



Relationships Policy

Policy Status	Final Policy
Responsibility for this policy lies with (Headteacher, Full Governing Body, Curriculum or Finance & Resources Committee)	Full Governing Body
Date written/last review	September 2025
Ratified by Governing Body	October 2026
Date of next review	September 2028

Contents	
Page 1	Our Vision for Developing Positive Relationships
Page 1	Our Aims
Page 2	Roles and Responsibilities
Page 4	What our School Expectations Mean
Page 6	Legislation and Statutory Requirements
Page 6	De-escalation and Co-regulation Techniques
Page 7	Emotional Regulation
Page 8	Positive Rewards
Page 8	Monitoring and Reporting Behaviour
Page 12	Appendix 1- Behaviour Log Appendix 1a- Nurture Plan Appendix 2- School Expectations Poster Appendix 3- The Staged Approach

Our Vision for Developing Positive Relationships

At Edward Pauling Primary school, we strive to create a fully inclusive, nurturing environment where everyone feels happy, safe and secure and is enabled to thrive. There is an expectation that every member of our school community feels valued and respected and that everyone is treated fairly. Edward Pauling is a caring community whose core values are based upon mutual trust and respect for all, encouraging children to develop a strong sense of morality. We have developed a behaviour policy which places relationships at its very core. It sets out a clear and consistent approach to developing and promoting those positive relationships, engaging with all children in order to both support their emotional regulation and develop meaningful connections.

Its purpose is to support all members of the school – children, staff, parents and Governors, to work together in a supportive manner, with shared responsibility, in the creation of a trusting environment where behaviour is clearly understood as a form of communication and high expectations are promoted. Promoting positive relationships, whereby we understand each other better, enables everyone to work together with the common purpose of helping all children to achieve their best. This policy supports the school community to collaborate in an effective way and with a mindful, reflective manner. It supports the teaching of children in communicating their thoughts and feelings in a way that will be beneficial in their adulthood. In order for everyone to thrive and to feel safe, it is important that children understand the need to follow routines. We also believe that through promoting mutual respect, children can understand that their behaviour can impact others. Through consistency of approach and promoting high expectations for all, we believe that all children can thrive.

At Edward Pauling Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. We also recognise that, the same as academic achievement, children's emotional development is at different stages and they will be taught in line with their emotional level of need. This policy is grounded in the belief that children will develop their ability to self-regulate their emotions and behaviour. Adult and child relationships are integral in this. Through coregulation of feelings, we believe that children become more independent, self-regulated and resilient learners and we recognise that positive attitudes to learning lead to happy, motivated and fulfilled children. We also recognise that we sometimes differentiate our behaviour policy, as appropriate, to meet the needs of all children within our school community.

Our Aims

At Edward Pauling we are adopting a restorative practice which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning. Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

Positive relationships in schools are central for the wellbeing of both pupils and staff and underpin an effective learning environment. We want our children to feel safe, seen, soothed and secure. Our job is to build a nurturing environment in which children are able to build connections, problem solve, build high self-esteem, feel safe and wanted.

Through a relationship based approach we unconditionally accept the child. We do not necessarily accept their behaviour. We attune with the child and use our secure, mature, rational understanding of emotions and behaviour to help the child understand their own feelings and to regulate them in times of need.

If a child does something you feel is not appropriate, that does not make the child bad. We accept that the behaviour has crossed the boundaries of what is okay. Behaviour is communication. Behaviour adapts as a result of experience. Through accepting the child and dismissing shame, we build secure relationships with the child, and so increase children's ability to stay regulated.

We are adults who want children to succeed.

We want children to feel safe and feel wanted, not filled with shame or anxiety.

By using the strategies outlined in the relationship policy, we can achieve this.

The Role of Governors

The Governing Body has the responsibility for ensuring that there is a written statement of general principles of positive behaviour. Together with the Headteacher, they are responsible for reviewing the policy in terms of its effectiveness and impact.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's behaviour policy consistently throughout the school; it is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. This can include going home for lunchtimes for a specified period. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. Governors are notified of all exclusions. At all times, the Headteacher is committed to being open and honest with parents and carers when concerns about a child's behaviour arise, sharing information sensitively and transparently to build trust and work collaboratively in the best interests of the child's welfare and development.

The Headteacher also has the responsibility to ensure that all staff receive appropriate and regular training which enables them to support children in line with this policy.

The Role of Staff

Developing strong and supportive relationships with children is the responsibility of all members of staff. The importance of knowing every child within a class and understanding their background and their needs are crucial to these relationships.

Staff will seek to know every child in their class, to understand the child's perspective in a situation and strive to understand the child's feelings, whilst maintaining firm and fair limits of behaviour.

It is the role of the class teacher to be inquisitive about the children in their class and to unpick the behaviours that are shown by each child.

All staff understand that the behaviour seen does not always provide the full picture and must be carefully investigated in order to be understood and supported.

All staff will be role models of positive behaviour at all times.

All staff will support all children, not just those in their class, to ensure positive and safe behaviours are displayed at all times.

Class teachers develop empathic relationships with all children in their class and ensure that the expectations outlined in this policy are applied fairly in their classrooms. Class teachers and support staff have high expectations of all children in regards to behaviour and strive to ensure that all children work to the best of their ability.

Class teachers and support staff treat all children in their classes with respect and understanding. They provide all children with consistency and routine, are calm in their approach and model the behaviour we wish to see. Staff will support children to develop a range of strategies to maintain positive behaviour and manage their emotions within school using Emotion Coaching and the Restorative Approach.

Staff will also support children to develop a voice, to express when something feels wrong and to have the tools to say no, to stop a behaviour that is causing distress.

Key responsibilities for staff are:

- Implementing the relationship policy consistently
- Modelling positive interactions and regulation strategies
- Being open to reflecting on the context of a child
- Providing a personalised approach to the specific behavioural needs of particular pupils in line with the policy
- Recording behaviour incidents (see appendix 1 for a behaviour log)

The senior leadership team will support staff to reflect on how best to regulate and attune with the child. This may be through the use of reflective tasks.

The Role of Parents, Carers and Families

Edward Pauling Primary School values parents / carers as 'experts' on their child. The school works hard to support children who experience difficulty with their school day. Parents / carers need to work with teachers and senior staff, help the school to understand their child and support the actions of the school. Parents / carers can further support their child by ensuring that they arrive in school in good time, ensure regular attendance and attend parent consultations. Parents/ carers should also send their child into school wearing the correct school uniform and with the necessary equipment to have a successful day e.g. PE kit, pencil case etc.

Parents are expected to:

- Have empathy and acceptance for the approach
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to show good manners and be polite at all times, both in and out of school, particularly when they are representing Edward Pauling School. They are encouraged to have a clear understanding that all behaviours have consequences. Pupils are also encouraged and supported to take responsibility for their own actions and learning and, under the guidance of staff and parents, develop their own 'toolbox' of strategies to support their own emotional regulation.

Pupils are expected to follow our three school expectations (see appendix 2):

- To be a friend
- To be ready
- To know the Adults are in charge

What our School Expectations Mean

At Edward Pauling Primary we have 3 agreed expectations that have been devised staff to ensure the smooth running of the school day, which are:

To be a friend: *Being a friend means more than just knowing someone—it's about building a relationship based on trust, care, and support. Therefore, here at Edward Pauling, we are open, caring, honest and our interactions are underpinned by love.*

To be ready: *Being ready for school means being prepared to learn- This means arriving on time, getting enough sleep the night before, and starting the day with a healthy breakfast. Being ready to learn also means to ensure that you take care of yourself, get along with others. Once in class, we expect students to sit up straight, ensure that any equipment needed is out, eyes and ears are ready to learn, and are actively participating in lessons. These simple habits help create a positive learning environment where every child can be successful.*

The know the Adults are in charge: *When adults are in charge in primary school, they guide and teach pupils, help them learn new skills, and make sure everyone is safe and happy. They set rules to keep things fair and orderly, solve problems when they arise, and decide what happens during the day so school runs smoothly. We want children to understand that listening to and respecting adults is not only about following rules, but also about trusting that adults are here to support their growth and well-being.*

Why the term *expectations* and not *rules*?

The term *expectation* focus on positive, proactive behaviour that builds character and a positive environment. The term *rules* often address negative behaviour and are more concrete for specific situations.

Shifting from rules to expectations encourages ownership and empowerment, fosters self-discipline, and promotes a growth mindset rather than mere compliance. While rules clarify expectations in specific contexts, expectations provide a broader framework for understanding desirable actions across different settings.

Moving around the school Expectations

We have very high expectations for how the children conduct themselves when moving around the school to keep themselves safe.

- Children walk along corridors orderly and quietly.
- All adults should support and prompt the children in these expectations. It is not the sole-responsibility of the class teacher / TA.
- Classes **MUST** be accompanied by an adult when moving around the school. Classes cannot be sent, unsupervised, to any area of the building or playground.

What do our expectations look like in practice?

	Interaction between Child and Child	Interaction between Child and Adult	Interaction between Adult and Adult
To be a friend	<ul style="list-style-type: none"> ▪ Listening to each other ▪ Offering a helping hand ▪ Offer care and support ▪ Listen and respect each other's view ▪ Try to understand their perspective ▪ Be helpful, offer to help ▪ Remain respectful and professional at all times ▪ Willing to listen ▪ Be sensitive to all situations ▪ Be open to hearing all viewpoints 	<ul style="list-style-type: none"> ▪ Listening to each other ▪ Mutual respect ▪ Kind words ▪ Understanding of different needs ▪ Kind hands ▪ Supporting through challenge ▪ Supporting each other ▪ Be open to hearing all viewpoints 	<ul style="list-style-type: none"> ▪ Listening to each other ▪ Offering a helping hand ▪ Offer care and support ▪ Listen and respect each other's views ▪ Try to understand their perspective ▪ Be helpful, offer to help ▪ Remain respectful and professional at all times ▪ Willing to listen ▪ Be sensitive to all situations ▪ Be open to hearing all viewpoints
To be ready	<ul style="list-style-type: none"> ▪ No deliberate distractions ▪ Being a positive role model ▪ Leading by example ▪ Being responsible for own actions and belongings ▪ Take care of yourself and others 	<ul style="list-style-type: none"> ▪ Be ready to look and listen ▪ Choose a calm environment ▪ Be willing to listen without passing judgement ▪ Encouraging healthy habits ▪ Being ready (planning, lesson prep, engaging lessons etc) ▪ Listening to the children, acknowledging what they have to say/share. ▪ Being available 	<ul style="list-style-type: none"> ▪ Sharing how to be ready ▪ Working as a team ▪ Open communication ▪ Listening and acknowledging ▪ Recognising that both parties are equal however some staff have more knowledge/experience of different areas and we should respect this ▪ All adults will be ready for their roles. Staff will have lessons and resources ready at all times. Parents will try their best to ensure their children are brought to school as prepared for the day as they can
To know the Adults are in charge	<ul style="list-style-type: none"> ▪ Reinforcing the expectations between peers ▪ Utilising adult support to resolve conflict if needed 	<ul style="list-style-type: none"> ▪ Children need to respect the expectations the adults have ▪ Adults need to acknowledge that children may have different needs and respond appropriately to these ▪ Adults to recognise potential triggers ▪ Lead with love and the children's best interests at the centre of all decisions ▪ Check in with each other 	<ul style="list-style-type: none"> ▪ Lead with love and the children's best interests at the centre of all decisions ▪ Work collaboratively to make decisions ▪ Lead by example ▪ Encourage parents to be 'in charge' and parent effectively ▪ Both staff and parents are there to support one another and bring out the best in pupils. A relationship should be built on mutual respect that both parties want the best for the pupils ▪ Be courteous- You can say anything to anyone providing it is said in a courteous and respectful manner

Legislation and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour/relationship policy and written statement of behaviour/relationship principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour/relationship policy online.

De-escalation and Co-regulation Techniques

When a child becomes dysregulated, it is important that staff maintain calm; our aim is not to shame the child or pass blame and judgment but to de-escalate the situation, co-regulate with the child and build in conflict resolution where necessary to repair the relationship.

Co-Regulation

Parental Presence – As a member of staff with a role of loco parentis, one can simply use their calm presence to regulate a child. We do this by:

- o Using more simple than complex words
- o Shows calmness and the want to support the child – conveying meaning
- o Makes the child feel wanted and accepted
- o Appropriate physical touch
- Breathing exercises – hand breathing
- Counting
- Planning Sensory breaks – e.g. moving heavy objects/play-doh
- Finding a safe space to move around

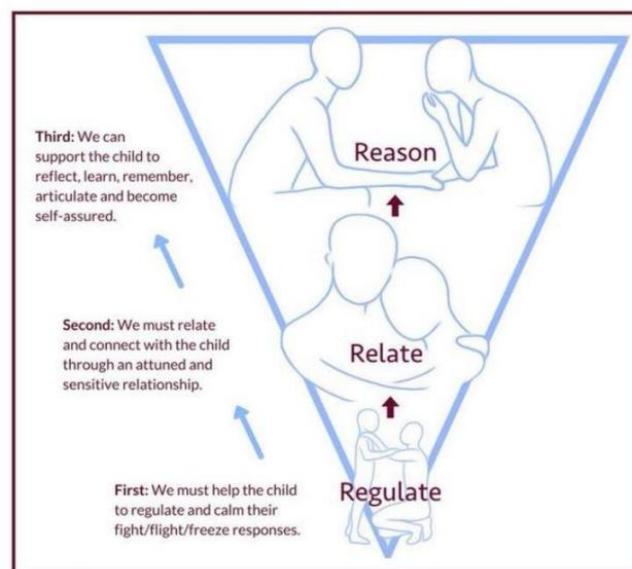
De-escalation

- Tone of voice
- Relaxed body language
- Deferring response – does the issue need to be addressed now?
- Playfulness
- Seeking Parental Presence

Emotional Regulation

Dysregulation occurs when the brain responds to sensory input in a manner that triggers a stress response or alarm state. When a child dysregulates they find it harder to listen, understand and self-regulate. Children may also reach "red mist", where they are extremely dysregulated and showing aggressive behaviour. In this state, children need a calm adult intervention, following the 3 R's.

- **Regulate** – Focus on soothing, repeating patterns
- **Relate** – Validate their feelings, explaining why they might feel that way, name the emotion. "I can see you're very upset right now".
- **Reason** – Once the child is calm, reinforce the pre mentioned boundaries; what is okay, what is not okay.



STEP 1 – Regulate

- Recognise
- Empathise and label feelings – e.g. Naming the need ("name it to tame it")

STEP 2 – Relate

- Attune with the child, showing understanding and compassion - connect if needed...
- Set boundaries for acceptable behaviour – "X is not okay."

STEP 3 - Reason

- Work together to resolve – e.g. Showing sorry

When resolving the action, the process is based on 4 key questions:

- **What happened?**
- **What were you thinking about at the time?**
- **Who has been affected by what happened?**
- **What do you think you need to do to make things right?**

This process can be used in different ways to resolve difficulties. For example, as a quick conversation between two children or an adult and child lasting only a few minutes to agree a solution, as a dialogue between an adult and two children to sort out an issue (mediation) and as a much longer discussion involving a larger group (a conference). The Restorative Approach is used to resolve conflict between children. Children need to rehearse restorative practices and language and see them modelled by others. The Restorative Approach is often used to resolve conflict which occurs in the playground.

Positive Rewards

A range of rewards are used to recognise achievement and encourage further success. Rewards are given for academic progress, sporting success, effort, improvements in behaviour and attitudes and for actions taken that contribute to the well-being of others. Parents are kept informed with certificates and badges going home.

The following reward systems are used to support positive attitudes to learning and positive behaviour choices:

1. **Verbal, positive praise** is used in the classroom and around school by all staff. It focuses on the child's positive attitudes and choices

2. Over and Above certificates are earned by one or two children from each class every week. The children will be rewarded in assembly with a certificate. Staff will choose their specific children based on the children's attitudes and approach to the whole school focus for that week. The reasons why specific children have been chosen will be shared in assembly.

3. Headteacher/ Deputy Headteacher Awards can be earned by all children and can be proposed by any member of staff. The golden stickers are presented to children for excellence in their work, progress or behaviour. Special Headteacher/ Deputy Headteacher Awards can again be earned by all children and can also be proposed by any member of staff.

4. On behalf of the Headteacher, class teachers nominate one child who has gone *Over and Above* schools expectation to attend Hot Chocolate Friday celebrations. Pupils are nominated in class and a certificate is presented in class. The award is presented to children actively promoting or embodying the values of the school.

5. Class Celebration Stations, Class teachers and pupils will regularly review areas of development and will form a short term target. These targets may be formed to support an improvement in: behaviour, pupil participation or learning. Pupils will be celebrated by their peers and adults in their classrooms when they have demonstrated success in achieving the short term target.

All staff actively promote and reward good learning attitudes and positive behaviour choices. For example, perseverance, collaboration, strong listening skills, endeavour and self-regulation. Specific and individual reward charts and interventions, such as success journals, are used with a small minority of children who need further support in managing their school day. These charts are shared with parents and result in an agreed reward that is used to motivate a child to regulate their emotions and change their behaviour by making the right choices during the school day.

Monitoring and Reporting Behaviour

Notable behaviour changes or persistent behaviour changes are recorded using an online monitoring tool. This system, called CPOMS, is closely monitored by senior staff. Patterns of behaviour are monitored on a half-termly basis, with findings reported to governors. All staff have access to CPOMS and are required to input their observations. Class Teachers will discuss changes in behaviour with parents.

All entries on CPOMS must include an alert to the Designated Safeguarding Team, supporting the monitoring of emotional and behavioural changes in school. The Staged Approach to Supporting Positive Behaviour Choices The school employs a number of strategies to reinforce the school's expectations and boundaries.

Poor behaviour choices will always be dealt with fairly and firmly and will, where possible, be immediate. Poor behaviour choices are recorded and monitored closely. The staged approach (Appendix 3) offers staff guidance and support on the strategies to employ linked to the behaviours displayed by the child.

Specific Emotional Needs

Where children consistently demonstrate challenging behavioural needs and unregulated emotions, these children will be discussed on an individual basis with the Senior Leadership Team. The SLT may consider:

- Small social skills/ friendship groups
- ELSA support
- Lego Therapy
- Individual Support Plans Signposting

If a child's needs are more complex, we can signpost to:

- Local counselling services (for KS2) for bereavement or family breakdown
- Family support services
- School nursing service
- Charities
- GP or CAMHs
- EISS Consultation

Additional Needs

We recognise that a child's behaviours may reflect specific social, emotional and mental health needs, such as trauma or attachment. We also recognise that a child's behaviours may be linked to a Special Educational Need. Therefore, these children may require additional provision to that which is outlined in this policy. The SEND Policy should be applied in detailing how additional needs are supported in school.

Suspension

Edward Pauling Primary School recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity
- Use restorative conversations alongside the child to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management
- Using Emotion Coaching to provide co-regulation and to support a child or young person to understand their emotions

On the rare occasions that exclusion is used, we will:

- Maintain contact with the child and their family throughout the process (e.g. telephoning the child at the beginning and end of each day to check how they are doing and how the work they have been set is going)
- Use Restorative Practice to structure reintegration meetings and reduce blame
- Hold a restorative group for staff involved in supporting the child Place the child's (and parent/carers') voice at the heart of each step of the process

The school takes its responsibilities for the safety and wellbeing of all its children very seriously. Exclusion will normally only take place in the following instances:

- Where the behaviour of the child presents a risk to itself or other members of the school community
- Where there is violence toward staff or other persons present
- Where there is criminal damage to property or school premises or acts of vandalism
- Where there is serious bullying involving extortion or blackmail
- Where illegal drugs or weapons have been brought into school
- When the school has exhausted all possible sanctions available to it

The needs of the individual will always be balanced against the needs of the school community.

Fixed Term exclusions can only be carried out by the Headteacher (and in his absence the Deputy Headteacher) and are governed by DfES circular 10/99 "Social Inclusion: Pupil Support". Permanent exclusions can only be carried out by the Headteacher.

Bullying

The school does not accept bullying of any kind. Bullying can be defined as any repeated prejudice or action being used to intimidate another person. Bullying and intimidation cause emotional distress and are confronted at an early stage. Bullying is usually part of a pattern of behaviour rather than isolated incidents and frequently requires support to be given to the victim together with firm action being taken against the perpetrator.

Children are encouraged to inform an adult of any poor behaviour choices. All children are regularly told who they can talk to in confidence. Worry monster are available in each classroom for children to have communication with staff in a nonverbal form. Name calling and aggressive play fighting are unacceptable behaviours as they frequently lead to instances of bullying behaviour.

Cyber-Bullying: The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur outside school. As part of the PHSE and Computing curriculum all pupils are taught about online safety and what to do to if they are subjected to online bullying. The school delivers a yearly online safety day. The children are not allowed to use mobile phones on school premises. Pupils, parents and staff are equally responsible for ensuring mobile phones are not accessible to children at school. *Cyber-bullying is a form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.*

Edward Pauling Primary School takes all forms of cyberbullying very seriously. If the school is made aware of any forms of cyberbullying all parents concerned will be informed and support will be offered to all pupils involved. (See Anti-Bullying Policy)

Anti-Racist Commitment

We do not tolerate racist abuse, language or incidents in any form. By racism we mean being hostile on the grounds of race, religion and colour. Racist incidents are recorded and dealt with immediately and firmly, with an internal exclusion being actioned. Co-operation between school and home is considered vital in this area if the wellbeing of all our children is to be maintained.

All racist incidents are recorded internally on CPOMS and carefully reviewed to ensure the school responds appropriately and consistently, with the aim of fostering a safe and inclusive environment for all children. Records include details of the incident, actions taken, outcomes, and any support provided to those involved.

Physical Intervention

Risk reducing physical interventions are designed to keep people safe as part of a holistic approach. Interventions range from the least intrusive, such as a verbal or visual prompts, to the most restrictive. A restrictive physical intervention, or restraint, is the positive use of force to control movement with the intention of safeguarding people and property.

Staff only intervene physically to restrain children, prevent injury to a child or if a child is in danger of hurting him/herself. All actions are taken with the best interests of the child in mind and the welfare of the child will be the paramount consideration. The actions taken must be reasonable and proportionate and only used in circumstances when other positive handling plans fail.

The first response is always for the member of staff to remain calm and under control, to stabilise the situation and to prevent it from escalating. Some staff are trained in the use of Safer Handling, a positive behaviour management strategy which reduces the need for physical intervention and restraint.

All staff are aware of the regulations regarding the use of force, as set out in the DfES circular 10/98 relating to section 550A of the Education Act 1996, The Use of Force to control or Restrain Pupils. All staff are authorised to use minimal force to control or restrain children. This may include:

- coming between children
- blocking a child's path
- holding a child
- leading a child by the hand or arm
- shepherding a child away by placing a hand in the centre of the back

For the protection of staff, only named adults will be permitted to assist when dealing with a more extreme situation. Safe practice and procedure will always be applied. All incidents using physical intervention will be reported to parents and recorded on CPOMS (see Physical Intervention Policy).

Appendix

Appendix 1- Behaviour Log



Details of Key Worker	
Name	
Role	
Working hours	

Transitions Log	
Arrive at School	
Transition to Class	
Transitions Between Sessions	
Break Time	
Lessons	
Pick up Time	

Please Outline	
Additional Intervention Support In Place	
Emotional Support in Place	
Safe Space to Escape	
Allocated Time with Child to Reflect	

Class Teacher Signature		Date:
Key Adult Signature		Date:
Date of Review		Date:

Name of child			
Year Group		Class Name	
Class Teacher			
Link Professionals			
Date of Implementation			

Know Details of Child's Background	
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Details from Observation of Child	
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What support does Child Already Receive?	Established	Required	Not Required
Class Visual Timetable			
Personal Visual Timetable			
Sensory Toys			
Established Interventions			
Transitional Objects within school (Eg Soft toys)			
Transitional objects from Home (Eg photos of family)			
SEND			
Specialist Support (ELSA, Play therapy)			

School Expectations

At Edward Pauling we expect:



You to **be a friend**



You to **be ready**



The **Adults are in charge**

Behaviour Expectations and follow Up

	Possible Behaviour	Possible reason for Behaviour	Follow Up and Actions to support with behaviour
<p>Low Level Behaviour Stage 1</p>	<ul style="list-style-type: none"> -Loss of focus in class/not concentrating -Calling out -Chatting -Fiddling with resources -Turning around/ Swinging on seat/ Getting out of seat 	<ul style="list-style-type: none"> -Tired, excited, frustrated, confused, uncomfortable, anxious. -They find the topic challenging. -Fear of getting it wrong. -Not understanding. -They aren't interested in the topic/ It isn't their favourite subject. -They are excited to talk to their friends. -They had a dysregulated morning before they came to school. -Wants to be seen and heard. -Difficulties with impulse control. 	<ul style="list-style-type: none"> -Use of positive praise/ good role models <i>" I can see that you are excited to talk to your friend, break times are a great time for that. This is learning time."</i> -Expectations reinforced <i>"I am just reminding you of the school rules..."</i> -Time frame agreed for desired improvement -Thinking time with use of thinking card followed by 1:1 discussion <p>Be curious and adapt. Children can often turn around, swinging on seats and getting out of their seats due to sensory regulation needs. Adults to be curious about these behaviours and respond appropriately with responsive sensory breaks.</p> <p>Children may also be moving around the classroom as they a struggling with their work, due to understanding and cognition. Adults to be curious about these behaviours and respond appropriately.</p>

<p>Sustained Low Level Behaviour Stage 2</p>	<ul style="list-style-type: none"> -Low-level playground behaviours – not taking turns, purposefully leaving someone out, pushing, over-zealous play-fighting -Low level name calling -Continuation of Stage One behaviours -Discontent between adult and child 	<ul style="list-style-type: none"> -The child is upset, annoyed, frustrated or angry in response to another child's behaviour. -A child is upset or annoyed with another child who has taken something or done something to them -Adult dysregulated / triggered. -Adult not in a place to connect and coregulate. -The child needs more time and space with an adult to help with their dysregulation. -The environment is not conducive to a gentle reminder. 	<ul style="list-style-type: none"> -Minimum use of language to correct behaviour in front of class <i>“: I can see you are still finding it really hard not to call out. I think you really want me to know that you have the answer. It feels really important to you. It can be so hard to have to wait and put your hand up! Let's see if we can find a way to follow the class rules when you get excited to tell me the answer.”</i> -Sitting on own to refocus -Lining up separately to reduce conflict -Completing work during part of a playtime - Appropriate time out/ thinking time (Use of thinking card followed by 1:1 conversation) <i>“ It's ok to be upset that they took your pencil. It's not OK to make a face at them when you are upset. At this school we use the problem solving steps to solve our problems”</i> -Feedback to adult in classroom -Adults' self-regulation/ self-reflection Adults to check in with themselves when they notice disconnect and the relationship. This is completely natural. Adults to take a deep breath and check in with themselves. What do they need in this moment to get back into connected mode? Using chimes and breathing exercises regularly can help with adult and child regulation.
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<p>Serious Level Behaviour Stage 3</p>	<ul style="list-style-type: none"> -Not responding to adult instruction -Minor challenges to authority -Shouting across the classroom -Using bad language -Rudeness to adults -Leaving class without permission -Kicking/ hitting someone deliberately (first occasion) -Spitting on someone deliberately (first occasion) -Biting someone deliberately (first occasion) -Coming to school wearing incorrect uniform -Repeated behaviours at Stage 2 	<ul style="list-style-type: none"> - Adult dysregulated / triggered. -Adult not in a place to connect and coregulate. -The child needs more time and space with an adult to help with their dysregulation. -The environment is not conducive for coregulation. - The child's stress response system has been activated. (Fight Flight or freeze). - Child is angry, upset, hurt, frustrated. -The child is feeling unsafe. -The environment is causing dysregulation. 	<p>-Time in with the teacher to reflect on their actions and the consequences for others. Adults to have a personal moment with the child outside the classroom, if possible, and then support the child to transition back into class and follow the class rules.</p> <p>-Time in with Teacher- Adults to have a personal moment with the child followed by reflection. . The choice of the consequence at this level would be made by the class teacher.</p> <p>"I can hear how angry you are about that. You found that really unfair. It's really hard when things don't go your way. It's ok for you to feel angry when something feels unfair to you. It's not ok to scream and throw your bag at your peer. As a consequence..."</p> <p>This could include:</p> <ul style="list-style-type: none"> - Letter of apology written by child - Restorative conversation individually and/ or as part of a group - Investigation of behaviours – 'Be a Detective' -Show sorry. This could be the child tidying or cleaning up equipment or resources they have damaged. This may involve being given jobs or tasks to do. <p>*Important note* This can be done in an open and connected manner. At no stage should a child feel bad or shame when a consequence is being communicated.</p> <p>-Time in with parallel teacher- If possible, the parallel teacher to have personal moment with the child in their classroom. The parallel teacher can then support with co-regulation and a restorative conversation between child and class teacher.</p> <p>-Behaviour recorded, action taken and outcome on CPOMS and feedback to adult in classroom</p> <ul style="list-style-type: none"> - Contact Parents This can be done by class teacher to discuss the restorative conversation and consequence.
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<p>More Serious Level Behaviour Stage 4</p>	<ul style="list-style-type: none"> -Wilful disobedience -Deliberate discrimination against other children (non-racial) -Deliberately creating a disturbance -Throwing objects - Kicking/ hitting/ spitting/ biting deliberately (repeated behaviour) -Damaging or taking property -Repeatedly leaving classroom without permission -Serious challenge to authority - Persistent lack of will shown to change behaviour -Persistent disregard for sanctions applied so far 	<ul style="list-style-type: none"> -Adult dysregulated / triggered. - Adult not in a place to connect and coregulate. -The child needs more time and space with an adult to help with their dysregulation. -The environment is not conducive for coregulation. -The child's stress response system has been activated. (Fight Flight or freeze). -Child is angry, upset, hurt, frustrated. -The child is feeling unsafe. -The environment is causing dysregulation. -Blocked care 	<p>Senior Leader Team (SLT) involvement and support with:</p> <ul style="list-style-type: none"> - Connect and redirect - Restorative conversation - Consequence decisions - Consequences include <ul style="list-style-type: none"> -Zoning in playground (for playground issues) -Loss of 1 or more playtimes. -Child in context to be completed. -Individual Nurture Plans (support plan) -Internal exclusion -SLT meeting with parents. -Possible referral to Play Therapist -Possible referral to Camhs -Consultation with Therapeutic Wellbeing Practitioner -Possible referral to ELSA -Possible referral to The Bridge -Exclusion for lunchtimes for agreed period (HT) - Internal exclusion for agreed period (HT) -Parents informed of potential for fixed term/ permanent exclusion (HT) • Three recorded warnings → stage 5 - Home school log (Behaviour Passport) set up by class teacher - Weekly or fortnightly meetings arranged with class teacher and SLT --Behaviour recorded, action taken and outcome on CPOMS and feedback to adult in classroom - Parent meeting with parents, class teacher and SLT.
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<p>Extremely Serious Level Behaviour Stage 5</p>	<ul style="list-style-type: none"> -Fighting and/or physically hurting another child. - Swearing at or making aggressive physical contact with an adult. -Bullying including ongoing conflict in school as a result of online gaming/ social media. -Repeated acts of bullying – serious intimidation or extortion -Serious name calling – causing intentional offence, repeated and targeted -Racist acts towards others. -Aggressive or violent actions which cause harm to others. -Destruction of school property caused by an aggressive act. - Bringing dangerous items into school e.g.: lighters, vapes, blades. -Running off site. -Anti-social behaviour out of school when wearing school uniform 	<ul style="list-style-type: none"> -Unsafe or challenging home life and difficult lived experiences. (Adverse childhood Experiences ACE's and Trauma) -The environment is causing dysregulation. -The child needs more time and space with an adult to help with their dysregulation. -The environment is not conducive for coregulation. -The child's stress response system has been activated. (Fight Flight or freeze) -Child is angry, upset, hurt, frustrated. -The child is feeling unsafe. -Adult dysregulated / triggered. - Adult not in a place to connect and coregulate. - Blocked care. 	<ul style="list-style-type: none"> -Restorative Meeting with Headteacher. - HT involved in meetings with parents. -As above, plus: Longer missed time in the playground Longer internal exclusion (HT) Fixed term suspension (HT) Any consequences given for racist incidents will go hand in hand with restorative conversations, education around racism, involvement of parents and support. -Three HT warnings will normally result in immediate exclusion after informing GB and LA . --Behaviour recorded, action taken and outcome on CPOMS and feedback to adult in classroom
	<p>Continuation of the above unexpected behaviours on a regular basis</p>		<p>Permanent exclusion – see Exclusion Guidance and Legislation Policy.</p>