

**RESPECT, HONESTY, COMPASSION, TEAMWORK,
KINDNESS, RESILIENCE**



Relational Behaviour Policy

Heage Primary School

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Our Vision

At Heage Primary School, we recognise that good behaviour is a necessary condition for learning that everyone stands to benefit from. We aim to create a climate where shared norms of positive and constructive behaviour are well-established, which inspires children to be the best version of themselves.

“For a person to grow, they need an environment which provides them with genuineness, acceptance and empathy. Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.” **(Rogers, 2014).**

Our behaviour policy is underpinned by our six school values and is focused on creating an environment of high expectations where every child is valued and given the tools they need in order to help them develop intrinsic motivation and a love of learning, free from the fear of making mistakes.

It is based on the latest research of relational practice and attachment theory, and has been developed by our whole community in order to reflect the children, which we welcome into our setting each day. Through a positive, relational approach to behaviour, we aim to create a safe, respectful ethos – for both staff and pupils - which teaches the behavioural skills our children need to help them grow and reflect on their own learning journey.

Our **Relational Behaviour Policy** is based on the **EEF Guidance Report** “Improving Behaviour in Schools, 2019”.

It also uses the following in order to develop a relational approach:

The Kindness Principle (Dave Whitaker, 2021)

When the Adults Change, Everything Changes (Paul Dix, 2017) Teach Like a Champion 3.0 (Doug Lemov, 2023)

Leadership & Management

Designated Safeguarding Lead	Mrs Donna Hallam (Headteacher)
Deputy Safeguarding Leads	Mrs Lindsey Roberts (Deputy Headteacher and Behaviour Lead), Mrs Jo McAnulty (Wellbeing & Safeguarding Lead)
SENDCo	Natalie Lane
Behaviour & Safeguarding Governer	Mrs Sharon Coope

Aims of Policy

- To, first and foremost, recognise that positive relationships matter and are essential to a child's success.
- To create an ethos of high expectations underlined by our school values: respect, kindness, resilience, compassion, honesty, teamwork.
- To ensure high-quality classroom practice that allows all children to prosper and flourish.
- To ensure all children feel safe, physically and emotionally.
- To ensure expertise in relational and restorative practices, reflection and personalisation.
- To create attachment-aware approaches to exploring the reasons why children may display challenging behaviour and developing strategies to address this.
- To deliver high-quality behaviour interventions for SEND children and develop appropriate strategies to support children requiring further support.

Responsibilities

The Headteacher has overall responsibility for this policy and its implementation, ensuring all staff (teaching and nonteaching) understand its content. The Headteacher, supported by SLT, ensures:

- That a climate of mutual support and respect is maintained and that all children know that bullying is unacceptable.
- Changes to the policy are incorporated as necessary.
- Monitor behaviour regularly in order to identify patterns, taking strategic action where necessary and reporting to Governors.

Expectations of Staff

The following staff expectations have been developed and agreed by staff at Heage Primary School.

- To apply this policy consistently within all areas of school including assemblies, playtimes and lunchtimes, teaching and learning activities and at the beginning and end of the school day.
- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent norms and the **Behaviour Steps to Success**.
- To raise children's self-esteem and confidence in order for them to develop and grow to their full potential.
- To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated.
- To create a safe and stimulating environment that supports children's learning.
- To always seek the reason behind behaviours and work within the principles and practice of relational approaches.
- To teach the children that their behaviour (positive or negative) can, and will, impact others.
- To help everyone make appropriate choices through praise, encouragement and leading by example.
- Discuss with children the impact of their behaviour on others (referencing our six school values) through calm conversation and restorative ways of approaching a solution.

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- Provide timely feedback to parents as required as well as in reports and at parents evening.
- Display and promote avenues for children and parents to seek support with behaviours/feelings/concerns.
- Ensure all new children to Heage understand the commitments, norms and rewards along with the **Behaviour Steps to Success** as stated in the **Relational Behaviour Policy**.
- Tackle negative behaviour on a whole-school level.

Expectations of Parents

We recognise that parents have a vital role to play on upholding our school values and behaviour expectations. Along with our expectations of children and staff we also expect parents and carers to also:

- **Bring any concerns about their child to the class teacher as soon as they are aware.** In most cases, concerns will be dealt with by the class teacher, as they are the person who knows your child the best.
 - Speak to staff politely and with respect, particularly in front of children
 - Not approach and speak to children or parents where an incident has occurred
 - Support staff in their decisions on the child's learning and behaviour in school
 - Create a 'team around the child' to ensure that school and home reflect similar values
 - Acknowledge parental responsibility for behaviours that happen outside of school

If a parent/carer or any other adult behaves in a way that is deemed inappropriate (either in person or other forms of communication) the school will take further action.

Initially this will be a conversation with the adult concerned. If the behaviour persists, it may be referred to the Local Authority and police.

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This may result in a ban from school premises or in more vexatious and threatening situations, legal proceedings may be initiated.

Any member of staff deeming an adult's behaviour to be inappropriate, rude or aggressive in nature should inform a member of the SLT immediately who will assist in the situation and follow the procedures above.

Motivating Appropriate Behaviour (Appendix 1)

We recognise that children feel safe when they know what to expect and what is expected of them. It is especially important to us that adults within our setting build positive and trusting relationships with children in their care. Transition times can be especially difficult for some of our children. Therefore, we have organised our school day to reflect this, which builds in moments of calm and chance for children to communicate with their teacher and talk as a class.

Start of the Day

The start of the day is organised in order to ensure that children enjoy a calm entry into school. Children come straight into classroom when the school gates open at 8:45am. A member of school staff (usually the Senior Leadership Team) will greet and guide children at the gate. Each child is met and greeted by their class teacher/ teaching assistant and completes an “emotional check-in”.

If a child has identified that they need emotional support, the teacher/ teaching assistant will make time to speak to them at some point in the day. There will also be a “Morning Task” for children to make a start on when they arrive which revisits previous learning and allows for teaching staff and teaching assistants to follow-up on any children from their emotional check-in.

Each class will have a visual timetable, which will be changed to reflect the day’s activities/ lessons. This builds a sense of expectation and helps to reduce any anxiety.

D.E.A.R. (Drop Everything And Read)

Each class will spend 15 minutes straight after lunchtime (in most cases, unless Forest Schools or specific changes to the timetable) to devote to reading for pleasure. This may be the class teacher reading a class story, own choice reading or paired reading.

End of the Day

We encourage children to reflect on the positive parts of the day by considering things that went well. This may be teacher-led or child-led. Before children are taken on to the playground by their teacher, they will also consider what they have to look forward to for tomorrow.

After Playtime & Lunchtime

In order to transition successfully back to the classroom after playtimes and lunchtimes, a whistle will be blown on the playground. On the whistle, children will stop what they are doing and stand still. The adult on duty will then ask one class at a time to line up. This is to ensure lining up happens calmly and children are ready for learning.

Proactive Behaviour Approaches (Appendix 2)

Members of staff will use relational practices across school in order to promote good behaviour and maintain high expectations. This includes playtimes, lunchtimes and when children attend The Base.

Examples of these are:

- Precise Praise
- Assume the Best
- Say what you see
- Changing Places
- Non-verbal Signals
- High-quality questioning techniques

High Expectations

All adults within school will hold high expectations of all children and communicate these clearly through goals that stretch and challenge children of all backgrounds, abilities and dispositions. Our curriculum design will take these high expectations into account and ensure a broad and balanced curriculum for all.

Each class will create a class agreement during transition activities in order to establish our behaviour norms.

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High expectations will be maintained in a number of ways, not limited to:

- High-quality opportunities for transition to ensure that children are able to build trusting relationships quickly once they start school or transition to a new teacher.
- Regular opportunities for Assessment for Learning, providing teachers with clear information regarding strengths and areas for development for each child.
- Clarity of learning objectives and success criteria set for all children, which are ambitious and challenge our most able learners.
- Appropriate and consistent scaffolding/ differentiation for children requiring additional support.
- Timely and effective feedback, ensuring children understand their next steps in learning.

Embedded Routines

At the start of the year, and at regular intervals throughout as necessary, teachers will develop, teach and practice school routines in order to communicate high expectations.

These may include:

- Lining up (inside and outside)
- Attending assembly
- Accessing the lunch hall
- Getting changed for PE
- Moving around the classroom
- Accessing support and equipment
- Getting ready for home-time

Celebrating Positive Behaviour

We aim to create opportunities in school where children can be celebrated for their positive behaviour and wish to foster a sense of compassion by encouraging peers to also share in that joy.

Star of the Week

Each week, one (or two) children from each class will be chosen as Star of the Week. This is shared in our Celebration Assembly, where children will receive a certificate and their teacher/ teaching assistant will explain reasons for their choice, in most instances linked to our school

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values. Parents will be invited via ClassDojo by their class teacher/teaching assistant.

ClassDojo

Children may receive Dojo Points for showing our school values. The points are accumulated over each half-term, whereby the child with the greatest number of points in each class will enjoy treat-time with Mrs Hallam or another member of SLT.

Teachers will also use ClassDojo to share positive examples of work and activities in order to celebrate our high expectations.

Showing Exemplary Work

Children who have worked hard to produce a piece of work to the very best of their ability may be asked to showcase this to another class, teacher or to the headteacher.

Notes Home

At Heage Primary School, we recognise that parents play a vital part in upholding our high expectations. Children who have worked hard, showed exemplary behaviour or produced a fantastic piece of work **may be** given a note/ certificate to share with their adults at home.

Restorative Practices (Appendix 3)

We recognise that some children within our setting might sometimes need further support in displaying appropriate behaviours in school.

Instances of negative behavior (unsettled or distressed behaviour) are taken seriously and dealt with consistently and in a timely manner. They can have a negative impact on others, affect children's mental health, affect the learning of themselves and others or even result in accidental damage or injury. It can also highlight where the child displaying such behaviours is struggling with their own well-being or have other worries and is our duty of care to investigate as part of Keeping Children Safe in Education, KCSIE (2023).

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Where children are displaying low-level unsettled behaviours, we will use a stepped approach (**Steps to Success**) to dealing with these depending on the nature of any unsettled behaviour displayed. These are displayed in all classrooms and teaching areas and discussed with children so they understand what is expected of them.

- 1) **Research** – adults will initially use a questioning approach to find out what is happening and where the problem might be.
- 2) **Remind & Redirect** – children will then be reminded of the expectation and, where necessary, given controlled choices to help them get back on track and displaying expected behaviours.
- 3) **Relate** – children continuing to display unsettled behaviours will be given a private reminder about the norms and expectations.
- 4) **Restore** – if children are still finding it difficult, teachers will use as restorative practice approach giving children a chance to reflect on their behaviour and “put things right”. (**Appendix 4**)
- 5) **Reinforce** – in the event that children are continually finding expectations difficult, teachers will organise a meeting with parents to discuss their concerns. This may be face-to-face or via phonecall.

Low-level unsettled behaviours may include: distracting other children's learning, not wanting to complete set tasks, unkind comments/conflict/fall outs, talking over others or in assembly, boisterous behaviour towards others.

“Putting things right” may include but is not limited to:

- Apologising (written or verbal)
- Spending time with an adult so that play can be monitored more closely
- Playing in a different area to avoid conflict
- Finishing uncompleted work
- Tidying up

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Where there is conflict between two or more children every effort is made to get to the root cause of the issue in order to repair the relationship and move forward.

Conflicts will be investigated by a member of staff. The adult dealing with the incident will get a clear picture of what has happened by talking to the children. Staff may use the restorative scripts to aid the conversation.

Children involved are given the opportunity to share their concerns and views about the conflict. The member of staff acts as a negotiator between the parties involved, agreeing the way to move forward. The member of staff then acts as a facilitator to resolve the conflict, encouraging the parties involved to seek a resolution themselves.

In circumstances where negative behaviour continues to escalate or is repeated, the person dealing with the incident, may seek out the class teacher, or the support of a member of SLT, deputy headteacher and headteacher in that specific order.

Incidents of low-level, unsettled behaviour should initially begin with the adult dealing with the incident and then communicated to the class teacher, and escalated to a member of SLT if required.

Lunchtimes/ Playtimes

Adults within school who are on duty at lunchtime or playtime will follow the proactive approaches as detailed above. Where children are finding it difficult to get along, they will also follow the **Steps to Success**.

In any case where Steps 4 are used, the class teacher will be notified and a log made onto MyConcern by the adult dealing with the incident, where possible. Parents will also need to be informed.

Supporting Children with Special Education Needs (SEND) or Social, Emotional and Mental Health Needs (SEMH).

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We recognise that some children, due to SEND or SEMH, may find behaviour expectations more difficult to follow. In the first instance, adults in school will follow the proactive strategies, reward systems and **Steps to Success**.

All adults within school will work closely alongside our SENCo in order to identify where children may need further support. An **Individual Behaviour Plan** may be developed alongside parents and in conjunction with any Educational, Health and Care Plan (EHCP).

At Heage Primary School, **Complex Negative Behaviour** is defined as “behaviour which results in persistent application of the **Steps to Success** therefore having an impact on the learning of other pupils; behaviour which puts the safety of the individual, other children and adults at significant risk; behaviour which results in damage to school property”.

These pupils may be supported in the following ways (where deemed appropriate) but not necessarily in the order given or for every incident. This will depend on the circumstances and each situation will be assessed individually.

- Formal meeting with parents to discuss the behaviour (Led by the Class teacher).
- Behaviour Chart/ Home-school Log set up and communicated to parents.
- Individual Behaviour Support Plan (Class Teacher & SENCo)
- Interventions, e.g. nurture groups, ELSA, Behaviour interventions, social stories etc. (Class Teacher to liaise with SENCo)
- Risk Assessment & Escalation Curve (Class Teacher and SENCo)
- Individual Handling Plans
- Referral to behaviour support and/or other agencies. (Class Teacher & SENCo)
- Referral to Inclusion Panel for further financial support within school. (SENCo)
- Part-time timetable offered.

Serious (distressed) Behaviour Incidents

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In most cases, the **Steps to Success** are a stepped approach and will be applied consecutively; however, there may be occasions where the behaviour displayed is serious enough to warrant Steps 4 & 5 to be used without the first 3 steps.

Serious behaviour incidents may include, but are not limited to:

- Use of offensive language
- Use of violence, threat of using a weapon, physical assault
- Bullying
- Abuse relating to protected characteristics.
- Child-on-child abuse
- Drug and alcohol-related incidents
- Purposeful damage of school or others' equipment/ resources
- Purposeful harm to any individual
- Use of social media/ mobile phones with school

Where school staff are using steps 4 or 5, or where behaviour is distressed and more serious (as detailed above), this will be recorded by members of staff dealing with this using MyConcern using the ABC system and parents will be informed.

Antecedent – what happened before, what might have triggered the behaviour.

Behaviour – what the behaviour looked like.

Consequence – what happened as a result of the behaviour, e.g. restorative conversation, informed parents.

In the case of serious incidents, a member of the Senior Leadership Team (SLT) may be called upon through use of a “blue card”.

The Headteacher, or Deputy in the absence of the Headteacher, may consider further sanctions if necessary, depending on circumstances, not necessary in this order:

6) In-School suspension

7) Fixed-term suspension

8) Permanent exclusion

Prohibited Items

It is vital that all pupils and staff feel safe in school.

Therefore the following items are prohibited from the school site:

- Knives and other weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco
- Fireworks
- Inappropriate images
- Mobile phones (unless in the case of travelling between family homes, in which case phones may be left in the school office).

The Headteacher and members of SLT have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of one of the above items. Any searches will be carried out away from other pupils and with two members of staff present. Items may be confiscated or parents called to collect items.

Child-on Child Abuse, Sexual Violence, Harassment, Prejudice-related Incidents or Bullying

Heage Primary School takes a zero-tolerance approach to any incidents of the above. If a report is made, this will be taken extremely seriously, investigated and recorded according to the school's AntiBullying Policy and Safeguarding Policies.

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff

recognise the indicators and signs of abuse and know how to identify it and respond to reports.

Sexual violence is defined as “Unwelcome sexual behaviour, comments, taunts or gestures. It includes physical behaviour such as grabbing or exposing sexual body parts as well as using social media or the internet to engage in sexually unwelcome behaviour.”

Protected Characteristics (covered as part of the Equality Act 2010)

The following characteristics are protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Bullying

We believe that safeguarding is everyone's responsibility – this includes the prevention of bullying and, where this has occurred, tackling bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children will be tolerated. Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power”. (DfE “Preventing and Tackling Bullying”, July 2017)

In other words, bullying at Heage Primary School is considered to be unacceptable behaviour which occurs ‘several times, on purpose’. Children are made familiar with the STOP acronym to help them identify bullying behaviour.

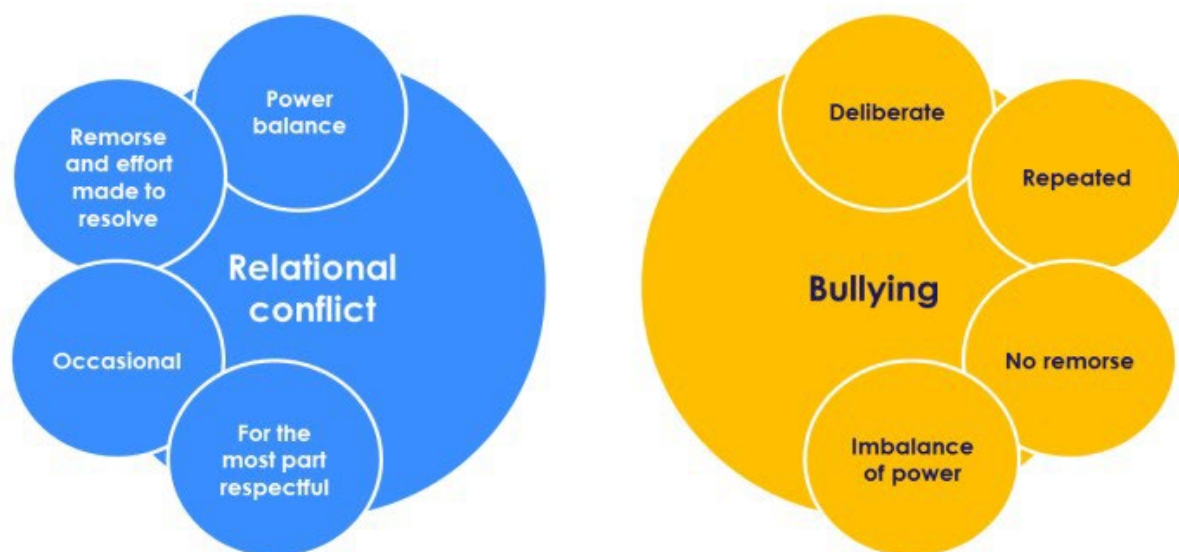
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Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace and can happen to anyone.

The Anti-Bullying Alliance explores the difference between relational conflict and bullying. It describes: Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour that happens occasionally, and offence might be accidental. In cases of relational conflict, there is generally a willingness to make things right, to reflect on what went wrong and to plot a way forward.

Not all conflict leads to bullying, but some does. It is important to bear in mind that unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power which makes an individual or group more vulnerable.



Suspensions and Permanent Exclusions

At Heage Primary School we will always aim for exclusions to be rare, however we are aware that there are occasions when all support and options have been explored to support the child and there is no other option. With any suspension or exclusion, we aim to ensure the process is applied fairly and consistently, the process is understood by Governors, staff, parents and pupils, pupils in school are safe and pupils do not become NNET (not in education, employment or training).

Any suspensions or exclusions are based on statutory guidance from the Department of Education. Only the Headteacher, or Acting Headteacher, of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified. When Headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Headteacher must now, also without delay after their decision, notify the social worker and/or Virtual School Head, as applicable.

When Headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to

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the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

A decision to permanently exclude a pupil will be taken only: In response to a serious or persistent breach of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education and welfare of others.

Before deciding to exclude a pupil, either permanently or for a fixed period of time, the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events, where practicable
- Consider if the pupil has SEND (this does not automatically mean the child is exempt but careful consideration must be made according to the individual's needs and the circumstance)
- Consider any 'contributing factors'
- Check that appropriate support had been provided

Suspensions

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, Headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. It is important that during a suspension, pupils still receive their education.

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The Headteacher will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways including Oak National Academy.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period.

Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases.

Process of Suspension or Permanent Exclusion

The Headteacher will immediately provide the following information, in writing, to the parents/carers of the excluded pupil, this will include:

- The reason for the suspension/exclusion, the length of a fixed term suspension (or for fixed term exclusion, the fact that it is permanent).
- Information will be given about the parents' right to make representations and how these should be made regarding a permanent exclusion to the governing board, how the pupil may be involved in this and where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at a meeting (at their own expense) and to bring a friend.
- For a fixed term suspension, the Headteacher is responsible for providing suitable work that a pupil can practically complete at home and for this work to be marked if required.
- Parents are legally required to ensure that their child is not present in a public place during the school hours without good

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reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

- If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion: The start date, the start and finish times of the provision, the address at which the provision will take place and any information required by the pupil to identify the person they should report to on the first day.
- The Chair of Governors and Trust will be notified of any out-of-school suspensions.

The Headteacher will immediately notify the Chair of Governors, Trust and the Local Authority of: a) a permanent exclusion, including when a FT exclusion is followed by a permanent exclusion being issued b) exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) c) exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

Re-integration

The school will support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school.

During a reintegration meeting, the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Post-incident Support for Pupils and Staff

Pupils should be given the time and space to calm down after an incident and when ready reintegrated back into their normal timetable/school day as possible.

Staff should be offered a short break out of the classroom where possible. After an incident it is important to ensure that staff and pupils are given the emotional support and any basic first aid that may be required.

Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid.

All injuries should be reported and recorded on accident form and in the accident logbook. Following an incident of Child-on-Child abuse there needs to be a full risk assessment in place to protect the victim. Please see the school safeguarding and anti-bullying policy for the process and procedures.

Malicious Allegations

If a pupil makes an allegation against a member of staff, this will be thoroughly investigated and, where appropriate, referred to the LADO. If the allegation is found to be malicious, support for the pupil will be put in place through the SEND lead. If appropriate, a sanction may be given. Support will be given to the member of staff through the behaviour and mental health lead.

Legal Duties

The school has a legal duty under the Equality Act (2010) and those in respect of safeguarding and supporting all children, particularly those with SEND.

This policy should be supplemented with guidance from the SEND code of practice (2015) and other documents which promotes the safeguarding of children, such as Keeping Children Safe in Education (2019).

Linked Guidance or Policies

- Anti-bullying Policy
- Equality Policy
- Safeguarding & Child Protection Policy
- Equality Objectives
- SEND Policy
- Exclusions Policy
- <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Appendix 1



Checking in and Checking Out!

START OF THE DAY!

- Every child is welcomed into the classroom by an adult.
- Every child gets the chance to do an emotional check-in.
- “Morning Task” to free up the teacher for check-ins.

END OF THE DAY!

- Three great things about today were...
- Tomorrow we are...



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Appendix 2



Connection

OF THE WEEK!

PRECISE PRAISE!

- Make your praise specific!
- Use our school values!
- Use the 20:1 positive to negative rule!

E.g.

“I really like the way you’ve presented your work!”

“That’s so kind to help XXX with their work!”

“You were really resilience with that maths!”

“You were very focused in English today!”





Connection

OF THE WEEK!

SAY WHAT YOU SEE!

Build classroom norms and maintain high expectations by describing those you can see doing the desired behaviour!

“We’ve got nearly everybody ready with their pencils down.”

“I’ve got lots of children sitting really smartly on the carpet.”





Connection

OF THE WEEK!

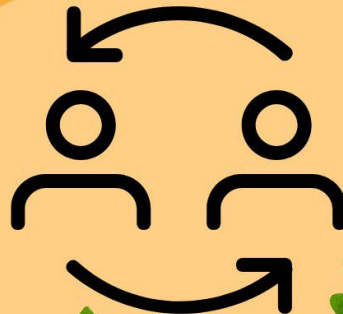
CHANGING PLACES!

Change your (or pupils) position in the room to maintain engagement or encourage participation.

MOVE CLOSER TO
RE-ENGAGE IF
DISTRACTED

USE MOVEMENT
ACTIVITIES TO
INCREASE ENGAGEMENT

QUESTION FROM
DIFFERENT AREAS -
INCREASE PARTICIPATION





Connection

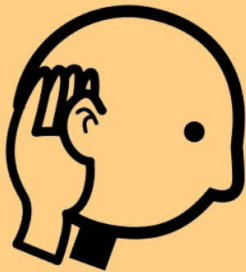
OF THE WEEK!

NON-VERBAL SIGNALS!

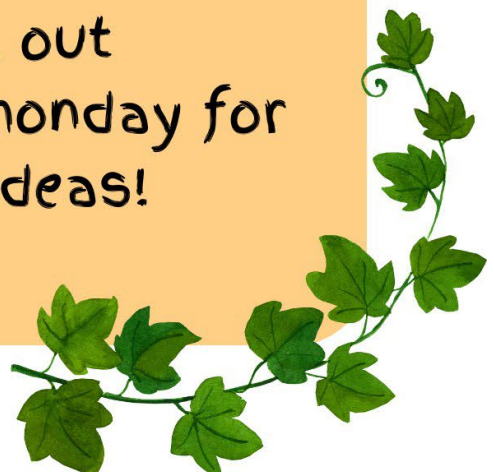
Check-in with pupils or give reminders discreetly.



This can help those children who feel overwhelmed or embarrassed and are struggling to communicate.



Check out [#makatonmonday](#) for some ideas!





Appendix 3




STEPS TO SUCCESS!



- 1) RESEARCH** I wonder ..? Teacher & child try to find out what the problem is.
- 2) REMIND & REDIRECT** Remember... Shall we...? You can...or you can...
- 3) RELATE** Private reminder about our school values & expectations. It's ok to... It's not ok to...
- 4) RESTORE** A written conversation at breaktime or lunchtime to reflect on what has happened and think about how to solve the problem.
- 5) REINFORCE** Parent meeting to discuss worries and concerns.



BREAKTIMES



- 1) RESEARCH** I wonder ..? Adult & child try to find out what the problem is.
- 2) REMIND & REDIRECT** Remember... Shall we find a friend? You can play with me or...
- 3) RELATE** Private reminder about our school values & expectations. It's ok to... It's not ok to...
- 4) RESTORE** A conversation - either on or off playground - to reflect on what has happened and think about how to solve the problem.
- 5) REINFORCE** Message passed to class teacher, log on MyConcern, referral to SLT via blue card if needed.

Appendix 4

Restorative Conversation Prompts

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) Who has been affected?
- 5) What do you think you need to do to make things right?

Restorative Conversation Prompts

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- 2) What were you thinking at the time?
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Restore

What happened?

How were you feeling?



Angry



Confused



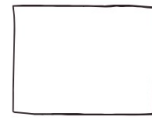
Scared



Frustrated



Sad



something else

How were they feeling?



Angry



Confused



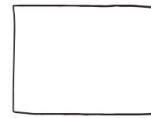
Scared



Frustrated



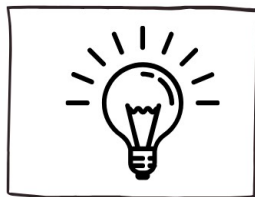
Sad



What can we do now?



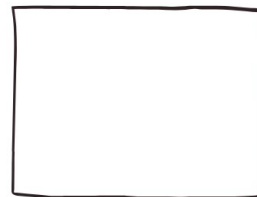
Say sorry



Share ideas



Make a plan



Something else

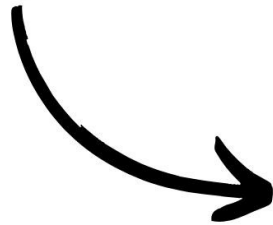
We have agreed to:

Date:

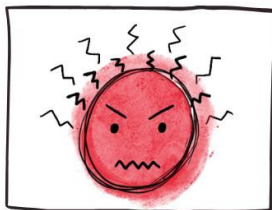
Sign: _____

Restore

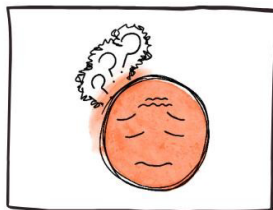
What happened?



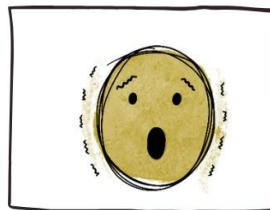
How were you feeling?



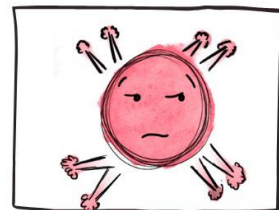
Angry



Confused

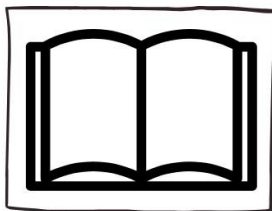


Scared

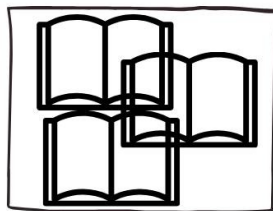


Frustrated

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad

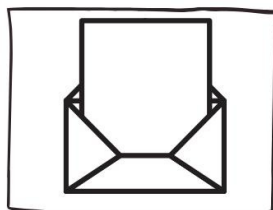


I have made others feel sad

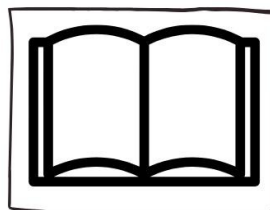
What can you do to make it right?



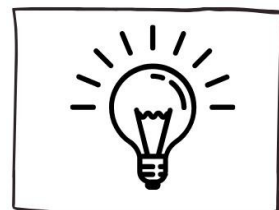
Say Sorry



Write a sorry letter



Complete my work

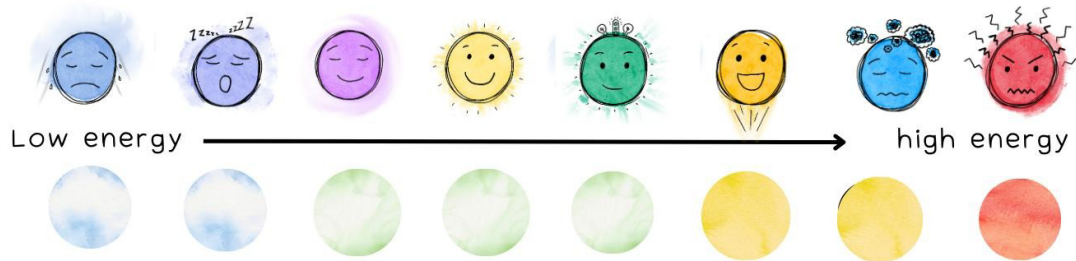


I have an idea

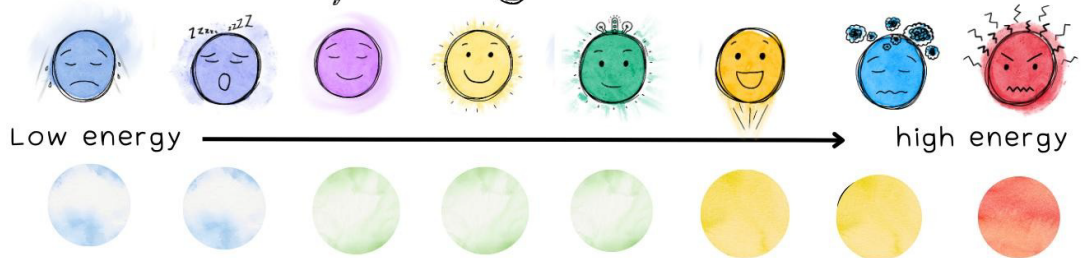
Restore

What happened?

How were you feeling?



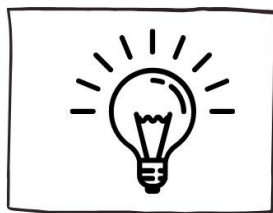
How were they feeling?



What can we do now?



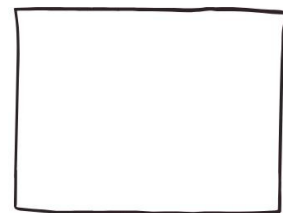
Say sorry



Share ideas



Make a plan



Something else

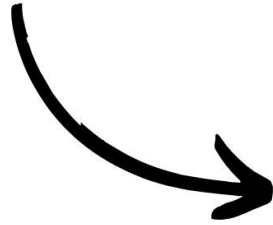
We have agreed to:

Date:

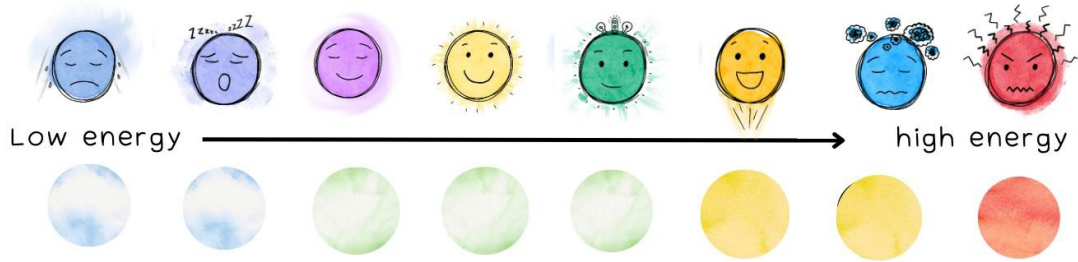
Sign:

Restore

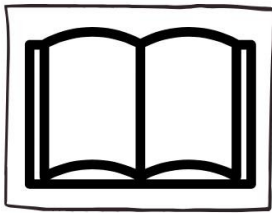
What happened?



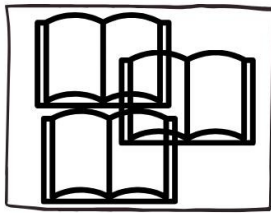
How were you feeling?



What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad

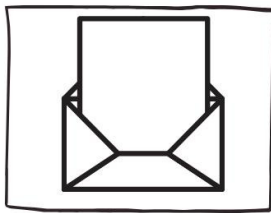


I have made others feel sad

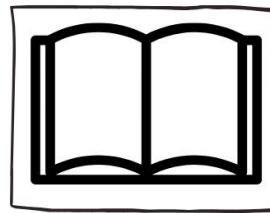
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea