may include restrictive intervention or restraint) will be the outcome of a professional judgement made by staff based on this school policy. It is avoided whenever possible and will not be used for staff convenience.

Any intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate or in an emergency. Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. It will never be used to punish a child or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other children and calling for assistance.

Supply staff will not be authorised to use any intervention nor will parents and volunteers in the school. Staff from the local authority may have their own policies about the care and control of children but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school.

Further information about restrictive intervention can be found here: [Use of reasonable force and other restrictive interventions guidance](#) and in our school's restrictive intervention policy [Becontree Primary School - Policies](#)

Parent/Carer Concerns

Whilst we try and work in partnership with parents/carers to ensure that we are teaching children to accept responsibility for their behaviour and come to school ready to engage in learning. However, we do know that things can go wrong and we need to support children to help them take responsibility for their actions.

If a parent/carers is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Think about why their child may have been sanctioned. Take time to reflect. Remember children need to learn that there are consequences to their actions.
- Avoid discussing this with other parents and carers or taking to What's App groups/social media to express opinions or gauge reactions.
- Contact the child's teacher – either via the office email or call the school office to arrange an appointment to discuss your concerns.
- Arrange an appointment with the Deputy Headteacher and/or SENDCo if you have concerns about your child's behaviour or SEMH needs.
- Arrange an appointment to see the Headteacher.

If after talking with staff, parents/carers are still not satisfied then they should follow our Complaints Procedure which can be found on the school website.

Related Policies

The development of this policy has considered the following policies and guidance:

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education
- Home/School Agreement
- DfE guidance- Behaviour in Schools advice for Headteachers and school staff
- DfE guidance- Searching, Screening and Confiscation
- DfE guidance- Suspension and Permanent Exclusions
- DfE guidance- Restrictive interventions, including use of reasonable force, in schools
- Restrictive Intervention Policy
- Harmful and Abusive Behaviours, including bullying Policy

DRAFT

Appendix 1- Behaviour and Learning Expectations

Behaviour and Learning Expectations

Nursery

I look after my friends and adults by:

- Having kind hands and feet 
- Using kind words and actions 
- Being helpful 
- Looking and listening when someone is talking 
- Walking quietly around the school as other children are learning 

I look after our school by:

- Using the equipment in the classroom and outside area correctly 

Behaviour and Learning Expectations

Rec-Yr1

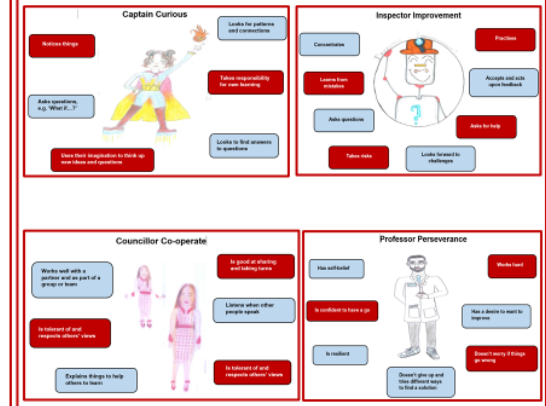
I look after my friends and adults by:

- Having kind hands and feet 
- Using kind words and actions 
- Being helpful 
- Looking and listening when someone is talking 
- Walking quietly around the school as other children are learning 

I look after our school by:

- Using the equipment in the classroom and outside area correctly 

I have a positive attitude to learning just like:



Behaviour and Learning Expectations

Yr2-6

I have a positive attitude and I demonstrate the 5Rs. This helps me and others learn and feel safe. I am:

- Respectful**
- I show respect to: myself, other children, adults, including visitors and school and other people's property.
 - I am accepting of other people's thoughts, beliefs and opinions.
 - I am mindful of others' feelings and show respect through my actions and what I say
 - I am empathetic towards others
 - I follow instructions from adults straight away.
 - I listen to others when they talk and I take turns to speak.
- Ready**
- I arrive on time.
 - I have all the equipment needed for each lesson.
 - I concentrate on learning.
 - I am prepared to contribute to lessons and look and listen when someone is talking.
- Responsible**
- I ask for help when I need it.
 - I always engage in my learning in a positive way.
 - I walk quietly and sensibly around the building.
 - I make positive choices about how I conduct myself in the classroom, playground and around the school.
- Reflective**
- I accept and act upon the feedback given, in the classroom, playground and around the school.
 - I think about what I did well and how I can improve.
- Resilient**
- I never 'give up' even if I find something difficult.
 - I know that mistakes help me to learn.
 - I have confidence in my abilities

Behaviour and Learning Expectations

ARP/Zen Den

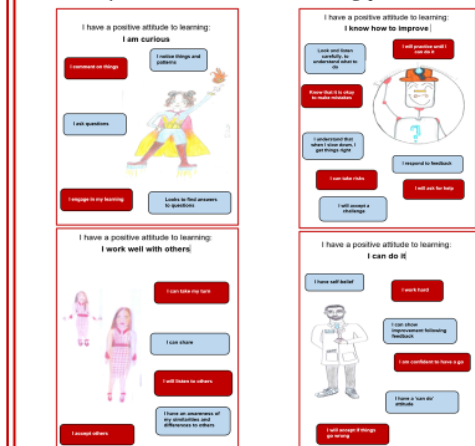
I look after my friends and adults by:

- Having kind hands and feet 
- Using kind words and actions 
- Being helpful 
- Looking and listening when someone is talking 
- Walking quietly around the school as other children are learning 

I look after our school by:

- Using the equipment in the classroom and garden area correctly 

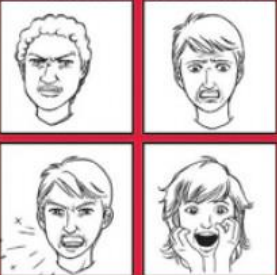
I have a positive attitude to learning just like:



Appendix 2- Zones of Regulation

The Zones of Regulation is a curriculum that supports children's social and emotional development and regulation skills. It is taught as part of the PSHE curriculum in the autumn term. It provides the children with a simple way for them to communicate their feelings and learn how to manage these through a range of strategies they are able to access within the classroom.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

© 2011 Think Social Publishing, Inc. All rights reserved.
 From *The Zones of Regulation*® by Leah M. Kuypers • Available at www.socialthinking.com

Appendix 3- Behaviour Blue Print for Mainstream

Our approach to promoting positive behaviour is based on the Relational Practice model below.



In order to understand and respond to the needs of a child, we first need to know that all behaviour is communication

What we sometimes see as
a failure to **BEHAVE**
properly,
is actually a failure to
COMMUNICATE
properly.

www.notjustcute.com

What we see and what it may be communicating

Here are some things we may see:



Responding, Calming, Repairing and Restoring

Our Tiered Approach

As adults we need to be a good role model when dealing with behaviour. We must:

- Be calm, consistent and fair
- Remove our own emotion when dealing with an incident

Tiers		Purpose	Actions to follow/Consequences
Tier 1	Reminder	A reminder of the behaviour and learning expectation they are not following delivered privately. Teacher to take responsibility to try and keep things at this stage.	Is there a reasonable adjustment needed? e.g., fidget aid, movement break etc. Do they need to check in using Zones of Regulation tools?
Tier 2	Caution (A repeat of the behaviour in Tier 1)	In private, a clear verbal caution which may be delivered more firmly (no shouting), making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase <i>'Think carefully about your next choice...?'</i>	Do they need to check in using Zones of Regulation tools? Do they need to miss some minutes from playtime/lunchtime? This is to be supervised by the adult who is in charge of the class. You can reiterate behaviour and learning expectations.
Tier 3	Last Chance	Speak to the child privately and give them the final opportunity to engage. Use the Respectfully Challenging Unacceptable Behaviour guidance.	Parents can be informed (use your professional judgement, is it a repeated incident or a child who has had a number of incidents recorded etc.) If you are covering the class, have you informed the class teacher of the incident? Incident (and conversation with parent, if this has happened) MUST be recorded on CPOMS.
Tier 4	Reflection Time (SLT) Restorative Conversation (Adult who dealt with incident)	Reflection time is a short amount of time in an SLT member's office. It is time for the child or adult to calm down, breathe and compose themselves. Purple card must be sent with the child At this stage, it is not for SLT to start a restorative conversation.	Carry out restorative conversation, using the Restorative Scaffold. This is between the adult who dealt with the incident and the child. This is part of repairing the relationship. This MUST be recorded on CPOMS, under Tier 4
Tier 5	Red Card (SLT)	Red card behaviours should be referred straight to SLT. A red card must be sent with the child. Please see below for behaviours that are categorised as 'red'	SLT will investigate these incidents and will decide on the necessary actions/consequences. This will be noted on CPOMS and will be reported back to class teacher. SLT will carry out an additional restorative conversation with the child. This MUST be recorded on CPOMS under Tier 5.

Respectfully Challenging Unacceptable Behaviour (Tier 3)

Here are some prompts that can be used when challenging unacceptable behaviour that still falls within a restorative approach.

1. **Say what you saw/heard**, e.g. "I've noticed that...", "When I heard you say....."
2. **What did you think/feel about it**, e.g. "It made me think", "It made me feel....."
3. **How did it affect you/others**, e.g. "Did you notice....?", "I noticed....", "I wonder if....?"
4. **What do you feel is needed to prevent this from happening again**, e.g. "When.....then....", "Did you know....?", "At Becontree, we.....", "I'd like you too....", "I need you to...."
5. **Leave it to the child to then reflect on what you have said independently and consider an alternative action.**

N.B. If behaviour does not change then please follow guidelines at Tier 4.

Reflection Time (purple card) and Restorative Conversations (Tier 4)

The table below is just for prompting, please refer to the Restorative Conversation Scaffold for greater detail.

Regulate Focuses on the NOW	How are you feeling? Do you need anything?
Redress This is looking BACK	When X happened what were you thinking/feeling at the time? How do you think others felt?
Repair This is looking FORWARD	What should be done to put things right? What needs to happen? Is there any support that you feel you might need?

This MUST be recorded on CPOMS under Tier 4

Behaviours to refer to SLT (Tier 5)

(Red card to be used for these behaviours)

Behaviours which do not require you to follow ALL the tiers are:

- Physical violence towards children or adults
- Swearing
- Stealing
- Any discriminatory behaviour, e.g., racial, homophobic, body shaming, sexualised etc.
- Damage to school property, e.g., ripping down displays, tearing pages in books etc.
- Damage to other people's property
- Repeated low level behaviours that have not improved after you have followed the previous four tiers.

For these, go straight to Tier 5.

SLT will investigate these and will decide on the necessary actions/consequences. This MUST be recorded on CPOMS under Tier 5. SLT member will report to or alert the class teacher.

Appendix 4- Restorative Conversation Scaffold- Repairing and Restoring

Key principles of restorative interactions are to: improve safety, reduce harm and repair relationships. |

Regulate and Regulating focusses on the **NOW**

	Questions to support a successful Restorative Conversation	Additional Support to Guide the conversation
REGULATE Supports emotional regulation through interactions that improve safety and connection.	Before, we start, tell me how your morning, break, afternoon, day has been? (Pick one you are just trying to get them to feel safe and calm talking to you).	If the child is not regulated you can validate their emotions and try to connect with them, e.g.: • 'I can see that you are angry/upset, and it is okay to feel that way.' • 'I can see that you are struggling, let's take a quick walk/stretch.' • 'I'm interested in hearing what happened when you're ready.'
	Is there anything that you need? E.g., a drink, tissue etc	
	How are you feeling? What Zones of Regulation colour are you currently on? (Provide a copy of the colours and emotions or direct them to the display in the classroom).	
REGULATING Look for opportunities to (re)connect and improve feelings of safety	What happened? Take me back to the beginning and slowly talk me through what happened. I want to understand what happened and help you feel better/fix this.	We need to ensure that we are listening and do not interrupt as they are talking. This allows the child to feel heard, supported and respected.
	What happened before the incident occurred?	

Redress and Validating is **LOOKING BACK**

REDRESS Reduces feelings of threat by exploring the harm experienced, why it occurred and how it	When X happened what were you thinking/feeling at the time? How do you feel since it has happened? What are you thinking/feeling now?	• We don't ask 'Why?' questions during this time, as this makes children feel like they are being judged. • If the child is unable to name how they are
--	---	--

impacted all parties involved.		feeling, you can support with ZoR, drawing, emotion cards etc.
VALIDATING Reduce feelings of threat by acknowledging the voice of Angry, Anxious and Sad selves	How do you think that this has made other people involved feel? Who was hurt or upset? What do you think it is like to be them at the moment?	Our thoughts affect our feelings and this influences what we say and/or our actions. By carrying out the redress we are getting children to think about themselves and take responsibility for their words/actions.
	Who do you think has been affected by the incident? How do you think they are feeling at this moment?	

Repair and Learning is **LOOKING FORWARD**

REPAIR Focuses on what can be. Create the motivation to repair the relationship.	What do you need to make you feel better? It sounds like you need xxxxxx	There are some common needs that children require: -safety -understanding -feeling respected -support with friendships -reassurance Keep language non shaming e.g. Everyone makes mistakes but we can learn from this. You can help to fix this.
	What is it about xxxxxx that would make you feel better?	
	What should we then do to put things right? You can guide the conversation initially e.g. What do you think would help XXXX feel better or help you to feel better?	
LEARNING Strengthen relationships with new understanding to improve future outcomes	What needs to happen to move forward? Where do you want to go from here? How can I support you with this? Do you want to practise with me what you are going to say to XXX? What can you do differently if something like this happens again?	The idea is not to come up with the solution on how to solve the problem but for the children themselves to try and find a solution themselves. You can support the children and guide their thinking by using the learning questions as an aid to guide a conversation.

Appendix 5- ARP Behaviour Blue Print

Our approach to behaviour is based on **Relational Practice**.

Our relational approach involves entering the child's world by being warm, calm and empathetic. We allow children to be themselves within an environment that promotes emotional safety and facilitates their development.

This supports the child to:

- Reduce fear
- Develop resilience and self-esteem
- Self-regulate
- Develop self-understanding
- Have a sense of belonging
- Have empathy for others



All children feel safe and supported as a result of:

- Low arousal environment
- Consistent rules and routines
- Predictability
- Safe adults
- Praise
- Recognition board
- Visual schedules
- Visual support – good listening, looking and sitting
- Social stories
- Wants and needs boards
- Communication boards
- Choice boards
- A learning environment that promotes safety, so all children feel it is ok to make mistakes
- Behaviours for learning
- Responsive teaching
- Safe spaces
- Tick Charts
- Zones of Regulation
- Fidget toys and preferred items

When children are dysregulated, we support them through:

- Co-regulation
- De-escalation

Communicating with children

Adult use clear, precise and explicit language when supporting a dysregulated child. The spoken language can be supported through Makaton, to aid the child's understanding.

The approach used will depend on the developmental stage of the child. For example, for a pre-formal and semi-formal explore learner, an adult may sign and say sad.

For a semi formal challenge or formal learner, we may say, for example, 'I understand that you are upset, but we can't hurt others.'

The approach will vary depending on the child and their presenting needs. On occasion, when a child presents with significant dysregulation, we will become the child's thinking brain and support the child to de-escalate and return to a regulated state.

N.B. Individual information regarding strategies and choice of language for children is shared by the ARP lead.

Transactional support (outlined in One Plans)

- Adults attuning to the child's presentation
- Emotionally available adults
- Active listening
- Noticing non-verbal cues
- Trust and acceptance
- Clear explicit instructions, accompanied by Makaton, if required
- Consistency and predictability
- 'Tap out' or request a 'tap out' if needed

Additional Support

After all regulation and de-escalation strategies have been tried and the child's presenting dysregulation is impacting on the well-being of the other children, then a member of SLT will be requested for additional support. A member of SLT will also be requested, if the presenting needs of a child requires 2:1 support and therefore impacting the learning of the other children.

Restrictive Intervention

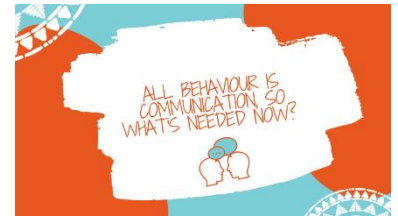
The use of restrictive intervention should be seen as a last resort after all other de-escalation strategies have been exhausted. If a restrictive intervention is required, the information below MUST be followed.

After the use of a **restrictive intervention**, the following steps will be taken.

- Inform your line manager about the restrictive intervention and why it was necessary.
- Ensure the child received first aid, if required.
- Details of the incident will be recorded by all adults involved, on the restrictive intervention incident report form found in the Restrictive Intervention policy (Appendix B). These need to be in detail outlining all de-escalation strategies previously tried, as they may be used as evidence to address any complaints that may be received by the school.
- Recording needs to be completed within 12 hours wherever possible. Staff are offered the opportunity to seek advice from a senior colleague when completing their report. (SLT and/or ARP Lead).
- Any injuries suffered by those involved will be recorded following normal school procedures. (Speak to Michelle Smallman)
- The Headteacher/Deputy Headteacher will check there is no cause for concern regarding the actions of the adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the school will follow their child protection procedures and also inform parents/carers.
- Parents/Carers will be informed on the day of the incident and will be offered the opportunity to discuss any concerns they may have regarding the incident. The written record will be provided to the parent within 12 hours of the incident happening.
- Support/debriefing will be available for all adults and children who have been involved in any incident.
- Incident report and any comments made by parent/carer will be uploaded to CPOMS within 24 hours.
- Individual behaviour management plan for the child to be reviewed to see if additional control measures can be put in place to reduce the risk of any further positive handling. This will be completed by the ARP Lead.

Appendix 6- Zen Dens Behaviour Blue Print

Our approach to behaviour is based on **Relational Practice**.



This focusses on:

Our relational approach involves entering the child's world by being warm, calm and empathetic. We allow children to be themselves within an environment that promotes emotional safety and facilitates their development.



This supports the child to:

- Reduce fear
- Develop resilience and self-esteem
- Self-regulate
- Develop self-understanding
- Have a sense of belonging
- Have empathy for others

All children feel safe and supported as a result of:

- Low arousal environment
- Consistent rules and routines
- Predictability
- Safe adults
- Praise
- Recognition board
- Visual schedules
- Visual support – good listening, looking and sitting
- Social stories
- Wants and needs boards
- Communication boards
- Choice boards
- A learning environment that promotes safety, so all children feel it is ok to make mistakes
- Behaviours for learning
- Responsive teaching
- Safe spaces
- Tick Charts
- Zones of Regulation
- Fidget toys and preferred items

When children are dysregulated, we support them through:

- Co-regulation
- De-escalation

Communicating with children

Ensure when you are communicating with children, the language you use is simple, direct, in short sentences and uses concrete vocabulary. For example:

- I feel sad...when you bit me....
- That has made me sad when you
- No, thank you

Adult Behaviour

- Be calm, and ensure voice is low and limited language is used
- Take away your own emotion when dealing with a situation
- Know your class well and develop positive relationships
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion
- Never ignore or walk past children who are dysregulated ask a colleague if they need to 'tap out'
- 'Tap out' or request a 'tap out' if needed
- Ensure you are consistent in your response to a child and their plan is followed
- Communicate any concerns to Bernadette

Tiered Approach

Tier 1	Observation	Notice triggers and put strategies in place to try and regulate the child.
Tier 2	Re-direction	Change the environment or adult. Use distraction to re-direct their presenting behaviour.
Tier 3	Wait it out	Wait it out until the child is calm and try to regulate or re-direct. Ensure that the child and adult are safe during this time. Other children should be kept away.
Tier 4 *	Restrictive Intervention	To be used as a last resort. All de-escalation strategies outlined in their individual behavior management plan should have been carried out first. Ensure that two adults are present and both are trained to carry out intervention. Call for trained staff, if needed
Tier 5	Repair	Engage with the child in a positive way. If child is able to understand language or symbolic representation explain what they can do next time if they are dysregulated.

Restrictive Intervention

The use of restrictive intervention should be seen as a last resort after all other de-escalation strategies have been exhausted. If a restrictive intervention is required, the information below MUST be followed.

After the use of a **restrictive intervention**, the following steps will be taken.

- Inform your line manager about the restrictive intervention and why it was necessary.
- Ensure the child received first aid, if required.
- Details of the incident will be recorded by all adults involved, on the restrictive intervention incident report form found in the Restrictive Intervention policy (Appendix B). These need to be in detail outlining all de-escalation strategies previously tried, as they may be used as evidence to address any complaints that may be received by the school.
- Recording needs to be completed within 12 hours wherever possible. Staff are offered the opportunity to seek advice from a senior colleague when completing their report. (SLT and/or ARP Lead).
- Any injuries suffered by those involved will be recorded following normal school procedures. (Speak to Michelle Smallman)
- The Headteacher/Deputy Headteacher will check there is no cause for concern regarding the actions of the adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the school will follow their child protection procedures and also inform parents/carers.
- Parents/Carers will be informed on the day of the incident and will be offered the opportunity to discuss any concerns they may have regarding the incident. The written record will be provided to the parent within 12 hours of the incident happening.
- Support/debriefing will be available for all adults and children who have been involved in any incident.
- Incident report and any comments made by parent/carer will be uploaded to CPOMS within 24 hours.
- Individual behaviour management plan for the child to be reviewed to see if additional control measures can be put in place to reduce the risk of any further positive handling. This will be completed by the ARP Lead.