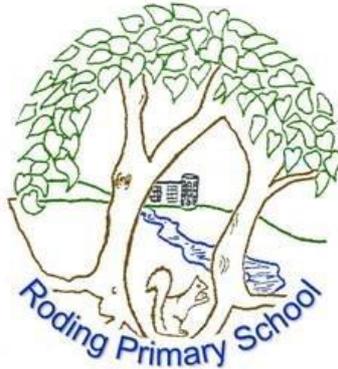


Roding Primary School



with Provision for Deaf Children

Behaviour and Relationships Policy

Ratified by Committee:	Teaching and Learning
Adopted by Full Governing Body:	Autumn Term 2023
Next review due by:	Autumn Term 2025

All staff at Roding Primary school have high expectations of children's behaviour in order that every child is free to achieve. We believe that behaviour should not be an excuse or barriers to pupils learning. Pupils learn best in a safe secure environment, free from disruption.

Our aim is to be a school where everyone feels safe, are respected, valued and work collaboratively in a positive learning environment. All our policies support our ethos and stakeholders will be challenged if they fail to adhere to a policy and supported to be able to do so.

Roding Primary School and Nursery, with Provision for Deaf Children, is committed to the positive emotional wellbeing and mental health of all of our community members. This policy should be read in conjunction with the Emotional Wellbeing and Mental Health Policy.

1. Aims and Expectation

- 1.1. This policy is grounded in the theory of relational practice. At Roding Primary we believe that by developing a relational approach we can develop and maintain good relationships, meet children's emotional needs more effectively, encourage positive behaviour and support inclusion.
- 1.2. We understand that behaviour is a means of communication and that when children feel safe and have their emotional needs met, they are better able to self-regulate and manage the challenges of school life. We recognise that consistency does not mean always responding in the same way to every child or behaviour, it means responding in a way which is consistent with our ethos
- 1.3. Roding believes that its approach to the management of children's behaviour is primarily an educative one and so we provide children with clear guidelines for developing positive behaviours.
- 1.4. By supporting the children to develop these behaviours, we will help them to become lifelong learners and support them in building strong positive relationships serving them well throughout their lives.

2. All children are entitled to an education that enables them to be 'FREE TO ACHIEVE'. To make progress. We want all children to become;

Aspirational
Confident
Honest
Independent
Enthusiastic
Valued
Excellent
Respected
Successful

3. At Roding this policy aims to enable us to;

- 3.1. Build capacity in children so they can manage their behaviour positively, through relational, regulatory and reflective approaches.
- 3.2. Provide clear boundaries, predictable routines and consequences for certain behaviours
- 3.3. Avoid punitive approaches which may foster shame and further embed behaviours which cause concern
- 3.4. Respond to incidents where behaviour expectations are not met in a way which respects children as individuals, supports them to change attitudes and to repair relationships with those affected

3.5. Ensure all adults working and helping in our school are aware of the policy, that they are good role models for children and consistent in following the procedures.

4. Ethos:

4.1. Our children, families and staff bring to school a wide variety of behaviours based upon their own experiences and the expectation that are made of them outside of School. At Roding we work to develop positive behaviour and the development of this policy is based upon our values of 'Free to Achieve'

4.2. This policy is designed to support the way in which the members of our school community can live, work and learn together building the secure relationships needed to allow everyone to feel safe, valued and included.

4.3. At Roding we believe that we have a duty to emphasise the link between the way in which children learn and their social knowledge and behaviour. Our focus is on establishing positive relationships across three elements – self, others and the curriculum. This applies as much to adults and their relationship with children, as much as they apply to the children themselves.

4.4. We aim to do this by teaching and encouraging the following positive learning behaviours. Each positive learning behaviour links to an animal and are displayed throughout the school and each class.

4.4.1. Independence - Wolverine

4.4.2. Curiosity – Dolphin

4.4.3. Application - Chimpanzee

4.4.4. Resilience - Tortoise

4.4.5. Reflection - Hare

4.5. There will be a focus as a whole school on these learning behaviours and celebration of children who are showing these positive learning behaviours.

4.5.1. A relational Approach

4.5.1.1. We have used Babcock LDP Guidance policy on relational Policy and practice to inform this policy. It gives us key elements in developing a relational approach:

4.5.1.2. Developing relationships

4.5.1.3. Responding and calming

4.5.1.4. Repairing and restoring

4.6. Developing relationships

4.6.1. Adults in school understand that building strong relationships is key. They are built on Protection, connection, understanding and care.

4.6.2. Adults in school will provide protection – to enable children to feel safe and secure in school. The use of 'safety cues' can support this

4.6.3. Friendly warm facial expressions

4.6.4. Unthreatening body movements

4.6.5. Modulated voice – firm without being cross

4.6.6. Adults will be reliable and trustworthy, providing clear boundaries and predictable structures to help children feel safe and secure. This includes the use of visual timetables, supporting transitions and anticipating things which may be a threat.

- 4.6.7. Adults will provide opportunities for developing connection, so children feel involved. Connection is vital for children to feel like they belong and can learn to form relationships. (Appendix 9) In school this can be;
- 4.6.8. Regular check-ins with children who need it;
- 4.6.9. Extra adult attention
- 4.6.10. Jobs or responsibilities
- 4.6.11. Shared jokes, playing games, having fun together
- 4.6.12. Supporting peer relationships
- 4.7. Use of distraction techniques
 - 4.7.1. Adults will show how they understand them that they attune and validate how they feel. They will support children's emotions, helping them to recognise what they are feeling, letting the child know that they can help emotions be managed and contained.
 - 4.7.2. Adults will let them know they care; they can regulate their feelings, will comfort them and can help children contain their emotions. This could be
 - 4.7.3. Being loving and compassionate – sharing smiles, thumbs up, high fives;
 - 4.7.4. Holding in mind – let children know they are thinking of them;
 - 4.7.5. Notice things about them – a new haircut, pencil case, remembering their favourite team, birthdays and interests.
- 4.8. Soothing and comforting them where needed.
 - 4.8.1. These ways of developing relationships use principals of Dan Hughes PACE Framework (appendix 1)
 - 4.8.2. Learning about developing relationships is embedded throughout the life of the school and included in the curriculum and social environment for example through;
 - 4.8.2.1. PSHE Lessons
 - 4.8.2.2. Relationships Education Lessons
 - 4.8.2.3. Circle Time
 - 4.8.2.4. Assemblies
 - 4.8.2.5. School Council Sessions
 - 4.8.2.6. Residential/School Trips
 - 4.8.2.7. ELSA and Nurture Support
 - 4.8.2.8. Playtimes

5. Responding and Calming

- 5.1. Adults in school use relational practice to respond to difficulties and to support the calm learning environment children need, in order to learn. In providing this a useful acronym is SEA is applied;
- 5.2. Safety Cues – having a relaxed facial expression, tone of voice and body language
- 5.3. Empathy – being curious and understanding, responding emphatically
- 5.4. Agreements – reminding and re-set expectations
- 5.5. When children in school are feeling strong emotions and behaviours are dysregulated, adults aim to de-escalate and calm. We use Zones of Regulation and Babcocks LDP's guide to supporting regulation through responsive co-regulation to support us with this (Appendix 2)

6. Repairing and Restoring (Appendix 5)

- 6.1. We will follow a system of restorative interactions, which allow conflict to be resolved, harm to be repaired and change in attitudes and behaviours.

6.2. At Roding Primary we resolve conflict using everyday interactions and conversations including individual reminders, open conversations, small social groups, class circle time, reflection and a restorative approach. (Appendix 3)

6.3. Classroom Approaches

6.3.1. At Roding Primary we understand that an appropriately structured curriculum contributes to good behaviour patterns. Teachers and all class-based support staff follow the below guidance to ensure children can access and are challenged by the learning.

6.4. Teaching methods encourage participation and enthusiasm, with praise used to encourage good learning behaviours

6.5. Lessons have clear objectives and children understand what and why they are learning

6.6. Children's needs are known. For example, SEND, language levels and needs which may impact regulation such as attachment disorder, ASD or prior trauma

6.7. Language used in class is accessible. Simplification and visual support may be used where needed

6.8. Learning is accessible. Adaptive, alternative and individualised learning is used to meet the needs of some children. Learning breaks or sensory breaks are used to support some children if needed.

6.9. Displays develop children's self-esteem through valuing every child's contribution

6.10. Effective feedback is provided, so children understand what they are doing well and what they need to do next. See feedback Policy for more information.

7. Classroom Management

7.1. The following approaches are used to support children to feel safe, secure and able to regulate their feelings in order to access learning:

7.1.1. Adults are a reliable source of safety and security

7.1.2. Routines provide a predictable structure to the school day and are supported with visual timetables

7.1.3. Transitions and changes to routines are managed with visual support where needed e.g. social stories can be used to support children with additional needs

7.1.4. Peer relationships and social inclusion is supported as needed, both in class and at unstructured times

7.1.5. Clear agreements about behaviour expectations are made with class staff and children, so children know what they need to do (Appendix 6)

7.1.6. Adults recognise when children are becoming stressed or dysregulated and follow the principles of the SEA (provide Safety, Empathy and Agreements) to help calm and regulate them.

7.1.7. For some children, a more individualised system may be used where smaller increments of positive learning and social time are recognised during each day. This is a visual approach, which can be useful for children with additional needs.

7.1.8. Class charts is used to record behaviour incidents to ensure that evidence is available to provide the correct support is put in place if needed. (Appendix 7)

7.1.9. Relational Support Plan is set up with Class Teacher, parent, child and Inclusion Team for individuals who may need more in-depth support (R Plan – Appendix 4)

7.1.10. Free to achieve principles used to help support excellent learning behaviours in and outside of class. Teachers use these reminders to quickly

address low level behaviours and support pupils to take responsibility for their own behaviour at all times. (Appendix 6)

8. Working in partnership

8.1. Parents and carers are fully involved and informed where there have been challenges for a child. (Appendix 6) If a teacher is concerned about a child an Initial concerns form is completed on Edukey after discussions and strategies over time being in place, if it is decided, following assessments that extra support is needed, parents/carers are invited to share their views and concerns at the earliest stage, and throughout the process. Children's views (pupil passport) are also collected through discussions with their class teacher, support staff and inclusion team.

8.2. We work with a range of external services to support our relationships and behaviour policy. These include

8.2.1. School Nurse

8.2.2. Educational Psychologist

8.2.3. Specialist Educational and Training Support Services- SEaTSS

8.2.4. Behaviour and Incident Team

8.2.5. CAMHS

8.2.6. Inclusion Team – SENDCO, Manager of the Deaf Provision and DAI.

8.2.7. Speech and Language Therapists

8.3. Levels of challenge (Appendix 8) gives examples of different behaviours.

8.4. It may be on some occasions that an Internal Exclusion must take place, this would be decided by a member of the CLT in discussions with Class Teacher and Phase Leader (Appendix 8)

8.5. An External Exclusion is decided by the Head Teacher. (Appendix 8)

9. Procedures for Managing Behaviour at Roding Primary

9.1. However positive we are, there are going to be occasions when children forget the rules and need to be reminded. Managing behaviour at Roding is based on the graduated approach and there is a clear process for addressing undesirable behaviour and it must be followed, with the actions taken by the class teacher and recorded on class charts (school's tracking system).

9.2. The expectation is that teachers will form good relationships with the children and that most behaviours will be dealt with within the classroom through clear boundaries and expectations and following the behaviour system if this does not work.

10. Consequences (All classes to have chart on wall with all children's names so it can be visually seen by all)

10.1 If a child chooses not to follow class and school expectation the following steps will be taken;

10.1.1 Reminder (attention drawn to expectation)

10.1.2 Verbal Warning

10.1.3 Time out in class - work away from the group or task

- 10.1.4 Time out in a different class – child can be sent with work (Class Teachers to have discussed procedure with their 'Buddy Class')
- 10.1.5 Parents should be spoken to if a child is being asked to continually move to time out in class or go to time out in another class (twice in one week for example)
- 10.1.6 Reflection at Lunchtime (same day if before lunch/Next day if after lunch) led by phase leader or CLT (Appendix 11)
- 10.1.7 Parents should always be contacted every time a child has a reflection
- 10.1.8 Continually not following adult instruction, remove child from class. Involve Nurture lead or CLT if needed.
- 10.1.9 Exclusion is decided by the Headteacher

11. Exclusion

11.1 Internal Exclusion;

- 11.1.1 Is decided by CLT after discussion with class teacher.
- 11.1.2 Class Teacher sets work appropriate for the time of the internal exclusion.
- 11.1.3 During the Internal exclusion the child sits on their own away from their class and can ask for help from an adult that is supervising them.
- 11.1.4 The child must have appropriate breaks, but the breaks do not need to occur at the same time as their class breaks (decisions will be made by CLT and class teacher)
- 11.1.5 The child eats lunch on their own, supervised by an adult

11.2 Exclusion;

- 11.2.1 Is decided by the Headteacher.
- 11.2.2 The class teacher sets work appropriate for the time of the Exclusion.
- 11.2.3 The parents are called by the DHT/HT and the exclusion is explained.
- 11.2.4 The parents collect the child
- 11.2.5 Work for the child is given to the parents to complete at home
- 11.2.6 A letter is sent home to the parent explaining why their child has had an exclusion and the date and time the child should return back to school for their return to school meeting.
- 11.2.7 Return to school meeting must take place before a child can return to the classroom. The meeting takes place with the DHT/HT and class teacher. Support staff can on occasion also attend.

11.3 Return to school meeting allows;

- 11.3.1 The child to show the work they completed while on exclusion
- 11.3.2 The child to reflect on the reasons for their exclusion
- 11.3.3 The school to discuss what they have put in place to support the
- 11.3.4 Allows the teacher to share what their expectations of the child are when returning to class.
- 11.3.5 Class Teacher and Parent will arrange to meet the following day to discuss progress

12. Parent Meeting

- 12.1 A meeting face to face should be arranged and take place with the Class Teacher, Phase Leader and Parent after a child has had 2 reflections in a half term to discuss next steps and put a plan together. A meeting should take place again, two weeks later to evaluate/amend/discuss improvement.

12.2 Time scale can of course be sooner dependant on what School Staff feel is necessary.

12.3 When Phase Leaders/CLT have spoken to parents, information will always be fed back to class teachers and support staff.

13. Additional Targeted Support

13.1 For children who need additional, targeted support we use a graduated approach of 'Asses-Plan-Do-Review, to assess and plan targeted, individualised provision for them. The Graduated response is detailed further in the SEND Policy

13.2 Assess: Initial assessments to inform us of a child's needs

13.3 Plan: A plan is created detailing outcomes for the child with interventions needed to support this

13.4 Planning involves class teacher, Inclusion Team (SEND/CO/DAI/Manager of the Deaf Provision) parents and the child

13.5 DO: Carry out the plan for a specified time

13.6 Review: Staff, parent and child review what has happened, evaluate the impact of the plan and agree any changes to outcomes

13.7 Assessment and planning tools used at Roding Primary School include;

13.7.1 School wellbeing Questionnaire, which asks children about how they feel in school

13.7.2 Strengths and Difficulties Questionnaire (SDQ)

13.7.3 Boxall Profile

13.7.4 Various Learning assessment profiles (see SEND Policy)

13.8 If a child is assessed as needing targeted support, this may involve a relational support plan (appendix)

13.9 If this is agreed, the child may be placed on the SEND register with a Social, Emotional, Mental Health (SEMH) need/ As with all children with SEND a relational support plan will then form part of the assess-plan-do-review process, with parents fully involved in reviews and planning next steps.

13.10 Some of the barriers to inclusion include SEND, language level and prior trauma. Children with barriers to inclusion may need to have more personalised approaches and these could include:

13.10.1 Differentiated learning

13.10.2 A special job or responsibility

13.10.3 Adult support at unstructured times

13.10.4 ELSA/Nurture intervention – Social emotional and mental health sessions

13.10.5 Referral to more specialist services

13.11 In exceptional circumstances, children may be supported with reduced timetable, alternative provision or a move to a provision where more specialist support can be provided.

14. Curriculum role in behaviour

14.1 At Roding, the provision of a relevant, motivating and challenging curriculum in every classroom also supports positive behaviours.

14.2 The curriculum plays a pivotal role in ensuring good behaviour at Roding Primary. It serves as the foundation for creating a structured and nurturing environment where students can develop not only academically but also socially and emotionally. Our well-designed curriculum includes not only subject content but also lessons on character education, values, and social skills. These components

help shape our pupils understanding of what constitutes good behaviour and how to interact respectfully with peers and authority figures.

14.3 Through the Roding Primary curriculum, students learn the importance of respect, responsibility, kindness, and other positive values that are essential for maintaining a harmonious classroom atmosphere. Lessons in PHSE and golden threads through computing, reading and writing ensure that social and emotional learning are integrated, teaching children to manage their emotions, make responsible choices, and empathise with others.

14.4 Furthermore, the wider curriculum provides opportunities for students to explore different subjects and activities, allowing them to discover their interests and talents. Engaged students who are enthusiastic about their learning are more likely to exhibit good behaviours and a positive attitude toward school.

15. The behaviour policy beyond the school gate

15.1 The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- wearing the school uniform and posting/sharing videos online
- in some other way identifiable as a pupil at the school.

15.2 Even where the above conditions do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

16. Searches without Consent

16.1 The following items are banned in school and pupils may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- Alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones

16.2 Any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

16.3 Members of staff can use such force, as is reasonable given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

16.4 Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences. Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the

pupil has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

16.5 School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education

17. Searches with consent

17.1 The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

18. Child-on-Child abuse

18.1 Child-on-child abuse can take many forms:

18.1.1 **Face-to-face or online**

18.1.2 Between children within a close friendships group or among wider peer associations

18.1.3 among children of the same age or between children of different ages

18.1.4 Physical, verbal, emotional or sexual abuse

18.1.5 Financial and coercive control between children

18.2 Adults within school are aware that abusers can be older than their victims and that children with SEND are more at risk. Children are clear on who they can report concerns to, feel confident that they will be listened to and supported, that action will follow any disclosure and how to access external support if needed, for example Childline and NSPCC.

18.3 Most incidents of child-on-child abuse will be managed using the procedures set out in this policy. When a child has hurt another child, the age of child will be taken into consideration and consequences appropriate to the behaviour will be implemented. The Headteacher may also consider suspension in relation to this.

19. Harmful Sexual Behaviour

19.1 Roding Primary School are aware that harmful sexual behaviour may happen in their schools and that this is inappropriate, distressing, and abusive and can be violent in nature. Harmful sexual behaviours may occur between children of any age. Adults refer to the Brook Traffic Light System to enable them to identify inappropriate sexual behaviours depending on age.

19.2 **DSLs will:**

19.2.1 Hold an internal investigation

19.2.2 Decide whether early help and external agencies need to be informed ()

19.2.3 Decide on a case-by-case basis whether a risk assessment is required,

19.2.4 Decide if further support is needed for either party involved

19.2.5 Decide if further disciplinary proceedings are required.

Appendix 1: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

- Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.
- Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.
- Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.
- Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Appendix 2: Babcock's Guide to supporting regulation through responsive co-regulation plans.

State of Regulation	Potential Displayed Behaviour	Agreed Response for Regulation
<p>Calm Safe/socially engaged</p>	<p>Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn.</p>	<p>Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity.</p>
<p>Mild Stress Alert/Agitated/Withdrawn</p>	<p>Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.</p>	<p>Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.</p>
<p>Dysregulated Mobilised</p>	<p>High levels of arousal/distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour.</p>	<p>Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing.</p>
<p>Dysregulated Immobilised</p>	<p>Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/dissociates. Depressed state. Immobile/frozen. May feel faint.</p>	<p>Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.</p>
<p>Crisis</p>	<p>The child's behaviour means that they or other people are not safe.</p>	<p>An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Devon LA recommend PIPS training. Adults need to provide high levels of containment through their way of being – having a plan can help.</p>

Appendix 3: A Restorative Approach

A Restorative Approach involves a conversation to enable the child to learn about themselves and others, after an incident has occurred. It is helpful to communicate explicit safety cues and have the PACE framework in mind during the process. The more it feels like this is a collaborative conversation and curious exploration that the child is able to reflect and contribute to, the more they will learn from the experience.

What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgement, by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing – use calm soothing tones.

What were you thinking? How were you feeling?

Some children will find it hard to answer these questions and will need support to help them integrate their feelings, emotions and thinking through:

- Listening and responding empathetically, wondering out loud.
- Starting where the child is developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it', by accepting their feelings and letting them know that they are valid. Big behaviour usually means big feelings.

Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child see things from other people's perspectives.

- Call upon your own experiences or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding
- Pictures and photographs, drawings and cartoons can help children see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process it can be helpful to ask: 'how can we put right any harm caused?' or 'what have we learned from this experience?'

This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at the time. What does the child need in order to move forwards?

- Short term intervention to help to keep them safe, particularly in managing specific situations or transitions which they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again.

Appendix 4: Babcock Relational Support Plan

Process for Developing a Relational Support Plan:

The Relational Support Plan is a working and evolving document. We recommend that the Core Team meets regularly (at least every 4 to 6 weeks) to revisit and update the plan in place, ensuring the views of the child continue to be captured during this process.

For further guidance on completing Relational Support Plans please see the document 'Guidance for Developing Relational Support Plans'.

Involving The Child

Eliciting the views of the child is the first part of creating a successful plan. It is useful to discover:

- **Where is the child with things at present?**

Use the scale / cards to explore their perception of school.

- **What helps them to be successful? What are they doing? What are others doing?**

Who do they feel would be good to have on their team?

- **What are their interests / qualities / skills?**

When are they at their best?

- **Encourage the child to consider what their best hopes might be in terms of having some relational support.**

What do they hope changes / gets better as a result of this?

Being curious as to what this means in terms of Protection, Connection, Understanding and Care will be helpful for informing the plan.

Working with The Core Team

The Core Team is made up of adults who already have a strong relationship with the child, or whom it will be beneficial to develop one. The plan is created by this group of trusted adults. The key adult will:

- Share with the team the purpose of Relational work for this child.
- Share any insights from the meeting with the child and their views.
- Complete the team section and the 'strengths, interests, qualities' section of the plan.

- Invite the group to consider when they notice the child is at their best.

As a team complete the plan considering in depth how Protection, Connection, Understanding and Care can be provided through the relational experiences created with the child. If helpful complete the responsive co-regulation plan. As a team complete the plan using the prompting questions.

Invite each adult to consider (and highlight) what will be most helpful for them to be providing from the plan in terms of their role and relationship with the child.

Sharing The Plans

The Plans should be shared with any adults who are likely to come into contact with the child during the school day. The key adult will:

- Share with this wider team of adults the purpose of Relational work for this child.
- Share any insights from the meeting with the child and their views.
- Share any insights from the meeting with the Core Team.

- Invite the team to consider good relational practice that is already in place.

Talk the adults through the plans, sharing key knowledge of the child and understanding of their needs.

Invite all members of this wider team to consider (and highlight) what will be most helpful for them to be providing from the plan in terms of their role and relationship with the child.

Appendix 5

Relational Support Plan	
Name of Pupil:	
School:	Date:

Consider the key prompts for discussion and note down actions under the 4 headings: Protection, Connection, Understanding and Care.

The significant adult/adults – Team around the child

Who is best placed to be the significant adult/adults?

Who will be part of the wider team of adults supporting the child? Does the child need someone to be available to the throughout the day? It is helpful for the team to be composed of adults from each tier of the school organisation. Parents/carers can also be part of the team.

Strengths/Qualities/Interests/Resources

What are the child's strengths, skills and qualities? What are the child's coping strategies and signs of resilience? What does the child enjoy and what interests them? When are they at their best? What helps them? When have they been successful in the past and what is working well now?

Protection

This explains the need for safety and security. Some children may not automatically feel safe. They can find school threatening and require relationships, support and structure to develop feelings of security and safety, which are essential to effective learning and behaviour.

Key Question Prompts:

How will the child be helped to feel safe by the significant adults? What safety cues will be helpful?
 How will other adults in the team help the child to feel safe?
 How will you support the child to develop trust?
 How will predictable and reliable support be provided?
 Are there times in the day when the child feels particularly unsafe: beginnings, endings, transition? How can these times be managed?
 How can the environment be adapted to help the child feel safe?
 How can the day be structured to help the child feel safe?
 What does the child need to know in order to feel safe? How will this be communicated so that the child understands?

Actions:

Connection

Meaningful connections with others promote feelings of safety, trust and belonging. Experiences of connection are important in developing the cortex and higher level thinking. For some children there is a need for a high level of connection within school.

Key Question prompts:

How will the significant adults provide meaningful connection with the child?
What needs to happen to ensure that the child experiences attuned and responsive connection?
How will other adults in the team connect with the child?
How will the development of positive peer relationships be promoted?
What activities may help the child to develop their sense of belonging in school?

Actions:

Understanding

Children need adults to understand them and communicate this understanding in an empathetic way, whilst also maintaining clear rules, boundaries and expectations. Understanding and co-regulation from an adult will support children to develop their ability to regulate themselves.

Key Question prompts:

What does the child's behaviour tell us about how they are feeling?
What is our understanding of the child's feelings?
If the student is finding something hard or displaying challenging behaviour, how will adults respond and show understanding?
How will the child be co-regulated and calmed?
What empathic responses might be helpful?
How will the understanding of other adults in school be supported / developed? How will they respond to incidents?
Does the child need a responsive co-regulation plan?
What will happen to ensure that relationships are repaired?

Actions:

Care

Some children will need adults in school to be particularly mindful of providing a high level of care. This includes meeting the child's basic needs, enabling them to experience comfort and joy and showing them that they are liked.

Key Question prompts:

Does the child have unmet needs in terms of basic care? If so how can these be addressed?
How will adults communicate care to the child/young person?
How will the child know that they are liked?
What activities may foster shared enjoyment?

Actions:

<p>How can we ensure the child knows they are being held in mind? How will the child be soothed?</p>	
<p>Supporting Inclusion Are there difficulties that are blocking the child's access to learning or social inclusion? What skills are we going to support the child to develop in their areas of need? How are we going to support access and inclusion?</p>	
<p>Prompts: Control-related e.g. accepting an adult lead, co-operative working, turn-taking, requesting help. Social skills e.g. explicit teaching of listening skills, eye-contact, starting conversations, proximity. Identity-based e.g. ability to take risks in learning, accept challenges, make mistakes. Self-regulation and sensory regulation e.g. emotional literacy, self-soothing, managing sensory input. Behaviours for learning e.g. Planning, organisation, managing transitions. Literacy skills e.g. developing phonic skills, reading comprehension, recording skills. Language skills e.g. understanding instructions, expressing opinions. Communication and Interaction e.g. Understanding social situations. Building on strengths How can we enable the pupil to build on their strength</p>	<p>Actions:</p>

This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Traditional		Restorative
What's happened?	→	What's happened?
Who's to blame?	→	Who's been harmed and in what way?
How should we punish them?	→	What needs to happen in order to put things right and ensure that this never happens again?

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer:

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

During this process, the following expectations apply:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters in respect of Safeguarding - if something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still/become angry, this process stops.

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people – adopting a solution focussed approach.

Consequences will be appropriate and will be chosen and agreed between all participants involved. It will be ensured that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Levels of restorative approach:

- Restorative Conversations
- Restorative Conferences
- Classroom Restorative Conferences
- Restorative Approach with parents involved



Appendix 6 Example of Class Expectations for learning;

We believe that good learning behaviours is about making the right choices!

Be kind

Follow instructions from all adults

Listen to the person who is talking

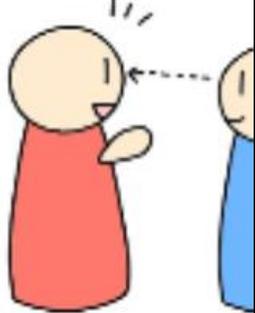
Be ready to learn

Ask and Answer questions

Give it a go and Keep trying

Free To Achieve

At Roding Primary, we have 5 free to achieve reminders which is used to support pupils to stay on task. Teachers use this clear and easy to follow language consistently to acknowledge positive behaviour choices and ensure are culture of high expectations.

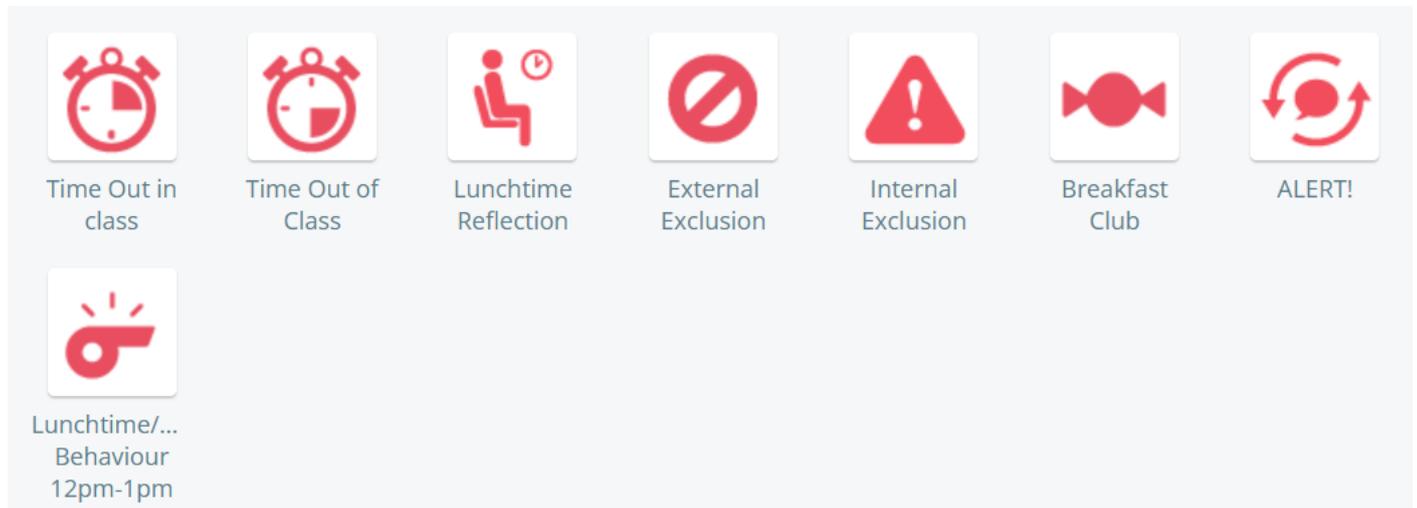
Best sitting position	Calm hands	Focus on the speaker	Respectful sound	On task
				

Appendix 7

Class Charts

Should be updated by the end of each school day

Phase Leaders/CLT and the Nurture Lead will monitor and discuss with Class teachers any support that might be needed.



The above are the options on class charts when recording a behaviour.

You need to record where the child was at the end of the day eg if a child got a warning, had a time out in class and a timeout in another class – you would record the time out in the other class.

Some children's behaviour are being recorded under ALERT this is due to the evidence being collected to support a child for eg going through the EHCP process or to show information to an EP for example. You use the Alert section if you have been asked to do so by the SENDCO or DAI.

If a member of staff is concerned about a child's behaviour speak to the class teacher. If you are the class teacher, speak with your phase leader or a member of CLT.

Appendix 8

Levels of challenge

It is important to recognise that some misbehaviours are more serious than others.

The frequency of occurrence also has a bearing on the next steps

Each individual may need a slightly different approach as each child presents differently

Low level	Moderate level	Serious level
<ul style="list-style-type: none"> • Fidgeting • Dropping Litter • Disturbing others during learning (noise level) • Unprepared for learning • Unable to keep on task • Leaving seats without permission • Unkind remarks/ Bad language (one off) • Time wasting • Telling lies (one off) • Running in corridors • Pushing in line • Borrowing without permission • Not tidying up after learning • Swinging on chairs • Continually sharpening pencils 	<ul style="list-style-type: none"> • Constantly shouting out • Poor effort • Continually distracting others • Continually unprepared for learning • Non uniform/ jewellery • Stealing * • Not listening to adults • Threatening/ aggressive behaviour (one off) • Refusal to cooperate (one off) • Telling lies (persistent) • Fighting (one off) <p>*If a child is continually stealing a discussion should be have with CLT/DAI to discuss reasons and strategies to support change</p>	<ul style="list-style-type: none"> • Serious assault • Vandalism e.g. damage to school property • Physical / verbal threats made to staff Physical / verbal threats made to peers • Violent outbursts verbal or physical • Leaving school without permission • Fighting • Continual refusal to cooperate with class expectations

Appendix 8 cont.

Model letter from head teacher, notifying a parent of a fixed period exclusion of five days or fewer in one term and where a public examination is not missed.

Note: The head teacher should notify the parents immediately of the decision to exclude, ideally in person or by telephone. The telephone call should be followed by a letter within one school day.

Dear (Name of parent),

(Name of pupil)

Fixed Term Exclusion

I am writing to inform you of my decision to exclude (name of pupil) for a fixed period of (specify period). This means he/she will not be allowed in school for this period. The exclusion begins on (date) and ends on (date). Your child should return to school on (date).

I realise that this exclusion may well be upsetting for you and your family, but my decision to exclude (child's name) has not been taken lightly. (Name of pupil) has been excluded for the fixed period because (reason for exclusion).

(For pupils of compulsory school age)

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion (specify dates) unless there is reasonable justification for this. I must warn you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for (name of pupil) to be completed on the days specified in the previous paragraph. (Detail the arrangements for this.) Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations to the school's discipline committee management committee and my decision to exclude can be reviewed. The discipline committee/management committee must consider your representation if you request it to do so. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record. They are not required to arrange a meeting with parents.

If you do wish to make representations to the discipline committee/management committee please contact (Clerk to GDC) on/at (contact details – address, phone number, email) as soon as possible. Please advise if you have a disability or special needs which would affect your ability to make representations.

You should also be aware that if you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> . Making a claim would not affect your right to make representations to the discipline committee.

You also have the right to see a copy of (name of pupil)'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of (name of pupil)'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Sarah Dove, Head of Behaviour and Inclusion or Sarah Zheng, Behaviour and Inclusion Coordinator (contact details are below).

You may also find it useful to contact sources of impartial advice for parents such as the Coram Children's Legal Centre.

(www.childrenslegalcentre.com) or ACE Education (<http://www.ace-ed.org.uk>) and their limited advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time)

It may also be helpful to contact (give contact details of any other relevant service where considered relevant by the head teacher, such as Traveler Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership)

(<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

Statutory guidance can be accessed at <https://www.gov.uk/government/publications/school-exclusion>

(Name of pupil)'s exclusion ends on (date) and we expect (name of pupil) to be back in school on (date) at (time)

Yours sincerely,

(Name)

Head Teacher

cc

Behaviour and Inclusion Team

Behaviour and Inclusion Team

BehaviourAndInclusion@redbridge.gov.uk

Sarah Zheng – Behaviour and Inclusion Coordinator

Sarah.Zheng@redbridge.gov.uk Tel: 0208 708 3159

London Borough of Redbridge

9th Floor (Rear) Lynton House

259 High Road

Ilford

IG1 1NY

Appendix 9

Positive Behaviour Management Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

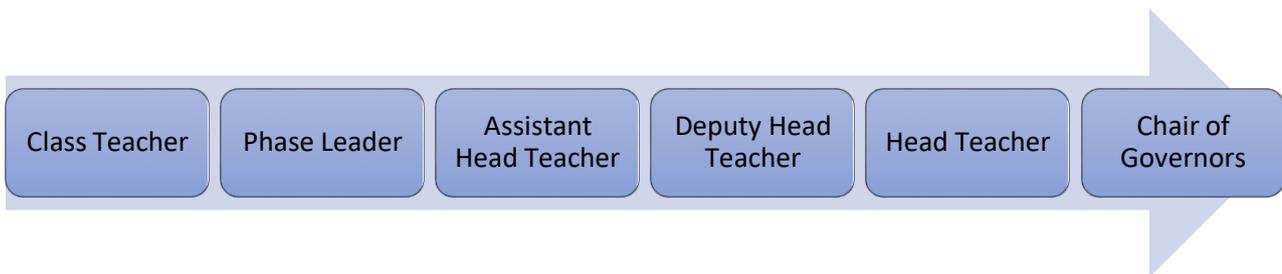
- Positive Feedback- Acknowledge/Approve/Affirm:
- Welcome each and EVERY child at the start of EVERY day
- Get to know ALL your children (their strengths and areas of difficulty)
- Comment on 'little things' eg how did your gymnastics club go last night? I like your hair today
- Use SEA
- Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- Non-verbal Cues- hands up, finger on the lips, the "look".
- Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Re-direction- repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity- move closer to a disruptive pupil
- Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Clear Expectations- e.g. "When we go back in to the classroom after break, do go straight to your desk and start. Where/ What- "Where should you be?" (In my seat) What should you be doing? (My work).
- Choices- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- Broken Record- Calmly repeat the request or expectation or consequence; avoid being drawn into an argument, stay neutral.
- Individual Behaviour plans
- Private Reprimand- a quiet word rather than a public confrontation.
- Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good"

Appendix 10

Procedures for Concerns (for parents)

If I have a concern about the behaviour of my child or the schools response to my child's behaviour in school.

If you have a concern **about the school you should raise your concern at first with the class teacher. If you feel the issue is not resolved, you should follow the following sequence:**



You can **phone** (0208 504 3706) or **email** (admin@endingprimary.co.uk) the **school office** to do this, and the appropriate person will respond to you.

Appendix 11

Childs reflection form to be filled in following any sanction or consequence.

Behaviour reflection	
What did I do?	
Why did this behaviour happen?	
What expectation did I break or rights did I impinge?	
How can I make things right?	
Adult response/ Follow up.	