



## AET Primary Relationships and Behaviour Policy

Policy Group	A	Education/Students
Title	A16p	
Trust sub-committee	Trust Board	
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Co-ordinated by	Primary headteachers	



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## 2 Statement of intent

At Skyswood Primary & Nursery School we believe that every child deserves unconditional positive regard (UPR). A child will thrive when they know that adults are there to support them, not only through the positive times, but also in their more difficult moments.

Kindness is central to all we do. Kindness must be modelled, shared and explicitly taught through every interaction between an adult and a child. It should form the foundation of children's interactions with each other.

## 3 The core beliefs of Skyswood Primary & Nursery School are that:

### 3.1 **Behaviour communicates:**

We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and will adapt our approach accordingly. Being aware of each child's needs and their individual circumstances helps us to act in the fairest way

### 3.2 **Behaviour can change:**

We strongly believe that behaviour is a learnt response that can be changed. It can be changed when pupils feel safe, lowering their toxic stress levels. It can be changed by repairing adverse brain development through playful, empathic and reflective adult child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing, not threatening. Praising and modelling positive behaviours are more likely to change behaviour than blaming or punishing.

### 3.3 **Behaviour is about everyone:**

We all have a role to play in modelling, supporting and managing behaviour. Reinforcing good behaviour helps our children feel good about themselves. As a team, we understand that our actions will be scrutinised and will exemplify our core values to learners with on-going clear examples. We always consider the safety of other children, the impact on learning and strive to minimise disruption while helping children to self-regulate and to acquire self-discipline.

3.4 We believe that, to facilitate teaching and learning, positive behaviour must be demonstrated in all aspects of school life. We are committed to following a relational approach to managing behaviour which:

- 3.4.1 Develops strong, connected relationships with our pupils to enable early intervention
- 3.4.2 Promotes, teaches and celebrates positive behaviour
- 3.4.3 Promotes self-esteem, self-discipline and positive relationships based on mutual respect and kindness
- 3.4.4 Ensures equity and fair treatment for all
- 3.4.5 Teaches children to understand and self-regulate their emotions and behaviours by modelling coregulation
- 3.4.6 Challenges negative behaviour and teaches children about its impact and how to change behaviour
- 3.4.7 Provides a safe environment for all
- 3.4.8 Encourages positive relationships with parents/carers
- 3.4.9 Promotes a culture of praise and encouragement in which all pupils can achieve.

### 3.5 **Differentiation and Reasonable Adjustments**

- 3.5.1 At Skyswood Primary & Nursery School, we are committed to Inclusion and, as with all areas of learning, make adaptations to meet the needs of our children. We encourage children to take responsibility for their behaviour and support them by giving them resources and time to build positive relationships and reflect on their choices. We enable children to put mistakes right and support them in making better choices going forward.
- 3.5.2 In all aspects of our work as a school, we believe that equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. We understand that not all children have the same needs or start from the same place and therefore believe in equity over equality. We believe this principle applies in supporting children in learning about behaviour as well as in all other aspects of their learning.

## **4 Key roles and responsibilities**

- 4.1 The Local Governing Board has overall responsibility for the implementation of this policy and the procedures of Skyswood Primary & Nursery School.
- 4.2 The Local Governing Board has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 4.3 The Local Governing Board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 4.4 All staff will be responsible for the day-to-day implementation and management of this policy and the procedures of the school with the oversight of the Head Teacher.
- 4.5 All adults will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 4.6 All adults will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 4.7 Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 4.8 Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling positive behaviour in the home.
- 4.9 Pupils are encouraged to take responsibility for their own behaviour and understand how it impacts on others.
- 4.10 Pupils are responsible for their social and learning environment and agree to report all negative behaviour to an adult they trust.

## 5 Definitions

- 5.1 For this policy, the school defines “serious unacceptable behaviour” as - any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, damage school property and/or any illegal behaviour, including, but not limited to:
- 5.1.1 Discrimination – not giving equal respect to an individual based on disability, gender, race, religion, age, sexuality and/or marital status
  - 5.1.2 Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
  - 5.1.3 Sexual misconduct – in Keeping Children Safe in Education (KCSIE), sexual misconduct is defined as any unwanted or attempted unwanted conduct of a sexual nature. This encompasses a wide range of behaviours but not limited to sexual violence, sexual harassment, and rape.
  - 5.1.4 Vexatious behaviour – deliberately intending to cause annoyance, anxiety or irritation and often in a persistent or unreasonable manner.
  - 5.1.5 Persistent and/or deliberate disruption to the learning of others.
  - 5.1.6 Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
  - 5.1.7 Racist remarks.
  - 5.1.8 Possession of legal or illegal drugs, alcohol or tobacco.
  - 5.1.9 Absconding from the classroom and/or the school grounds.
  - 5.1.10 Throwing items in anger, either in the classroom or on the playground.
  - 5.1.11 Refusing to comply with protective consequences.
  - 5.1.12 Theft.
  - 5.1.13 Swearing or threatening language.
  - 5.1.14 Fighting or aggression towards adults or children.
  - 5.1.15 Possession and/or use of a weapon of any kind either actual or threatened.
  - 5.1.16 Physical assault on adults or children.
  - 5.1.17 Spitting and biting.
  - 5.1.18 Damage to property.
  - 5.1.19 Inappropriate use of mobile phones.
  - 5.1.20 Defiance – resistance to authority or instruction, open disregard or contempt for others.
- 5.2 For this policy, the school defines “low level unacceptable behaviour” as - behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:
- 5.2.1 Calling out and distracting other children.
  - 5.2.2 Inappropriate body language with others, such as not keeping hands to oneself.
  - 5.2.3 A ‘one-off’ name calling or teasing.
  - 5.2.4 A negative personal comment to another child.
  - 5.2.5 Reluctance to allow another child to join in with a game.
  - 5.2.6 Failure to follow instructions.
  - 5.2.7 Disrupting the learning of others.
  - 5.2.8 Not following classroom rules.

## 6 Training of staff

- 6.1 As a school, we recognise positive behaviour must be taught and more importantly, consistently modelled by all staff – this is how children learn. We realise that as adults, we are responsible for creating the culture of the school – we ‘make the weather.’ Our priority is therefore to ensure that all staff engage with, understand, agree to and carry out a relational approach to managing behaviour. As such, all staff receive training in relation to the intent of the approach and the body of data that evidences its effectiveness.
- 6.2 All staff will receive training on this policy as part of their induction.
- 6.3 Teachers and support staff will receive further annual training as part of their development focusing on a range of elements within the relational approach, including but not limited to:
  - 6.3.1 Unconditional positive regard for all our children.
  - 6.3.2 Reasonable, proportionate and necessary responses to negative behaviour.
  - 6.3.3 ‘Connection before correction’ – establishing positive, strong and professional relationships.
  - 6.3.4 Removing all shame associated with responses to negative behaviours.
  - 6.3.5 Providing ‘flexible consistency’ for our children.
  - 6.3.6 Promoting a culture of inclusivity.
  - 6.3.7 Building strong, professional relationships.
  - 6.3.8 Diffusing negative behaviours before they escalate.
  - 6.3.9 How to hold effective restorative conversations.

## 7 Pupil Expectations

- 7.1 Pupils and parents/carers will be expected to uphold our school values: At Skyswood Primary & Nursery School we work collaboratively to embed our four core values of kindness, respect, curiosity and resilience throughout the school. These are supported through focused assemblies and our PSHE curriculum.
- 7.2 Expectations include:
  - 7.2.1 Arrive to school on time and be ready to learn.
  - 7.2.2 Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
  - 7.2.4 Behave in a positive manner towards all staff and pupils.
  - 7.2.5 Follow classroom rules and procedures.
  - 7.2.6 Show respect for the opinions and beliefs of others.
  - 7.2.7 Complete learning as requested.
  - 7.2.8 Report unacceptable behaviour.
  - 7.2.9 Show respect for the school environment and property.
- 7.3 The school will ensure that pupils uphold our values by teaching them how to behave sensibly, such as how to:
  - 7.3.1 Line up in groups when entering or leaving the classroom.
  - 7.3.2 Sit safely on school chairs, carpets, hall floors, etc.
  - 7.3.3 Use appropriate voice levels and language, showing good manners.
  - 7.3.4 Raise their hands when they wish to speak in class or assemblies.
  - 7.3.5 Model positive behaviour and kindness to other pupils.
  - 7.3.6 Work as a team and respect others’ views, beliefs and faiths when engaging in tasks.
  - 7.3.7 To recognise the impact of their behaviour and actions on the learning and well-being of others

7.4 The school will ensure that pupils are taught strategies of self-regulation and internal discipline.

## **8 Staff Expectations**

8.1 All staff will adhere to the Ambition Education Trust's Code of Conduct.

8.2 All staff will treat pupils with respect and understanding through:

8.2.1 Having unconditional positive regard for all children in our school.

8.2.2 Speaking calmly and politely at an appropriate volume.

8.2.3 Using positive phrasing when discussing negative behaviour.

8.2.4 Using warm, restorative body language which does not intimidate.

8.2.5 Avoiding behaviours that may belittle or humiliate a child, either publicly or more privately.

8.2.6 Issuing restorative consequences, when needed, which are either educational and/or protective in nature.

8.2.7 Allowing space and time for children to be able to regulate their emotions and behaviours, modelling this with co-regulation.

8.3 Trained staff will use specialised techniques in exceptional circumstances, as a last resort, and only as a means to prevent a pupil from injuring themselves or others. These techniques refer to physical intervention in a graduated approach that moves towards the de-escalation and support of serious physical behaviour. The approach adopts the least intrusive intervention, for the shortest period of time, to achieve the aim of defusing or preventing escalation. It is one of the most efficient methods of training on how to support a dysregulated pupil, whilst protecting them and others and also remaining compliant with legislation. There are occasions when staff may have cause to use these techniques. This includes but is not limited to:

8.3.1 To comfort a dysregulated pupil in significant distress.

8.3.2 To gently and caringly re-direct a pupil.

8.3.4 In an emergency to avert danger and/or potential physical harm to a pupil/s, staff or members of the community.

8.3.5 In rare circumstances, when Restrictive Physical Intervention is warranted (see 8.4)

8.4 Staff will only use "Restrictive Physical Intervention" (the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact), in line with AET policy, in exceptional circumstances as a last resort and only to prevent a pupil from injuring self or others. All restrictive physical intervention will be:

8.4.1 Necessary, reasonable and proportionate.

8.5 Staff will strive to build positive relationships with all pupils through a commitment to analysing behaviour with the aim of supporting pupils to overcome barriers to learning.

## **9 Teaching and rewarding positive behaviour**

9.1 The school will teach positive behaviour through:

9.1.1 Developing positive relationships.

9.1.2 Role-modelling positive behaviour always.

9.1.3 Demonstrating consistency in responses, strategies and approaches.

9.1.4 Providing rewards and positive reinforcement (see below).

9.1.5 Providing feedback and recognition in response to behaviour.

9.1.6 Assemblies with a focus on positive behaviours and the School Values.

9.1.7 PSHE lessons.

9.1.8 Teaching strategies of self-regulation and internal discipline.

9.2 The school aims to instil in children intrinsic motivation for behaving with respect and kindness. However, we may also use the following rewards for displaying positive behaviour:

9.2.1 Positive verbal feedback

9.2.2 Celebration Assembly certificates (based on our four values)

9.2.3 House Points

9.2.4 Meeting with the Headteacher/ Assistant Headteachers/ Chosen member of staff

## 10 Response to inappropriate behaviour and consequences

- 10.1 The school has a restorative approach to behaviour and understands that consequences alone do not positively impact future behaviour. Our aim is never to ‘punish’ negative behaviours but to promote a resolution-based approach; to keep all children safe, maximise learning, encourage reflection, discussion and to positively impact future behaviour.
- 10.2 Where pupils exhibit inappropriate behaviour, adults will strive to disempower that behaviour by ignoring and focusing their attention on positive behaviours in the classroom. We endeavour to resolve all issues with positive outcomes. If a child has displayed unacceptable behaviour, either within class or outside of the classroom environment, the adult handling the situation will firstly establish the facts. The situation will be discussed at the first ‘available and appropriate’ time (if a child is in a state of heightened anxiety this is not necessarily the best time to ask questions or challenge the child). A fair and supportive approach can reduce anxiety levels and increase trust in order to arrive at a resolution-based outcome. Any investigation into an incident must ensure that all children have a fair opportunity to share their version of events in order to clarify the facts.
- 10.3 When pupils display dangerous, aggressive and/or threatening behaviour, the school will act in line with guidance and policy, always with the best interests of that child and the other children at heart.
- 10.4 Consequences (see Appendix 1) are never thought of, or referred to, as punishments. They must always have a purpose.
- 10.4.1 Educational Consequences are always required and may follow protective consequences so that a child can reflect on their behaviour, regulate their own behaviour and learn about the impact on others. Educational consequences may not happen immediately after an inappropriate behaviour as staff may need to allow a child time to de-escalate and be calm enough to be able to engage with them and restore. Examples of educational consequences that may be used include:
- 10.4.1.1 Restorative meetings or tasks eg writing a letter of apology; use of a social story
- 10.4.1.2 Assisting with repairs/ cleaning to property
- 10.4.1.3 Missed breaktime to complete work
- 10.4.1.4 Rehearsal of desired behaviour eg how to use equipment safely or follow rules in a game
- 10.4.2 Restorative: Quality time is devoted to talk to children about what happened and to explore ways to **repair and restore** the situation for all involved. During this time, we aim to teach/remind children about the skills they need to use on future occasions, which will help to **maintain positive behaviour** and avoid further problems. Questions such as those below can help to structure the conversation and support children to reflect:

- 10.4.2.1 What happened?
- 10.4.2.2 Who has been affected?
- 10.4.2.4 How were you feeling?
- 10.4.2.4 How can we repair the relationship?
- 10.4.2.5 What can you do differently if this situation arose again?
- 10.4.3 Protective Consequences involve a removal of freedom to reduce risk of harm and are used when a child's behaviour has caused harm to another person or to themselves. Examples include:
  - 10.4.3.1 Limited access to outside space
  - 10.4.3.2 Increased adult supervision
  - 10.4.3.3 Being escorted in social situations
  - 10.4.3.4 Removal of access to equipment/resources
- 10.4.4 For some children, a positive behaviour plan may be written to support the management of difficult or dangerous behaviour in an individual way according to the needs of the child. These plans are co-ordinated through a collaboration with SENDCo, SLT and class teacher, and written in conjunction with the teaching team and parents.
- 10.5 Appendix 2 shows a typical response model for supporting behaviour at Skyswood Primary & Nursery School.
- 10.6 At Skyswood Primary & Nursery School we recognise that, at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. This is particularly important to consider when the child may have Special Educational Needs. This is always considered on an individual basis to ensure equity for all.
- 10.7 We recognise that the behaviour of some children may sometimes be an involuntary expression of distress or crisis. Although restorative, protective and educational consequences are always used, this is always considered on an individual basis to ensure equity for all.
- 10.87 Teachers will use their judgement when issuing consequences, considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 10.9 At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour. This reflection time will happen in an age-appropriate way after sufficient emotional recovery time.
- 10.10 Incidents of child-on-child abuse, sexual harassment or intimidation will be taken extremely seriously and will always result in a phone call home, reparative consequences and further, bespoke education for the perpetrator.
- 10.11 The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.
- 10.12 We recognise that unacceptable behaviour displayed by pupils can impact the other pupils in the school so we believe it is important to have restorative discussions with those impacted. An example of this is to have a whole class restorative discussion to explore what happened and how it made others feel, but also repair the relationships of the pupils in the class.

## **11 Outside school and the wider community**

- 11.1 Pupils at the school must agree to represent the school in a positive manner.
- 11.2 The guidance laid out in this policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 11.3 Complaints from members of the public about negative behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

## **12 Recording**

- 12.1 All behaviour incidents are recorded on CPOMS, and the following types of behaviour are reported directly to SLT to ensure appropriate challenge and support is in place:
  - 12.1.1 Bullying
  - 12.1.2 Violence
  - 12.1.3 Any derogatory use of language relating to protected characteristics (racism, homophobic language etc)
  - 12.1.4 Harmful Sexualised behaviour (including sexualised language)
  - 12.1.5 Any of the above will also be reported to parents.
  - 12.1.6 Behaviour incidents are analysed regularly by the Behaviour Lead and SLT to ensure proactive approaches to improving and supporting behaviour.

## **13 Monitoring and review**

- 13.1 This policy will be reviewed by the Head Teacher, Behaviour Lead and the Local Governing Board on an annual basis
- 13.2 Any necessary changes will be communicated to all members of staff.
- 13.3 It will be published on the school's website.

## Appendix 1 – Consequences to support positive resolutions.

Skyswood Primary & Nursery school example of behaviours table. This list is not exhaustive, but indicates the overall level of behaviour being addressed. School staff will use professional judgement in each given circumstance

Stage 1		
Behaviour	Possible Adult Response	Possible Consequence
<ul style="list-style-type: none"> <li>● Not listening</li> <li>● Distracting others</li> <li>● General non-attention</li> <li>● Calling out</li> <li>● Day dreaming / off task</li> <li>● Off task chatting</li> <li>● Slow to start or to complete work</li> <li>● Poor body language, eg. swinging on chair, slouching, head on table, etc.</li> <li>● Getting out of seat without reason</li> <li>● Inappropriate language (not swearing)</li> <li>● Teasing</li> <li>● Dropping litter In the wrong place Not stopping play / not lining up</li> </ul>	<p>Notice, acknowledge and praise children who get it right</p> <p>Use of non-verbal cues, eg, frown, use of hand gestures</p> <p>Distract or re-direct</p> <p>See if the child needs help</p> <p>Move closer or move the child (without fuss)</p> <p>Remind the child what IS expected</p>	Warning

Stage 2		
Behaviour	Possible Adult Response	Possible Consequence
<p>Repeated / persistent Stage 1</p> <ul style="list-style-type: none"> <li>● Unsuitable language (not swearing)</li> <li>● Disturbing others</li> <li>● Interrupting</li> <li>● Nudging, touching, poking others</li> <li>● Snatching from other children</li> <li>● Interfering with others' things</li> <li>● Inappropriate assembly behaviour</li> <li>● Name calling</li> <li>● Persistent non-completion of home learning</li> <li>● Wrong place, wrong time (eg in classroom unsupervised at lunchtime)</li> <li>● Careless play resulting in damage or injury</li> <li>● Inappropriate use of technology</li> </ul>	<p>As Stage 1</p> <p>A verbal warning should be given at this stage, unless already given</p> <p>Appropriate ignoring/praise/reward others</p> <p>Give limited choice</p> <p>Give time frame</p> <p>Move the child / time out</p> <p>Diversionsary tactics</p> <p>Model / make clear what you expect</p> <p>Discussion about class rules / expectations</p> <p>Ask what the problem is - what would help?</p>	<p>Warning</p> <p>Time spent with an adult to discuss at start of break/lunch</p>

<b>Stage 3</b>		
<b>Behaviour</b>	<b>Possible Adult Response</b>	<b>Possible Consequence</b>
Repeated / persistent Stage 2 <ul style="list-style-type: none"> <li>● Persistent calling out / disruption</li> <li>● Refusal to do as asked / non co-operation</li> <li>● Defiance</li> <li>● Poor attitude</li> <li>● Swearing / offensive language</li> <li>● Rudeness to each other/adults</li> <li>● Disrespectful behaviour / attitude</li> <li>● Getting up and leaving task</li> <li>● Walking away from an adult</li> <li>● Lack of respect for property</li> <li>● Pushing / shoving / hurting others</li> <li>● Repeated careless / rough play</li> <li>● Stealing</li> <li>● Spitting</li> </ul>	As Stage 1 and 2  Employ Therapeutic Thinking strategies, as appropriate Employ de-escalation script (appendices) Remove the child (or others) from the situation if required Take the child to a safe place to calm them, if required Offer time for reflection Investigate what happened fairly Communicate with key staff Communicate with parents Complete incident file record Think about / talk about how best to restore and repair	1 day off playground with appropriate protective and/or educational consequence decided by professional judgement

<b>Stage 4</b>		
<b>Behaviour</b>	<b>Possible Adult Response</b>	<b>Consequence</b>
Repeated / persistent Stage 3 <ul style="list-style-type: none"> <li>● Bullying / racism / prejudiced behaviour</li> <li>● Persistent disruptive behaviour including               <ul style="list-style-type: none"> <li>○ Aggressive behaviour / violence / fighting/insolence</li> <li>○ Dangerous behaviour (to self and/or others)</li> </ul> </li> <li>● Leaving the school building / site during school hours</li> <li>● Deliberately causing damage</li> </ul>	As Stage 3  Employ Therapeutic Thinking strategies to intervene, <u>ONLY</u> if absolutely necessary Inform / seek help from a member of SLT Ensure all others are safe if a dangerous situation develops Observe and follow at a distance but do not chase a child who runs If a child runs off site, call parents and police Call parent and arrange meeting with HT / SLT member Consider whether additional support is appropriate	3 days off playground with appropriate protective and/or educational consequence decided by professional judgement

## Stage 5

Behaviour	Possible Adult Response	Consequence
<p>Repeated / persistent Stage 4 behaviours or serious one-off behaviours</p> <ul style="list-style-type: none"> <li>● Physical aggression causing serious harm to another child</li> <li>● Physical aggression causing injury to a member of staff</li> <li>● Bringing into school and/or using a dangerous weapon</li> <li>● Persistent bullying</li> <li>● Persistent discrimination towards others</li> <li>● Possession of illegal substances including alcohol and illegal drugs</li> </ul>	<p>As Stage 4</p> <p>Employ strategies to intervene, <u>ONLY</u> if absolutely necessary</p> <p>Inform / seek help from a member of SLT</p> <p>Ensure all others are safe if a dangerous situation develops</p> <p>Observe and follow at a distance but do not chase a child who runs</p> <p>If a child runs off site, call parents and police</p> <p>Call parent and arrange meeting with HT / SLT member</p> <p>Seek additional specialist support</p>	<p>Fixed term internal or external suspension</p> <p>Permanent Exclusion decided using professional judgement</p>

## Appendix 2: Flowchart for supporting behaviour

A quiet and firm request or instruction from a member of staff is expected to be sufficient to correct low level, unwelcome behaviour. However, if this fails to support the behaviour of a child or a single incident is sufficiently serious, the following consequences may be adopted.

Disempowering behaviour by ignoring and focusing on the behaviour of others

Time out, either within or just outside the classroom to re-set (with a task appropriate to the age of the child)

A protective consequence (such as removal from the playground or classroom, time in an appropriate safe space to reset)

An educational consequence i.e. a suitable consequence to fit the behaviour e.g. not completing work – sending home to complete; being unkind – writing a letter of apology.

If the above strategies do not have the desired impact and behaviour is repeated the following flow diagram will be followed.

The class teacher will inform the child's parents.

Discussion with the phase leader at the next break time to reinforce expectations.

Time spent with the Headteacher or Deputy Headteacher – immediately whenever possible.

Class teacher and Headteacher to meet with parents.

Individual positive behaviour plan written for the child, where appropriate, detailing specific strategies and responses. A referral to external agency may be made for advice and guidance.

A fixed term suspension may be issued in cases which result in further risk of harm to the child, other children or adults in the school or that the education of others is significantly disrupted. Permanent exclusions are a last resort when ALL other strategies and provision have been exhausted (see Exclusions Policy)

Fixed term suspensions are not used as punishments. We acknowledge that such suspensions rarely have an impact on changing a child's behaviour, but they may be necessary to allow time for behaviour plans or risk assessments to be updated, changes in provision to be agreed or the external advice or provision to be put into place.

### Appendix 3: De-escalation script

Adults should be aware that children, who demonstrate difficult or dangerous behaviour, may initially be upset, angry or distressed and that the actions we take should try to calm the situation.

The key principles of de-escalation are:

- Use the child's name
- Acknowledge their right to their feelings
- Tell them why you are there

In this way, we employ a focussed, calm and consistent approach through the school.

#### **De-escalation script**

- Use the child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....







## Appendix 4: Physical Intervention

### Basic, agreed strategies

Staff plan for and take steps, in advance, to avoid the need for restrictive physical intervention. It is therefore unusual and quite rare for staff to use such strategies. If required, the use of restrictive physical intervention is ONLY appropriate in the following circumstances:

- To prevent a child from injuring themselves or others
  - To prevent a child from causing serious damage to property
- To prevent a child from committing a criminal offence

All physical intervention should meet the requirements of the law by being reasonable, proportionate and necessary and only being used for the minimum necessary amount of time.

<p><b>OPEN MITTEN</b> Used to move a child away</p>		
<p><b>CLOSED MITTEN</b> Used to draw a child close</p>		
<p><b>SUPPORTIVE HUG</b> To communicate comfort and reward</p>		

**OFFERING AN ARM**  
To guide a child to another place



**OPEN MITTEN GUIDE**  
To guide a child to another place



**OPEN MITTEN ESCORT**  
To escort a child to safety



**PAIRED ESCORT**  
To escort a child to safety



