



Behaviour and Relationships Policy

Pastoral Manager

Approved by Governors at:	F&GP
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<u>Admin use only</u>	
Governor Hub	
Website	
Learning Platform	
Policies File	
Staff room	
Headteacher's File	
Policies Log updated	



Monitoring and review

This policy is monitored by the Governing Board and will be reviewed in line with the school's review schedule.

We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and wellbeing is "everyone's business" across the whole school community.

"Every Child deserves a champion, an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be" - Rita Pierson

Introduction

At Loxdale Primary School, we believe effective teaching and learning cannot take place without positive behaviour and we recognise that all behaviour is a form of communication. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure. We aim to create an inclusive, safe and calm environment which encourages reflection, self-regulation, positive behaviour and mutual respect. We believe that a relational approach is a foundation to resilience and life-long learning. We recognise that behaviour is a form of communication (whether conscious or unconscious) and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We do this by putting relationships at the heart of our approach by truly hearing and responding to our children's voices, in order to create and foster a safe and happy environment where all feel secure and respected. Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of the child are within their control. Staff use PACE (Playfulness, Acceptance, Curiosity, Empathy) and attachment friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.

Our approach focuses on developing strong relationships which is key - there must be a connection before correction. We aim to develop good habits of self-regulation, self-discipline and opportunities for pupils to reflect upon their own behaviour in a supportive environment. Research has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes linked to inclusion, engagement, attainment and achievement. It is acknowledged that society expects positive behaviour as an important outcome of what we learn in school. We look at ways to encourage and recognise children's positive behaviour through exploration and understanding, while making it very clear that anti-social behaviour will not be accepted or excused. We also believe it is very important to include parents in what we do at school to encourage and foster positive behaviour and attitudes.

The Governors recognise that it is their responsibility to ensure that, through the Headteacher, Senior Leadership Team and all staff, positive behaviour and discipline is maintained at Loxdale Primary School.

The Governors recognise that it is their responsibility to ensure that the school has a policy to combat bullying. Although bullying is addressed in this policy, a separate Anti-Bullying Policy also exists within our school.



The Governors recognise that all employees have a responsibility to promote and maintain good behaviour and discipline and to investigate any allegations of bullying.

This policy will be reviewed regularly to ensure high standards of behaviour and discipline are adhered to. It will also be reviewed with a sample of parents through the Governing Board.

Responsibility and Organisation

The Headteacher has the day-to-day responsibility of ensuring that this policy is adhered to, however all employees and partners in the school, including teachers, parents, governors, and pupils, have responsibilities to promote positive behaviour and discipline and to combat bullying. School staff will ensure this is always done through careful consideration of the Behaviour & Relationships Policy to ensure consistency throughout classes and school as a whole, including for example during after-school clubs. This may be achieved by:

- ◆ Setting whole-school guidelines and expectations for behaviour and discipline and reminding the staff, parents, and children of it, when necessary.
- ◆ Setting classroom guidelines and expectations with the children for behaviour and discipline to complement the whole-school guidelines and ensure consistency of behaviour expectations throughout the school
- ◆ Adhering to the school's agreed policy for behaviour and discipline and ensuring that all staff and other adults in the school are aware of it and take a collective responsibility for maintaining it in practice.
- ◆ Adhering to the school's agreed policy for teaching and learning.
- ◆ Through pupil responsibilities such as; Prefects, Digital Ambassadors, School Council, Lunch Crew etc, helping to ensure behaviour expectations are followed beyond the classroom and involve all aspects of school life.

We always aim to continue to work collaboratively with parents/ carers to discuss any behaviour concerns, or to celebrate positive behaviour achievements. We feel that through discussion we can maintain positive relationships between home and school for the benefit our pupils. Conversations such as these will be held either face to face or via telephone discussions.

At any point school may contact parent/carers via telephone to discuss behaviours and outcomes.

A Statement on Inclusion

Loxdale Primary School regards itself as an inclusive school and is concerned with the welfare and healthy development of all its pupils.

Inclusion is not synonymous with 'integration', which implies a loss of individuality- it is about recognising individuality and the challenge of diversity. The idea of 'inclusion' must be regarded within the context of developing responses, which promote a greater mutual understanding, equality of opportunity and the breaking down of barriers to participation. Staff recognise that equality of opportunity should not result in all children being treated exactly the same-they must be treated according to their needs, be they academic or social and all children deserve the chance to succeed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however, rigorous support is offered to those having difficulty meeting those expectations. To this end, children with persistent problems may be recognised for, what for the majority of children would be, minor achievements.



Racial Equality

The school will carefully monitor and record, any incidents of misbehaviour, which may be racially motivated. Racism is not tolerated in any form at our school and parents/carers and outside agencies will be included in any program of work designed to combat such behaviour, whether directed at an individual or at different racial groups at large. All racist incidents are recorded using the Arbor system. To ensure members of our school community are educated on racial equality, whole school awareness days are organised and used to teach children and staff how to make our school racism-free. This is done through ensuring a high-quality curriculum for our pupils, appropriate staff training, school council representatives' attendance at various events and individual class workshops.

SEND Equality

In a similar manner, the school also carefully monitors and records any incidents of negative behaviour, which may be linked to SEND or disability bullying. The school is determined to ensure there is equality for our children and families and as such has organised events to educate on issues relating to SEND bullying, e.g. theatre in education groups.

The Role of Parents/ Carers

Parents/ cares have a vital role to play in order to ensure that good behaviour and discipline is maintained at our school. Their role should be:

- ◆ To support the Home/ School Agreement
- ◆ To support school decisions
- ◆ To respectfully request to speak to staff at an appropriate time to seek clarity or discuss concerns
- ◆ To discuss options of parent support such as Early Support Plan or Family Help Plan referrals, Journey of Change programmes/ School Nursing/SEND services etc.

Policy Aims and Guidelines

The staff, parents/carers, children, and Governors of Loxdale Primary School agree that the reasons for maintaining a behaviour and discipline policy are to promote: -

- ◆ respect and consideration for other people
- ◆ respect for other people's feelings, possessions, and basic rights
- ◆ an understanding that the school is a community and that rules are for our collective well-being
- ◆ the development of good citizens
- ◆ helping others without being asked for recognition
- ◆ safety
- ◆ respect for the whole school environment

Attitudes to be encouraged: -

- ◆ politeness
- ◆ to trust and be trusted
- ◆ honesty, fairness and an awareness of right and wrong
- ◆ concern for others and the environment
- ◆ pride in oneself, work, appearance and membership of the school
- ◆ independence - ultimately to be able to work without direct supervision
- ◆ good manners.
- ◆ Resilience
- ◆ Tolerance

These attitudes may be reinforced by the use of various strategies including: -

- ◆ Circle Time
- ◆ Restorative Practice



- ◆ verbal praise from teachers and other adults
- ◆ verbal praise from the Headteacher
- ◆ verbal praise from the Assistant Headteachers and/ or Deputy Headteacher
- ◆ the judicious and fair awarding of individual House Points and stickers
- ◆ achievement certificates and stickers- awarded in a weekly Celebration of Achievement Assembly
- ◆ letters of commendation from the Headteacher
- ◆ speaking to parents to recognise positive achievement
- ◆ use of the 'Pathway of Positivity'
- ◆ reflection/ recognition time with Monty our school's wellbeing dog
- ◆ use of the 'CO-JOE' Character Curriculum

Encouraging Positive Behaviour - Whole School Initiatives:

CO-JO Character Curriculum:

The school has a strong ethos of involving the pupils as much as possible in setting whole-school rules and expectations and therefore pupils were consulted before introducing the CO-JO characteristics as follows:

Core Characters	Character Behaviour Traits
R esilience	Determined; self controlled; persistent; courageous; diligent; perseveres
E mpathy	Just (fair); compassionate (forgiveness); kind; courteous; unselfishness
S elf Aware	Self confident; self-disciplined; honest; humorous; humility; adaptability
P assion	Gratitude; motivated; positive attitude; inspires; willpower
E xcellence	Creative; curious; inquires; pride; critical thinking
C ommunication	Listens; influences; feedback; reflective; evaluative; presence
T eamwork	Cooperates; responsible; cares; decision makes; helpful; unity; patient

Each classroom has a poster reminding children of the core characteristics. Every pupil in the school (R-6) is encouraged to show the 7 characteristics in their learning or at lunch and playtimes. Each week, a child from each class is recognised in assembly for demonstrating the identified core character and a letter of commendation is sent home to parents. At the end of each term, a child will be chosen by the class teacher and teaching assistant to receive the termly award certificate for most effectively demonstrating COJOE characteristics during that term. At the end of the year, all 18 winners from the academic year have their names put in a hat to win a substantial prize, e.g. a tablet computer. This incentive encourages children to strive consistently to demonstrate positive behaviour characteristics .

The COJOE characters are also aligned with our behaviour pathway.

At Loxdale, we believe everyone has the right to:

- Learn
- Play
- Feel Safe
- Be Respected

Pathway of Positivity

Loxdale Primary School supports the promotion of positive behaviour, which assists staff in combating bullying. Please see the school's 'Anti-Bullying Policy and Procedures' for further information. We take the view that



encouragement of positive behaviour is to be used wherever possible instead of consequences, to recognise good choices rather than negatively re-enforcing poor behaviour. By taking this approach, children who are consistently showing positive behaviour and demonstrating our COJOE characteristics, receives the most staff attention.

Positive behaviour is encouraged through the use of recognition, that works in direct partnership with certain consequences. This is described to children as a 'Pathway of Positivity.' All children start every day in the middle of the pathway and have the potential to move up the pathway for positive behaviour or demonstrating our COJOE characteristics. This therefore always allows children the opportunity to show excellent behaviour and be recognised for it. The recognition (as you move 'up' the pathway) is as follows:

Level 1: Verbal Praise

Level 2: House Point

Level 3: Class Teacher Recognition (sticker or a 'dip in the box.')

Level 4: Postcard from class teacher.

Level 5: SLT Postcard

Level 6: Headteacher/Deputy Headteacher Postcard

Level 7: Mrs Scott's Super Seven

Recording of Positive Behaviour:

In line with recognising, wherever possible, the positive behaviour of our pupils on a daily basis, this will be recorded on our Arbor system by class teachers from level 4 upwards.

Children who reach level 7 also have a HT certificate and a badge that are awarded to them.

Children who win the termly 'Respect' recognition and the annual overall winner prize also receive a certificate. Names of termly winners are recorded on Teams to allow staff to monitor which children are consistently showing excellent behaviour.

Our Restorative Approach:

Our behaviour policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn. It involves reflection time between all those involved to share their story, thoughts and feelings, understand other peoples' stories, thoughts and feelings and come to a shared understanding of what needs to happen to meet the needs of all people involved. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to, which can be resolution enough to be able to move forward positively.

All staff will take responsibility for leading restorative conversations, the Pastoral Team and SLT will support when requested.

Restorative approaches are based on four key features:

- RESPECT - for all by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions



- REPAIR - developing knowledge so that individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem. Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours.

All staff apply this approach to resolving situations in the school by way of a restorative enquiry e.g. low-level friendship issues, disputes over games, running in the corridor, not responding to reasonable adult requests etc. Our restorative approach supports children to develop greater understanding, empathy and responsibility.

Recognition and gifts

All recognition and gifts given to children are done in an open and transparent way. Gifts given are in line with established recognised systems.

Zones of Regulation

The Zones of Regulation is based around the use of four colours to help children self-identify how they are feeling. The Zones also help children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they are in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

The Four Zones of Regulation:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

It is extremely important to note that no colour is 'bad', just as no feeling or emotion is bad. This is frequently expressed to all pupils. The colours used with Zones are the initial indicator of how a child may be feeling which encourages richer vocabulary (where appropriate) for expanding emotional literacy.

The Use of Logical Consequences

As described above, wherever possible recognition will be used, however where consequences are necessary, they should be constructive and immediate, following appropriate and adequate reminders. Consequences **may** involve one or more of the following (see levels of consequences): -

- 1 - 'Reflexion Time' -under supervision to discuss and reflect on the issue using restorative language



2 - potential removal from 'out of hours' provision (if behaviour is deemed to be a risk to their own or others safety).

3- non- attendance on school visits or representation in school teams (if behaviour is deemed to be a risk to their own or others safety).

Constructive work- - Engage with Restorative Practice to repair any harm. This may include:

- Self-reflection
- Writing a letter of apology
- Personalised Rota (activities at break/lunch)
- Or, any other ideas that the children decide in-keeping with RP that will help them to build, maintain and repair any harm.

Levels of Consequences:

We recognise that consequences only work if they are applied consistently. For this reason, the following steps will be taken when consequences are being imposed.

Level 1: A friendly informal 'reminder' will be used initially to encourage them to follow our school rules and expectations

Level 2: A second friendly informal reminder (as above).

Level 3: Reflection time (with an adult).

Any incidents from this point (Level 4 onwards) should be recorded on the Arbor Behaviour Management System.

Level 4: Time out in another class (up to 10 minutes). Class teachers to speak to the child's parents. These incidents are also recorded by staff on the Arbor Behaviour Management System.

Level 5: Time out with SLT or Pastoral Team out of class (15 minutes). Either SLT or class teacher to report to parents. SLT/Pastoral Team may choose to instigate 'Logical consequences' if appropriate. These incidents are also recorded by SLT on the Arbor Behaviour Management System.

Level 6: Headteacher or Deputy Headteacher to be sent for who may choose to instigate 'Logical consequences' if appropriate. Parents to be seen by the Headteacher or Deputy Headteacher. These incidents are also recorded by the Headteacher or the Deputy Headteacher on the Arbor Behaviour Management System.

Level 7: A fixed-term exclusion. This can only be initiated by the Headteacher or Deputy Headteacher and recorded on Arbor Behaviour Management System and Arbor Exclusion Monitoring tab.

Level 8: Permanent exclusion. This is the ultimate sanction and will be done, by the Headteacher, in consultation with the Governors and the Local Authority.



Recording of Behaviour Incidents

In the event of persistent misbehaviour, it is important that the teacher/teaching assistant keep a log of incidents from Level 4 onwards and this should be recorded on the Arbor online system. This can be referred to, if necessary, at a later date. Staff will enter information onto Arbor via the online register for any children reaching Level 4 or below. At Level 4 the class teacher will just record on the register system, without any explanation needed. However, at Level 5 the incident will be picked up by SLT/Pastoral Team who will then add an explanation and Level 6 and 7 will be the responsibility of SLT to add in an explanation.

Sexual Violence or Sexual Harassment Incidents

For our school's response to a report of sexual violence or sexual harassment, please see our Safeguarding and Child Protection Policy.

All Sexual Violence or Sexual Harassment incidents will be logged confidentially onto the school Arbor management system and CPOMS.

Exclusions

Loxdale Primary School holds a strong ethos of non-exclusion where possible. However, in the event of all other strategies being ineffective exclusion may be used on the grounds of health and safety if the behaviour displayed is potentially harmful to themselves or others (absconding, assault, bullying including cyberbullying, damage to property, repeated racism or homophobia) Exclusion will only be undertaken with a view to the safeguarding arrangements in place in each individual case. Only the headteacher may exclude a pupil, (or the Deputy Head Teacher acting in the position of Headteacher in the absence of the Headteacher). In consultation with the Chair of Governors, the headteacher may exclude a child for a fixed period not exceeding 45 days in any school year. During such an exclusion, the school will provide appropriate work for the child to complete at home, under the supervision of the child's parents or carers.

If a child is excluded for a block of fifteen days or more in a term, the school must make arrangements for the pupil to continue his or her education and determine how the time will be spent to address the pupil's problems. As a last resort, the Headteacher, after full consultation with the Governing Board, may exclude a child permanently. The parents or carers of the child will have the right to make representations to the Governing Board to challenge the decision, and they must signify their intention of so doing so within 7 days of the exclusion being announced.

Throughout the day, the same recognitions are consistently applied in recognition of positive behaviour. However, there are slight differences in terms of consequences that apply before/after school, at break-times and at lunchtimes:

Before and after school

- ◆ Children must be aware that the school is concerned about their behaviour when coming to and going home from school and will investigate any reported incidents of misbehaviour.
- ◆ Children must be aware that they are representing Loxdale Primary School at all times when wearing school uniform.



Break Times

- ◆ During break times, one teacher will supervise the children, with a teaching assistant responsible for first aid. Staff are expected to collect their children promptly from the playground at the end of breaktime. The following will apply if children are not following our school rules at break time:

Level 1 : A friendly reminder from the teacher on duty.

Level 2 : A second friendly reminder from the teacher on duty.

Level 3: Five minutes' 'Reflection Time' with the class teacher on duty.

No Level 4

Level 5: Involvement of a member of SLT/Pastoral team who will then inform class teachers. Parents may be spoken to about their child's behaviour at break time by the class teacher. These incidents are also recorded by a member of SLT/Pastoral Team on the Arbor Behaviour Management System

Level 6: Involvement of Headteacher or Deputy Headteacher who will record the incident on the Arbor Behaviour Management System. Parents will be contacted and informed about their child's behaviour by a member of the SLT.

Lunchtimes

- ◆ During lunch times, a Senior Midday Supervisor plus Play Facilitators supervise the children, in addition to the pupil Lunch Crew. A member of SLT is also on duty every lunchtime. Children must be encouraged to regard the Play Facilitators in a positive manner at all times. Should school rules not be followed - lunchtime consequences run separately to classroom behaviour procedures to allow children the chance to enjoy their lunchtime. The following will apply if children do not follow our lunchtime rules.:

Level 1: A friendly reminder from the Senior Midday Supervisor.

Level 2: A second friendly reminder from the Senior Midday Supervisor.

Level 3: Five minutes' reflection time with the Senior Midday on duty

No Level 4

Level 5: Involvement of the Senior Midday Supervisor who will investigate it & decide whether to inform SLT/Pastoral Team. The incident will be recorded by the Senior Midday Supervisor/SLT/ Pastoral Team on the Arbor Behaviour Management System.

Level 6: Involvement of Headteacher or Deputy Headteacher who will record the incident on the Arbor Behaviour Management System. Parents will be contacted and informed about their child's behaviour by a member of the SLT.



Staff recognise that it is vitally important that the children's voice is listened to and heard. At Loxdale our children are given regular opportunities to receive awards and praise positive behaviour. Pupils will be able to see their positive behaviour being recognised on their class pathway.

Staff will always try to avoid whole class consequences for behaviour wherever possible and endeavour to instigate consequences only for those involved.

We believe that children learn most effectively when:

- they feel valued, secure and have strong relationships with staff
- they undertake work that is carefully matched to their ability
- their teacher's expectations are clear
- they feel confident to make mistakes and may ask for help
- they are building upon previous learning

We believe that our teaching is most effective when:

- staff build strong relationships with pupils
- a variety of teaching styles can be drawn upon to motivate and involve the children
- lessons are appropriately differentiated to match the needs of all children
- progress is continually monitored using a range of assessment methods as identified in individual subject policies and the Assessment Policy
- children are presented with challenging and stimulating tasks

We believe that children must be taught the importance of good behaviour and:

- know the difference between positive and negative behaviour and the impact upon themselves and others
- have respect for themselves and for others
- respect their own and other people's property
- know the rules of their classroom and the school and understand and abide by them
- know that positive behaviour will be recognised and that poor behaviour will be addressed restoratively wherever possible
- be sure in the knowledge that they will be treated fairly, consistently and sensitively at all times

We believe that children achieve their best within an environment in which:

- they feel safe and secure
- they have access to clearly labelled resources which are safe, relevant and up to date
- a good variety of work by all children is thoughtfully and attractively displayed and is clearly valued by the teacher
- they are made to feel welcome and know what is expected of them at all times

Continued Professional Development

In order to promote positive behaviour within school, our staff undertake continued professional development activities as required. These include:

- ◆ Positive Play training for lunchtime supervisors
- ◆ Staff CPD- including Restorative Practice, Attachment and Trauma training
- ◆ Classroom observations
- ◆ Zones of Regulation training

School Council

We acknowledge at Loxdale Primary School that, in order to promote the positive ethos of the school, the staff have to encourage an atmosphere of openness and develop and encourage mutual respect. Consequently, we see it as



important to create a platform where pupils are allowed to voice their opinion and work with staff on matters of concern.

Loxdale Primary School Council is made up of 2 nominated pupil representatives from each class from Year 2 to Year 6. A copy of the constitution, which was agreed by the Council, is available for anyone wishing to view it.

The School Council meets once every half term and the agenda is formed from minutes of Class Council Meetings held in each class. Items for the agenda include issues the children feel are important to the smooth running of the school. The minutes are prepared after each meeting and reported back to classes.

Our School Council is proving to be a successful body, which continues to discuss and examine many issues that are important to the children within school and takes positive steps to address them.

Playground Supervision

The staff take their responsibilities towards supervising pupils seriously. Different levels of supervision are required for children at different levels of development and we recognise that as they grow older children need to be given greater responsibility for their own actions.

Parents too have a responsibility for the supervision of pupils by adhering to specified dropping off and picking up times and reporting any worries or concerns they may have concerning the wellbeing of their child. Teachers have a busy day, which extends from before 8.45 am to well after 3.30 pm and are given specific days and times on which they supervise the children. Parents must recognise this and play their part in ensuring that children are delivered and collected at the correct times.

Playtime Supervision

- ◆ Children must not arrive or enter the school grounds before 8.45 am (unless they are attending Breakfast Club).
- ◆ From 8.45 am onwards Mrs Scott, (or her representative) and another member of staff will be on duty at the school entrance gate at Nettlefolds Park. The Business Manager will also be present on the vehicular gate from 8.45am. At least three members of SLT and pastoral members of staff are on duty at the beginning and end of the day.
- ◆ Parents/ carers must be at school to collect their children at the appropriate time and are responsible for them as soon as they are collected.
- ◆ If the parent / carer is likely to be late, then a message must be left with the Office staff, stating the likely time of arrival. Late collections will be picked up from the Main Entrance.
- ◆ There will be staff supervising the vehicular and pedestrian gates after school each day and each class teacher will supervise their class leaving the school premises. Any child not collected by 3:45pm will be placed in Tea-Time Club and parents/carers will be responsible for the cost of this provision
- ◆ At morning break there will be two members of staff on duty AT ALL TIMES- this includes a TA on first aid duty.
- ◆ Lunchtime supervisors will be on duty each day. In addition, a member of SLT will also be on duty each lunchtime.
- ◆ Teaching staff will supervise the leaving and returning of their pupils at break and lunchtimes. Children will not be left in a classroom without being supervised by a member of staff.



- ◆ During wet play, teaching staff stay in their own class to supervise children who will be provided with a variety of wet-play activities to use. Each class has its own Wet Play cupboard to engage children and prevent behaviour issues arising.
- ◆ All staff on duty, including Lunchtime Supervisors, are asked to keep an eye out for any children who appear to be excluded by others, or are causing a persistent nuisance to others, and to report this to the child's class teacher.

Supporting Pupils who demonstrate challenging behaviour

The school is committed to encouraging pupils who display challenging or disruptive behaviour to improve their behaviour through the use of internal and external agencies. Children can be internally referred to the Pastoral Team who can work directly with a child or groups of children and their parents. In other to promote positive behaviour and relationships, children are able to receive support on how to understand their emotions and display these safely, build tolerance and resilience, understand how behaviour affects ourselves and others. This is done using a range of supportive measures and strategies inc, Wellbeing discussions, Restorative Practice, Therapies (Lego/ Drawing & Talking) and Zones of Regulation. This is in liaison with the DHT /SENCO, who also holds responsibility for ensuring correct provision is sought for children with SEND.

The school also actively uses the ESP process and can refer children to the Educational Psychology, as well as the local CAMHS teams for SEMH needs.

Pupils

Pupils can also access 1-1 support from their classroom-based staff or phase lead, as well as working with the Pastoral Team to build confidence, self-esteem and leadership skills, which in turn promotes positive behaviour.

Physical restraint of a pupil

SLT and the Pastoral team complete Positive Handling training annually.

A child may only be restrained physically under the following circumstances:

- ◆ They are committing a criminal offence
- ◆ They are causing injury to themselves and others
- ◆ They are damaging property- including their own
- ◆ They are damaging the good discipline and order of the school, where a teacher is in lawful control of a pupil.

Only reasonable force can be used. There is no definition of what reasonable force is and therefore:

- ◆ The minimum degree of force should be used to achieve the desired result
- ◆ The degree of force should be in proportion to the offence

Reasonable force may be used in cases of:

- ◆ Violent behaviour
- ◆ Behaviour likely to cause personal injury and/or damage to property

All positive handling of pupils will be logged on the school's Arbor system and followed up by the Headteacher or Deputy Headteacher.



Assaults on staff

Any assault on a member of staff by a pupil or adult should be reported immediately to the Headteacher or Deputy Headteacher. The incident should be reported appropriately to Local Authority via the IR1 Form. The parents/ carers of the child concerned should be informed immediately of the incident. If requested by the member of staff, then the police should be informed. At any meetings which may be held as a result of the complaint, representatives of the teacher's professional association should be invited. Written records will be kept of all such meetings.

Off-site direction by maintained schools

Pupils may be directed off-site for education to support particular SEMH needs. However, the school will continue to have regard to all statutory guidance, including safeguarding. This covers objectives and timeframes with appropriate monitoring of progress and reviews. These will all be agreed and set out at the time a direction is made and include arrangements for reviews - including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews. Parents/ carers can request, in writing, that the Governing Board review the placement. When this happens, our Governing Board will comply with the request as soon as reasonably practicable, unless there has already been a review in the previous 10 weeks.

Where possible, parents should be engaged in the decision taken by the school to direct a pupil off-site. Once a pupil is directed off-site, information about reviews should be provided to the pupil's parents and to the local authority where it maintains a pupil's EHCP. This should include outcomes of regular reviews and of the placement.

The focus will remain on ensuring that a child continues to receive a good education on par with their mainstream peers, whilst the needs which require intervention are being addressed. Therefore, the length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

The end of a placement and reintegration

When the Governing Board has secured alternative provision for a pupil on a fixed period exclusion, or has directed a pupil off-site to improve behaviour, we would always have a plan and processes in place to reintegrate the pupil at the end of the placement when he or she returns to the school.

Our Governing Board will obtain from the provider a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. The Governing Board will also seek the pupil's views on the success of the placement. Both may assist the school in deciding if and when to use that provider to support other pupils.

Concerns and Complaints procedure

In the event of any complaint concerning behaviour, parents should be urged first to talk to the class teacher. If this does not resolve the issue, then the complaint should be taken to Phase Leaders and, if still not resolved, the Deputy Headteacher or the Headteacher. Complaints not resolved at this level will be referred to the Governing Board, in line with our Concerns & Complaints Policy, a copy of which may be found on the school's website.

Monitoring and Review

The effectiveness of this policy will be monitored by the Headteacher and the SLT. Relational behaviour is to be the focus of a staff meeting at least annually or more often if necessary. This will involve staff discussing a general consensus on what constitutes a 'reminder,' for example as well as ensuring all staff agree to and follow the recognised systems throughout the school. Any serious behavioural issues will be reported to the Governing Board through the appropriate committee and the number of fixed term exclusions will be monitored by the Governing Board.



Reviewed January 2026



Appendix -

How to record recognition on Arbor (THESE MUST BE RECORDED DAILY)

For Level 4 up to Level 7 (Class Teachers must use this route for all recognition)

- Log behaviour incident
- Complete details (date, time, level of behaviour etc)
- Select next
- Select - log incident

How to record a behaviour incident

For Level 4 (Class Teachers must use this route)

- Log behaviour incident
- Complete details (date, time, level of behaviour etc)
- Select next
- Select - log incident

Level 5 (SLT/Pastoral team only) Level 6 (SLT only)

- Log behaviour incident
- Complete details (date, time, level of behaviour etc)
- Select next
- Select - log incident

NB If an incident has been recorded as a level 5 incident and then escalates to a level 6, the level 5 incident is superseded by the 6: it is only recorded as one incident, not two separate ones.

How to run a report to ascertain who has attained what level (in order to produce reports)

Behaviour

- Students
- Behaviour
- Incidents
- Reporting

Achievement

- Students
- Behaviour
- Incidents
- Reporting

House Points

- Students
- Behaviour
- Point Awards

