

GREAT BRADFORDS JUNIOR SCHOOL

Relationship & Behaviour Policy

Updated: Summer 2024

Headteacher:

Chair of Governors:



Together we learn; together we grow

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School Values

At our school we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

The school's Code of Conduct, which is prominently displayed throughout the school, underpins this policy:

Be safe:

- We enjoy and look after our environment;
- We know where to go for help if we feel uncomfortable;
- We know everyone respects our Code of Conduct;
- When we behave in a safe way, we know that others around us are safe.

Be kind:

- We smile and make everyone feel welcome;
- We care and look after each other;
- We are friendly towards everyone in our school community;
- We are all different, but equal.

Be responsible:

- We make good choices and wise decisions;
- We try our best in our learning;
- How we behave and what we do matters;
- We treat others as we wish to be treated

Our school's Code of Conduct reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window, they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

A Relational Behaviour Model

At our school, we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rules should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate' behaviour is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

General Expectations

We have high expectations for our children, while recognising some children have specific needs. The following expectations cover all times of the school day (including before and after school clubs) and where children and young people are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children's development and ensure the health, safety and wellbeing of everyone in our school community

It is everyone's responsibility to remind and support children where these expectations are not met. Equally it is important to comment positively when they are. It is required that all staff model expected behaviours, attitudes and habits at all times.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points, we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, to support them, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day including cloak rooms
- Lining up including assemblies
- Give me 5
- Swimming and school trips
- Moving around the school
- Break and lunchtimes

See appendix 1

What do we do to teach and promote positive management of behaviour?

In order to promote the child's self-esteem we will reward as much as possible, referring to the respectful behaviours.

We celebrate good learning, good choices, good attitudes and individual effort. We encourage children to always try their best, make the right choices and we aim to encourage each child's self-discipline through positive praise and rewards.

The school uses a consistent Restore and Repair system for managing the behaviour of all pupils, where all pupils begin each day as a fresh start.

Expected behaviours are on the next page and all children are expected to follow this.

If a pupil behaves in an inappropriate way, they have Stop, Think and Change time. If a child continues to behave inappropriately, Restore and Repair time will be needed.

The main principle is that behaviour can be changed and the expectation is that the majority of children display the expected behaviours. Pupils who have had their names moved to Stop, Think and Change time on the system can work their way back up to the Ready to Learn by addressing their inappropriate behaviour and rectifying the situation. If they are seen to be behaving well, working hard and making an effort, the member of staff will move their name back up to Ready to Learn. However, if a child reaches a Restore and Repair time, moving back again is not an option and the restorative process will need to be followed. Each classroom will have consistent signs displaying the system.

Examples of the Expected Behaviours are listed below. This is not an exhaustive list and some have been suggested by the pupils themselves.

Expected Behaviours

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having a reading book in school
- Handing in homework, and Reading Record if appropriate, on time
- Looking after school equipment
- Keeping the classroom tidy
- Using manners
- Ignoring the distractions of others
- Accepting learning challenges
- Being respectful
- Being polite, saying please and thank you

Below are reasons listed as to why a member of staff would have an immediate Restore and Repair conversation.

- Swearing
- Being physically aggressive
- Being verbally aggressive
- Deliberately damaging school property
- Leaving the classroom without permission
- Refusing to follow instructions

Rewards

Recognising effort, achievement and celebrating success is vital in raising the self-esteem of our learners. Each Friday, during our celebration assembly, special 'superhero' certificates are presented to children demonstrating our 'superhero' learning behaviours; sports stars are recognised for their success or involvement in competitions; a Pobble champion is selected by the English lead to share their brilliant writing with the school and the reading 'Millionaires' are announced and presented with a prize book and bookmark; Bradford Mile winning classes and 'Star walkers' are celebrated; Times Table Rock Stars are recognised for achieving 'Rock Hero' status and the weekly competition results are shared with the school, as are the House Point results for the week, term and year. It is a positive, fun assembly and one which everyone looks forward to each week. Each term, we recognise excellent and good attendance and those children who have completed 100% of their homework.

To recognise children who have gone over and above to be safe, kind or responsible, a postcard is sent home un-announced by post to celebrate this. Any staff/parent or member of the community may nominate a child by emailing admin@gbjs.co.uk. Nominations must include the child's name and a description of their safe, kind or responsible act.

House Points

- 1 House point for expected behaviours (see list above)
Once earned these points cannot be removed.
- 5 House points for extraordinary effort and achievement
- Total House points for each team read out in celebration assembly each week
- The school team with most House points each term has a cup presented in assembly and is rewarded with a special event

Learning Behaviours – our superheroes!

Positive learning behaviours are what determines success as a student. At Great Bradfords Junior School, we encourage children to adopt our 'superhero' qualities to enable them to be the best learners they can be: **Perseverance Primrose** encourages children to not give up and work through problems they face in and outside the classroom; **Resilient Rose** encourages the children to bounce back quickly after a set-back and to not let it affect their future success; **Engagement Emily** and **Enthusiastic Eddie** ensure that children get involved in all of the learning offered with focus and interest; and **Independent Ivan** inspires children to take responsibility for their learning, using the other 'superheroes' to work through problems and recognise when they need support. When these qualities are recognised by class teachers or learning support assistants, children are rewarded with House Points, and could even be awarded with a superhero certificate during our weekly celebration assembly.



Enthusiastic Eddie



Engagement Emily



Independent Ivan



Perseverance Primrose



Resilient Rose

Viewing behaviour as a learning process

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times, children will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance to the child along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to the child's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to incidents

Our school believes that all behaviour is communication and in the power of using restorative approaches. Such processes do not shy away from using consequences where logical, appropriate and proportionate. They also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child to regulate themselves to avoid the situation happening again in the future.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

As part of the restore and repair process, they have the chance to show the person that has been affected by their action, that they are sorry. This can be in the form of verbal, written, picture, or an action. This process is best carried out by the person affected and as soon as possible but when the child is regulated. However, there may be times where an adult who has a strong relationship with the child is better placed to have this conversation. If it is solely a child that is affected, the child's teacher or LSA should support this process to ensure the situation has been restored and repaired.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, stay in at lunchtime to complete homework, pay for or replace an item. Where this is not possible, a close alternative should be used.

At our school, the staff work with the child using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to

recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

Using logical consequences

The use of consequences

Consequences (which is not a synonym for 'punishment') can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child safe. At our school this may include:

- co-regulation to help develop self-regulation strategies
- conversation to repair and restore
- behaviour tracker (see appendix)
- increased staff ratio
- change of school day/timetable
- for anything other than lesson time – time out – missing break/lunch
- arrangements for access to a space outside the classroom
- child escorted in stressful situations
- differentiated teaching space
- referral to outside agencies e.g. Educational Psychologist, Mental Health Support Teams, GROW, Affinity Project
- appropriate use of suspension and/or exclusion (using the time to provide psychoeducation, using co-regulation to develop self-regulation strategies; reflect, amend plans and identify needs and other appropriate interventions to support.)

Educational consequences: at our school we use these to teach, encourage, support and motivate the child to behave differently next time through better understanding. These should always be logical, appropriate and proportionate. Examples include:

- ensuring the child or young person completes the task they have disrupted. This may be in the child's own time, possibly at home
- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the child assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child to learn about the impact of certain actions and behaviours
- providing the child with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.
- Provide the child with an opportunity to complete homework in school

Behaviour	Possible Consequences/outcomes
<p>Relatively low impact: showing disrespect Examples:</p> <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete learning • Saying unkind things • Being rude and answering back • Not looking after school equipment • Snatching • Doodling on your book • Not sitting on your chair properly • Not moving around school in a sensible or safe way • Leaving the classroom without permission • Refusing to follow instructions • Not completing homework 	<ul style="list-style-type: none"> • Log incident to CPOMS and state consequence • Co-regulation/support with restorative process from a trusted adult – script in lanyard. I can see there’s something wrong (acknowledge their right to their feelings). I’m here to help and listen. Tell me what happened • Be the ‘Stress Detective’ – be curious • Ask yourself WHY? And WHY NOW? • Persistent disrespectful (3 times or more) behaviour parents will be contacted • Refer to the Consequence guidance to ensure consistency and proportionate response e.g. child deliberately breaks ruler – 20 minutes tidying /looking after classroom during lunchtime • Providing an opportunity to complete homework during the lunch break
<p>Relatively higher impact Examples:</p> <ul style="list-style-type: none"> • Swearing • Bullying including on-line • Any discriminatory behaviour • Causing significant, deliberate damage to school property • Being physically aggressive • Being verbally aggressive • Acting in a way that will frighten or endanger others 	<ul style="list-style-type: none"> • SLT notified on CPOMS • Red card used if necessary to first visible adult in extreme situations. • Restorative process followed. • Incident form completed (BIF see appendix) • Incident recorded and attached to CPOMS • Parents notified face to face, ideally, but if not by telephone by class teacher. • Outcome will be personalised based on previous behaviour, severity, response from child/young person(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face followed by effective reintegration • Discriminatory incidents to be logged e.g.racist incident

Lunchtimes:

Staff dealing with behaviour:

- Give warning/Stop, Think, Change time explaining what has to change
- Restore and Repair conversation with staff member
- ‘Fix it’ with whoever/whatever has been affected
- Consequence: 10-minute ‘time out’ next to staff member
- If staff member is needed elsewhere, the child should be walked to another staff member to complete their ‘time out’ there.
- If no time is left in that session, the consequence is to be carried over to the start of the next play session.

Suspensions and Exclusions

As a last resort we may need to suspend or exclude a child. When this is necessary we will follow our Suspensions and Permanent Exclusions Policy which follows National Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand, through training, that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally, there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times, our school ensures that this person (adult or child) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety
- is there a need for immediate police involvement?

Risk Assessment Process

In our school, we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. At Great Bradfords Junior School, this document will be referred to as a Consistent Management Plan. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the Consistent Management Plan can be found in Appendix 3.

Physical intervention (control and restraint) - the use of reasonable force

At our school, we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools September 2022](#)

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the Headteacher.

Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here: [Understanding and Supporting Behaviour 2022](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching children

At our school, we are all aware that there are legal provisions which enable school staff to confiscate items from children:

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that only the Headteacher or Deputy Headteacher or a specific person authorised by the Headteacher may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Confiscated items need to be collected by a parent/guardian. Items returned to them should usually be returned no later than the

end of that school day. The school should ensure that the parent/guardian is made aware that an item has been confiscated by phone call.

The Headteacher or Deputy has the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes:
 - Mobile phones in Year3, 4, and 5 or Year 6 without consent of the Headteacher
 - Smartwatches (as they can record, take photos and receive messages)
 - Jewellery apart from stud ear-rings

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Our Principles - the things we will do as adults

All staff

- Seek to understand the communication behind the behaviour
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction)
- Model compassion and kindness, provide hope and support, connection and belonging
- Understand that any event in a child or young person’s life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have clear boundaries
- Regulate our own emotions
- Co-regulate with young people and help them to develop self-regulation strategies for the future
- Read and follow Consistent Management Plans where in place at all times

Headteacher

- Leads on all aspects of this policy and models the expectations for all staff
- Ensures that all staff receive regular, purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented

- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence)

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children across the school
- Provide support to staff, children and parents/carers as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child or young person may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Undertake their statutory role around suspension and exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

How we support children with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children will have additional needs. We recognise that children may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the communicating behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

Where the safety and wellbeing of children and staff members are impacted, protective and educational consequences will be implemented

Further Guidance

1. [Keeping Children Safe in Education 2023](#)
2. [Behaviour in schools guidance Sept 2022](#)
3. [Reducing the Need for Restraint and Restrictive Intervention June 2019](#)
4. [Suspension and Permanent Exclusion](#)
5. [Searching, Screening and Confiscation July 2022](#)
6. [Positive environments where children can flourish \(2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Appendix 1: Consistent Routines

Start of day

- Wait sensibly at the school entrance at 8.35a.m. (no earlier)
- Walking through entrance, quietly and sensibly
- Teachers 'Meet and Greet' at classrooms/cloakrooms
- Enter class quietly
- EMW ready and clear to complete
- Clear expectations upheld and maintained to enable calm start to the day

- End of day

- Tidy tables and classroom
- Resources packed away
- Groups dismissed to collect bags and if possible, adult overseeing cloakroom
- Chairs up and stand behind chairs ready to leave
- Depending on weather, check coats, gloves etc worn
- Line up silently – clubs at the front, checking lists
- Say goodbye
- Teachers to go outside at the end of the day to be 'visible' (where clubs, meetings etc allow)

Lining up incl. assemblies

- Line children up in register order silently
- Leave classroom and remain silent
- Arrive and leave silently led and followed by an adult if possible
- Sit children who may need to leave at the end of the line/row
- Check uniform - shirts tucked in, sweatshirts/cardigans worn correctly or left in the classroom
- No cardigans/jumpers round waist
- Every child to sing. Adults to model
- Children to ensure they have enough space before sitting down
- Sit on bottom crossed-legged and facing forward at all times
- Sensible applause no wild clapping/no booing
- Keep Year 6 benches at the back unless not displaying model behaviour
- Staff to ensure all above take place and intervene where necessary

Moving around the school

- Line up in register order silently – see previous
- Wait for silence before leaving the classroom
- Set expectations before leaving the class and explain why
- Walk on the left in silence
- Reinforce expectations when moving around
- No leaning on displays
- Pass the door to the person behind
- Stop and re-set if required e.g., go back and start again

Give Me Five

- Staff member raises their hand
- Waits until all children have raised their hand and stopped what they are doing
- Praise children who raise their hands quickly and say 'thank you'. Make reference to 1-5 below
- 1. Ears listening
- Lips together
- Hands empty and still
- Eyes watching
- Mind awake and ready to learn
- This should be the only way of gaining children's attention in the school

Break

- All children to wait silently in seats
- Class teacher to dismiss tables/lines in an orderly fashion
- At the end of break, when the bell rings children should line up silently in register order
- Return to the classroom, remaining in line and walking silently
- Class Teacher to monitor and reset where needed

Lunchtimes

- Children wash their hands, in groups at a time, overseen by an adult if possible
 - Line up silently in lunch order. Packed lunches collected from cloakroom
 - Walk silently to the hall, remaining in correct order to collect school meals
 - Year 3 remain in the hall to eat
 - After lunch, tidy away and clean table, sweeping up any crumbs from their space
 - Return lunchboxes to the cloakroom
 - Trays, plates, cutlery returned to the hall by the classroom monitor
 - Children that have not finished in the allotted time should go to the hall
 - Outside to play, when instructed, in an orderly fashion
 - At the end of lunchtime, when the bell rings children should line up silently in register order
 - Return to the classroom, remaining in line and walking silently
-
- Swimming and school trips
-
- Children to walk to and from the coach, and in all public areas, silently and remain in line
 - Venue staff to be made aware of our 'Give Me Five' and Restore and Repair behaviour system.
 - Remind all children, before the visit, of our Code of Conduct and expectations of behaviour

Appendix 2: STAR Analysis

What happened at the time?	What staff could do differently in the future.
Setting (Time, environment, relationships, etc.)	
Trigger (stressors)	
Action (What happened?)	
Response (What the adults did?)	

Appendix 3: Consistent Management Plan

Window of Tolerance What the child/young person is like when regulated, calm and engaged?	How best to support and maintain this and support regulation
Dysregulation What are the first signs that things are becoming too stressful?	Strategies to support and to co-regulate
Hyperarousal What are the communicating behaviours?	Interventions necessary to support and co-regulate
Hypoarousal What are the communicating behaviours?	Interventions necessary to support and co-regulate

Appendix 4: Environmental Checklists for children with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school?		
Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		
Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	Y/N n/a	What needs to be done
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child/young person?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		
Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		

Are adults using positive language around and to the child/young person?		
Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		
Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		

Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		

Social interaction (less structured environments)	Y/N n/a	What needs to be done
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		

Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Appendix 5: Behaviour Incident Form (BIF)

Child's Name	DoB	Class
Date of the incident:		
Day of the week:		
Members of staff		
Where it took place		
What was the activity?		
Outline of event/ What happened?		
Consequences:		
Protecting (what will now happen to prevent any immediate further harm occurring)		
Learning/teaching (what needs to be revisited with the child or learnt)		
Was restraint, restrictive physical intervention, safe holding used? yes/no		
Letter sent		
Parent / carer informed:		
Time and date:		

Appendix 6 - A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful. Examples of reframing-	Reflections How is this behaviour understandable? What’s getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them
<p>Be the stress detective</p> <ul style="list-style-type: none"> - why and why now? <p>What is the typical adult response?</p> <ul style="list-style-type: none"> • Is there an adult response plan? • Is the plan helpful, shared, used and understood? • Is there a personalised stress/distress management plan? <p>Consider the environment</p> <p>Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Avoidant: in ‘fight/flight’ survival mode</p> <p>Defiant: in ‘fight/flight’ survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in ‘fight’ survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging ‘flight/hypoarousal and or freeze’ response being used to cope with the situation</p> <p>Rude: self-protective: “I need you to know how I feel so I’m going to make you feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>The impact of trauma</p> <p>For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour</p> <p>Is the child/young person projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy?</p> <p>How have earlier experiences shaped the child/young person’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development</p> <p>Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability</p> <p>Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning</p> <p>Small steps, time limited, clear and realistic expectations, choice and use the child/young persons’s strengths</p> <p>Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff</p> <p>Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers</p> <p>Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>

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A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them

Appendix 7: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the child or young person in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and Children's Social Care shared?

The assessment will include:

- Identified vulnerable child/young person (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified child/young person or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

Appendix 8:

Behaviour Tracker

Name: _____

	Assembly	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Parent/Carer signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Targets to achieve:

-
-
-

Dysregulated Behaviour Support

Class teacher manages behaviour in their class using the relationships and behaviour policy. All crisis situations require witness statements and must be completed on the day.

If, Restore and Repair conversation is necessary and the child's behaviour continues to escalate, request assistance from:



Head of Year (or another HoY if teacher is HoY)

If behaviour continues to escalate, HoY request assistance from:



Beverley Thompson (Deputy Headteacher)



Liz Donaldson (SENDCo) if child has SEND
(Mon,Tues,Thurs,Fri)

If situation continues to escalate, request assistance from:



Justin Wrench (Headteacher)

What to do after 3 consecutive Restore and Repair conversations – in a short period of time:

- Call parents/carers. Ask for them to support at home by speaking to their child about their unacceptable behaviour.
- If there is no change, call parents again for a face to face meeting or virtual meeting informing them of behaviour monitoring support / report tracker.
- Discuss protective consequences for the child i.e. Pastoral, Social Stories, Lunchtime support, friendship groups etc.