Relationships and Behaviour Policy

September 2026

THINKING SCHOOLS ACADEMY TRUST

RELATIONSHIP AND BEHAVIOUR POLICY

Aims:

- To build relationships across the school community
- To create an environment that supports teaching and learning
- To build a community where we all feel valued, safe, secure and belonging
- To develop skills of self-regulation

We believe that children behave well when:

- The curriculum is positive, relevant and exciting
- There are clear expectations and boundaries
- Partnership exists between parents and school
- Relationships are good
- Relational practices are used to teach pupils how to repair and restore relationships
- Children feel safe and are listened to
- Children's behaviour is handled calmly in a consistent manner
- Children's individual needs are responded to

Staff are to:

- Help children understand that it is the behaviour that is unacceptable not the child
- Strive to understand the underlying reasons for a child's behaviour
- Work in close co-operation with parents in matters of behaviour management
- Encourage children to take responsibility for their own behaviour
- Encourage and support children to self-regulate
- Reward and praise positive behaviour
- Model relational practices through relationship building
- Follow this policy to ensure consistency of practice

Children are to:

- Follow the school rules
- Respect and take care of everyone within the school community
- Behave in a respectful and courteous way towards adults and each other
- Play their part in helping to create a co-operative, safe and happy school
- Learn to accept responsibility for their own behaviour
- Learn to use strategies to self-regulate
- Participate in restorative conversations to repair and restore relationships

Parents are to:

- Support the School Policy
- Work in co-operation with the school in implementing the Policy
- Inform the school if there are factors at home that will influence a child's behaviour
- Inform staff if any bullying incidents arise
- Inform the class teacher if you have any general behaviour concern

THINKING SCHOOLS
ACADEMY TRUST

TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE

Respect

We show mutual respect for all stakeholders and for everyone in our Trust community.

Relationships

We develop trusting and honest relationships to build and maintain positive connections through a culture of high challenge and high support

Routines

Our routines are a fundamental source of consistent high expectations. These are well-established and universally known and repeatedly demonstrated across our school communities.

Responsibility

All students have the right to learn in a safe and calm environment. All students 'model' and take responsibility for their behaviour.

Responses

We use strategies and interventions to de-escalate and respond to behaviour in an appropriate and proportionate manner

Reflection

Our students are given the opportunity to reflect on their behaviour and learning via metacognitive strategies, relational and restorative practice

Rewards and Sanctions

All students are held accountable for their conduct, with the use of both reward and sanction to support students to be their best selves.

Code of Behaviour for Meon Way Federation

As members of The Meon Federation community, we encourage everyone to:

Mastering skills, knowledge and understanding.

Acting with thought and bravery.

POSITIVE REWARDS AND CELEBRATION OF SUCCESS

Acknowledging the achievements of the children and celebrating their success is one way in which we promote positive attitudes, self-esteem, and good behaviour.

INFANT SCHOOLS	JUNIOR SCHOOL
Bees Knees Award This is the prestigious award for a child who is showing exemplary behaviour throughout every aspect of the school community. They are awarded the bees knees certificate and a bee keepsake. This award is presented in the whole school celebration assembly. Headteachers Award Outstanding work representing excellent effort or achievement may be sent to the Head Teacher or other member of senior staff with a note explaining why it has been sent. The child will go in the headteachers 'Sparkle book'. During the whole school celebration assembly the achievements will be shared. Star of the Week Each class will choose one child per week as "Star of the Week." This child will receive a certificate. Punctuality and Attendance Children's regular and punctual attendance at school is extremely important to their education. All staff have a responsibility to support this and encourage good attendance. Each week one class will be awarded a trophy for best attendance and one for the best punctuality. Lunchtime Awards Midday supervisors select children who they have seen being their best selves to receive a special certificate in celebration assembly. Class Ambassadors Each class has class ambassadors who are chosen because they demonstrate being their best self. They are advocates for their class and may be selected to interact alongside staff with visitors to the school. Daily Certificates/Quick notes home/Stickers Each teacher will award certificates to send good news home as well as hand out stickers for effort and achievement. Other Rewards Each teacher may set up their own reward system for their class using their professional judgement. Systems include star helpers, marble jars and table points.	Habit Points and Habit certificates Children will be awarded habit points for demonstrating habits of mind in the classroom and around the school. Habit points will count towards the fortnightly house competition and a trophy will be presented in Thinking assembly to the class with the most points. Tidy classroom trophy Each week one class will be selected as being the tidiest classroom and be awarded the trophy in a celebration assembly. Daily Certificates/Quick notes home/Stickers Teachers can award certificates to send home good news as well as hand out stickers for effort and achievement. Headteachers Award Outstanding work representing excellent effort or achievement may be sent to the Head Teacher or other member of senior staff with a note explaining why it has been sent. The child will have their photograph take and this will be shared in the weekly school celebration assembly. Star of the Week Each class will choose one child per week as "Star of the Week." This child will receive a certificate and reward in Celebration Assembly. Punctuality and Attendance Children's regular and punctual attendance at school is extremely important to their education. All staff have a responsibility to support this and encourage good attendance. All children who have 100% attendance and punctuality each term will receive a certificate. Each week one class will be awarded a trophy for best attendance and one for the best punctuality. Other Rewards Each teacher may set up their own reward system for their class using their professional judgement. Systems include raffle tickets, Class Dojo, marble jars and table points.

CLASSROOM BEHAVIOUR SYSTEM

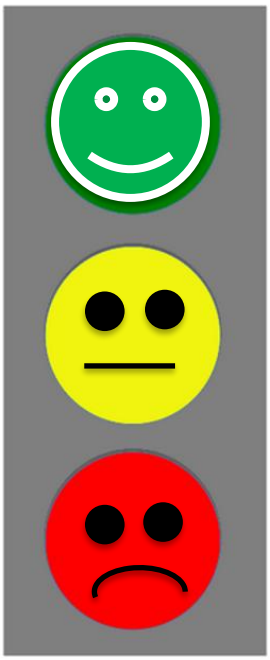
Each class room has a self-regulation chart with pupils' names place on. This chart will support pupils in understanding when they need to regulate their behaviour. Pupils will be supported to make sensible choices and offered strategies to support them either verbally or visually.

If pupils do not change their behaviour after a verbal warning their name will be moved as further warning to change their behaviour. If a pupil continues to behave unacceptably then their names is moved again and they will receive a consequence. If behaviour improves and the pupil show this improvement for a significant amount of time, then their name can be returned.

INFANT SCHOOLS

Infant classrooms will display a system as follows:

The system will consist of **at least three stages** in line with the policy; positive / warning / thinking space. This can be vertically or horizontally displayed.



Green: things are going well, in a state for learning. My behaviour is showing me 'being my best self'. My behaviour makes myself and others feel happy.

Amber: beginning to feel a bit wobbly. Need to thing about ways to bring them back to Green. I need some help from an adult to regulate / remind me how to be my best self. My behaviour is starting to make myself and others people a bit sad / frustrated / upset.

Red: Dysregulated behaviour (flight/fight/freeze) – I need time to regulate / talk to someone. I need to leave class to somewhere I feel safe with someone who helps me feel safe. My behaviour is starting to make myself and others people cross / upset.

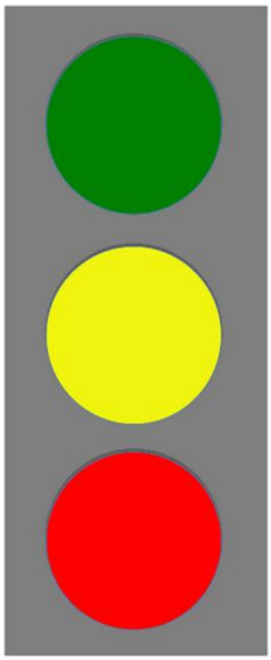
Staff will use the traffic light system as a regulation system rather than a behaviour sanction/reward system.

Staff will use this system alongside positive language choices linked to our values to reinforce the expectations; *eg. are you being your best self, are you being kind and respectful? Well done you were able to show resilience. What could we do to be kind?*

Additional categories to encourage positive behaviour may be added upon discussion with head of year to support the needs of the class / reflect the positive expectations. Eg. *Rainbow / pot of gold / Star– indicating children showing exemplary behaviour for learning.*

JUNIOR SCHOOL

Junior classrooms will display a traffic light system.



Green: things are going well, in a state for learning.

Amber: beginning to feel a bit wobbly. Need to thing about ways to bring them back to Green.

Red: Dysregulated behaviour (flight/fight/freeze) – I need time to regulate / talk to someone

Staff will use the traffic light system as a regulation system rather than a behaviour sanction/reward system.

Staff will use this system alongside positive language choices framed around our vision and values.

SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour - General	Sanctions Infants	Sanctions Juniors
Minor disturbances in class (Off task, talking)	Reinforcement / praise of the positive behaviours expected / seen in others. Discreet non-verbal/verbal reminder of expectations supported by visual clues eg. prompt card / gestures. Give warning and consequence.	Ask them to stop the behaviour then give them time to change the behaviour. Warn them of the consequences if they do not change. Name move to orange on traffic light as a warning.
Repeated disruption within the classroom (Interrupting teacher, distracting others)	Reminder of warning and how behaviour is affecting others. Verbal justification – you are not being your best self, you were not using kind hands. Name moved to orange. Adult one on one to state consequences and expectations / child and adult to take action to prevent re-occurrence eg. move spaces / move near to adult.	If poor behaviour continues the pupil will then be given time out at playtime or lunchtime reflection. Name move to red orange on traffic light as a warning
Severe disruption or continuation of repeated behaviour as listed above. (Shouting, rudeness to the teacher, not staying in their seat, refusing to work)	Reminder of warning and informed of how the behaviour is affecting themselves and others. Name moved to red face. Pupil to leave class with an adult. Verbal justification – you are not being your best self. Send to another class to work. In **extreme circumstances,** pupils will be sent out of the class to another classroom, a senior member of staff will be called upon. Severe disruption can result in an internal exclusion, formal warning, or suspension.	Pupil may be given a time out at playtime or a lunchtime reflection. In **extreme circumstances,** pupils will be sent out of the class to another classroom, a senior member of staff or behaviour lead. Severe disruption can result in a lunchtime reflection, internal exclusion, formal warning, or suspension.

Unacceptable language / name calling		Sanctions
Minor name calling	Warning and how behaviour is affecting others. Verbal justification – *you are not being your best self, you were not using kind words and this made your friend feel sad.* Adult one on one to state expectations, move name to orange and pupil to apologise.	Opportunity offered to apologise. Move to orange.
Repeated name calling	Reminder of warning and how the behaviour is affecting others. Name moved to red. Pupil to leave class with an adult. Verbal justification. Adult one on one to state expectations and pupil to apologise. Time out at playtime. Parents informed.	Opportunity offered to apologise. Move to orange or red Time out at playtime or lunchtime reflection

Unacceptable bad language	Name straight to red face – your behaviour is making me feel sad. Pupil to leave class with an adult. Verbal justification. Time out at playtime. Parents informed.	Move to orange or red Time out at playtime or lunchtime reflection
Severe bad language with aggression, directed at an adult or child	Sent to senior leader. One of these sanctions will be given: internal exclusion, formal warning, or suspension. Parents informed.	Sent to behaviour lead or senior leader. One of these sanctions will be given: lunchtime reflection, internal exclusion, formal warning, or suspension. Parents informed.

Aggression		**Sanctions**
Acts of aggression towards another pupil or staff member and / or involving physical contact.	Pupil to leave classroom with an adult. Sent to senior leader. One of these sanctions will be given: lunchtime reflection, internal exclusion, formal warning, or suspension. Parents informed.	Sent to year leader or Behaviour Lead. In consultation with the behaviour lead senior leader one of these sanctions will be given: lunchtime reflection, internal exclusion, or suspension. Parents informed.
Bullying		**Sanctions**
Repeated acts of physical aggression, name calling or unkind acts towards another child including on line with the **intention** of hurt or upset.	Class teacher to investigate and if found to be a valid bullying incident refer to year leader. In consultation with a senior leader, one of these sanctions will be given: internal exclusion, or suspension. Parents informed and meeting held with parents of all parties involved.	Class teacher to investigate and if found to be a valid bullying incident refer to year leader. In consultation with the behaviour lead, or senior leader, one of these sanctions will be given: lunchtime reflection, internal exclusion, or suspension. Parents informed.

This list is not exhaustive and consequences are at the discretion of staff as they know the children and their individual needs.

Pupils who are sent out of class

Children should not be sent out of class for minor offences which should be dealt with by the class teacher. Any removal from class should be seen as part of a strategy to ensure the child returns to their lessons as soon as possible ready to continue with their learning. When sent to another class in the year group or senior leader, the child should be accompanied by either an adult or sensible child and there must always be a completed referral slip. Children who are persistently sent out of class will be monitored and measures will be considered to support them within the classroom e.g., Support from a Senior Leader, SENCO and/or ELSA.

Playtime/lunchtime

The teachers, TAs, or MDAs on duty at playtime or lunchtime are responsible for dealing with any incidents of poor behaviour during playtime and lunchtime and must not refer them to a senior member of staff unless they are severe. Children who do not behave acceptably during these times will be asked to stand by the teacher/TA/MDA and miss some of their play. The teacher/TA/MDA on duty will have forms so that they can record any issues and pass them onto the class teacher or a senior member of staff. No children should be inside the school building during playtimes or lunchtimes unless this is given as a consequence of poor behaviour, and they are supervised by a member of staff/behaviour lead.

Children who do not behave acceptably at lunchtimes will not be allowed out to play and will spend this time with a member of the Inclusion Team or senior leader. If the child's behaviour continues to be unacceptable, then they

may face another school sanction. Sending a child home for lunch is now regarded as a suspension and the government expectation is that this would not happen for more than a week. Nevertheless, the school reserves the right to do this and if it looks like this may be necessary, parents will be warned.

We expect all children to use a knife and fork when eating a school dinner; remain seated whilst eating and put their hand up if they require help. Children should make sure they talk without shouting and clear away after they have finished eating, either disposing of left-over food or taking it home.

Playtime/Lunchtime Reflection

A lunchtime reflection may be given to a child for reasons mentioned in the sanctions grid above. A class teacher should complete a referral slip if they are issuing a lunchtime reflection for a child, recording the reasons for this. This will be logged onto our internal system. Staff will use a restorative approach during lunchtime reflection to support pupils to understand and rectify future behaviour. This will be communicated to a senior leader.

Logical Consequences

When appropriate a logical consequence as part of a restorative approach to the behaviour. This will be used during the sanction of lunchtime reflection. See menu on appendix 5.

After School Detentions and the Law

Education and Inspections Act 2006 states that teachers have a legal power to put pupils aged under 18 in detention. Where detention is outside school hour's parents will be given reasonable notice. Although parental consent is not required for detentions, the school would always work alongside parents when choosing this sanction.

Internal Exclusion

This is defined as a period in which the pupil will not be permitted in class due to unacceptable behaviour. A pupil will complete their classwork either in another classroom or in another room in the school. When a pupil has received an internal exclusion parents will be informed.

Suspension (Previously called external exclusion)

In certain circumstances a fixed-term or permanent suspension from school, the length of which is proportionate to the actions, may be issued by the Executive Headteacher. These will be issued alongside the development of a robust support plan to support the pupil's return to school. We are committed to working collaboratively with the pupil and parents/carers to ensure a successful reintegration and proactive preventative plan for the future.

Calming and Responding Menu

When a child is dysregulated their social engagement system has shut down and attempts at social interaction will be met with a defence response. It is therefore important that at this time social demand is reduced. Staff will reduce language demand and give clear instruction and limited choices. The Calming and responding menu gives guidance to staff to manage pupils who are dysregulated. See menu on appendix 4

All Behaviour is a Form of Communication

Where possible staff will try to see beneath the behaviour and figure out the reason behind it. This will help staff to find an appropriate response or support as well as prevent repeat behaviours. The Slow down menu gives guidance to staff to look at what a child's behaviour is communicating. See menu on appendix 1

CCTV

In some circumstances, subject to the Trust's CCTV policy, the school may use CCTV of an incident to help a pupil understand their behaviour and the effects that it has on the wider School community. This will only be used where it is proportionate to do so and in situations where the senior leaders believe that it will be of assistance to the pupil concerned.

Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to: prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Staff at Meon Way Federation are trained in de-escalation and positively handling a pupil (use of reasonable force) will always be used as a last resort. Although it is not mandatory, some staff are trained in physical intervention and we follow the Trust Positive Handling Guidance (trust positive handling guidance 2.pdf).

Any incident where a child has needed to be handled must be recorded on the relevant paperwork and parents/carers must be informed. This should be done as soon as possible after the incident and every record must be seen and signed by the Headteacher.

A positive handling plan may be completed for any child who has needed to be handled and shared with parents/carers if there is evidence that it is likely to be needed.

(See: Use of reasonable force in schools - GOV.UK)

Seclusion

At our school, keeping children safe is always our top priority. Very rarely, a child's behaviour may become unsafe, and we may need to use seclusion to protect them or others. Seclusion means a child is kept in a quiet space away from others and cannot leave for a short period of time. It is only ever used in emergencies, when there is an immediate risk of harm and no other safe option.

Seclusion is never used as a sanction. It is not part of our behaviour consequences and is only used after other strategies have been tried, de-escalation, or calming strategies. If seclusion is needed, staff stay close by, monitor the child's wellbeing, and end the intervention as soon as it is safe to do so.

Whenever seclusion is used, we record what happened, inform parents or carers as soon as possible, and review the incident to understand what led to it and how we can reduce the chance of it happening again. Our aim is always to support children in positive, proactive ways and to keep restrictive interventions to an absolute minimum.

Moving around the building

Pupils must move around the school calmly led by the class teacher or other appropriate member of staff. All children are the responsibility of all members of the school staff and so reminders of conduct around the building should be given by all members of staff.

Imposing sanctions for behaviour outside of school

We expect our children to behave in the same exemplary manner out of school as they do in school, upholding our values. Where children behave out of school in such a way as to bring the school into disrepute, the Executive Headteacher/Head of School/Assistant Headteacher will, having considered the evidence, decide on the appropriate course of action. Children who misbehave on the way to or going home from school may be reprimanded by the Executive Headteacher/Head of School/Assistant Headteacher, as will children who plan inappropriate behaviour in school and then carry out the behaviour out of school. This may include detentions, suspension from school or reporting the behaviour to the police. (This is in line with Government advice).

Searching, screening and confiscation

The Headteacher and staff they authorise (SLT and designated safeguarding lead) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The conditions for this search are outlined within DfE guidance and will be implemented consistently, proportionately and fairly.

The age and needs of the person being searched will be considered. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Parents/Carers would always be informed. Should prohibited items be found, these will be confiscated and returned or handed over to relevant authorities.
(See: Searching, screening and confiscation in schools - GOV.UK)

Relational and Restorative Practice

Relational practice is when the school's culture places relationships at the heart of everything and believe it can make a fundamental difference to children's ability to thrive in school.

In order for us to build positive relationships with children, they need to see staff as "safe adults" – someone they can rely on, who they know what they can expect from, and who will ensure that their physical and emotional needs are met. Safe adults are consistent – this consistency is something children seek. Knowing what to expect from adults and what adults expect of them makes every situation feel more possible to engage with.

Relationships are all about connection with one another. Connections can be made through brief interactions as well as regular and longer interactions. Relationships are about a sense of belonging, belonging to a class, year group, school and community. Belonging is about more than just wearing a uniform, it is about feeling a sense of togetherness, shared aspirations and communal joy and pride.

Children need human not heroic role-models and will best identify with those adults who model how to manage the challenges of day-to-day life rather than assuming a perfect persona which may feel unobtainable. Staff will model relationships with others and ourselves and in doing so more humanly, can strengthen their relationships with the children and adults around us.

When helping pupil to self-regulate staff will us the approach of:

Connect **Correct** **Repair**

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all the parties involved. Restorative questions are used by staff to resolve conflicts and support children in understanding the impact of their behaviour as well as teach them how to resolve friendship issues.

Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

• Everyone must be given enough time to calm down before the restorative discussion takes place. If necessary the thinking hats for behaviour pro-forma (Appendix 3) can be used to obtain facts from the parties involved / witnesses.

• Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.

• All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.

• Discussions are held in a calm, quiet, private place. Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?

2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.

4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?

5. What each person was thinking and feeling at the time, before and since.

6. What needs to happen now to fix it?
   What are the consequences?
   What do you think needs to happen to make things right/to repair the relationship?
   How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?
   With support the pupils form their own agreement.
   When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.

7. How can we stop this happening again in the future?
   How can we work together to prevent this happening again?
   What could the pupil do differently next time?
   At what point in the sequence does different action need to happen?
   Does the child need a reminder eg social story, visual/written plan of action etc?

   See appendix 3

How children can sort out their own difficulties

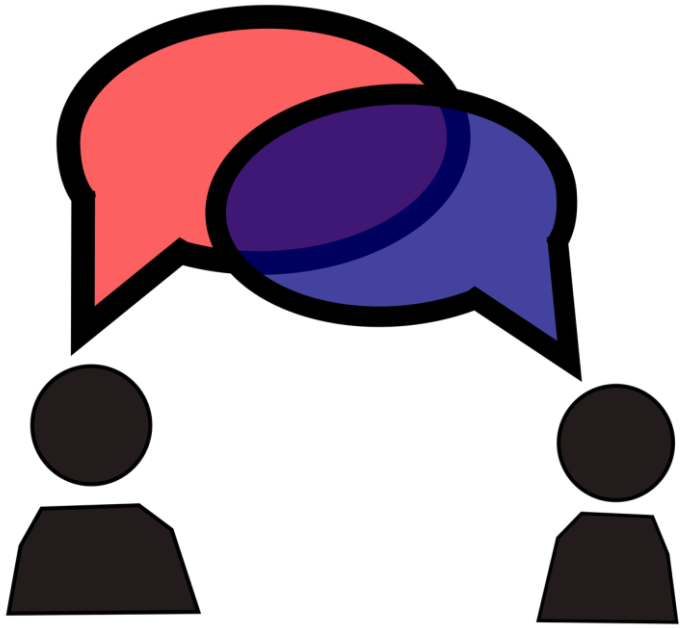
Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them.

Children should seek the support of an adult if their own efforts to solve a problem have not worked.



BULLYING

What Is Bullying?

Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist / racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email, gaming & internet chat room misuse
- Mobile phone threats by text messaging & calls
- Misuse of associated technology, i.e., camera &video facilities

Procedures

1. All concerns of bullying will be logged on our internal system.
2. All reported bullying incidents will be fully investigated.
3. Any bullying behaviour will be stopped.
4. Confirmed bullying incidents will be reported to parents and a meeting held if necessary.
5. If necessary and appropriate, police will be consulted.
6. Appropriate sanctions given, depending on the intent and circumstances.
7. Appropriate support will be given to both the victim and the bully.

8. Reported bullying incident will be recorded in a Bullying Log.

Prevention

The school is committed to being an open and honest community where bullying is ALWAYS fully investigated, and actions taken to ensure it is stopped. All concerns from the children will be investigated by the class teacher and reported to the senior leadership team.

Regular assemblies will take place focusing on several aspects of bullying. Issues surrounding bullying will be part of the schools PSHE program and class teachers will use circle times when necessary to approach bullying issues that may have arisen.

SUPPPORT AND INTERVENTION

This policy recognises for most of the children on role, the policy above is enough to promote positive behaviour. However, in some cases a child may require focused support for a brief period of time. A very small minority of children may also need continuous individual support tailored to their particular need. This can include a risk assessment, pastoral support plan or behaviour plan

Individualised Support Plans and Behaviour Report Card

INFANT SCHOOLS	JUNIOR SCHOOL
Infant schools will liaise with the Inclusion lead /Head of School to discuss any pupils who need an individualised approach to behaviour, attitude and attainment. Individual support plans and strategies will be shared with all relevant staff so a consistent approach is used by all. Parents will be informed and included in this process of planning, implementing and reviewing.	This card is rag-rated or similar by the class teacher or TA after every session to ensure children's behaviour, attitude and achievement is acceptable. At the end of the day a comment is written by the class teacher and year leader before the card is sent home. Once behaviour has improved the child will no longer be on a report card.

IINDIVIDUAL SUPPORT PLANS

Pupils will be given specific targets based on individual needs which will have a graduated approach to increasing expectations for behaviour. In some circumstances a reward chart may be appropriate, particularly for those with SEND. Any individualised behaviour support plans will be discussed with parents and reviewed regularly.

Referrals may also be made at any point to other agencies such as the Multi- Agency Behaviour Support (MABS), Child Adolescent Mental Health Service (CAMHS) or the completion of a Single Assessment Form (SAF). All referrals for individuals will be discussed with parents and consent sought before any assessment or support.

STAFF RESPONSIBILITIES (see appendix 2)

All staff are responsible for ensuring the code of behaviour is followed in all areas of the school. Any member of staff who witnesses unacceptable behaviour should deal with that behaviour by speaking calmly to the child and reminding them what they should be doing. All staff will follow up an incident where the child refuses to stop an unacceptable behaviour using a referral form.

A member of the senior leadership team may decide to alter a reward or the consequence of an action depending on the context.

Agreed: September2025

Appendix 1

Slow Down Menu

Behaviour	What to try
Talking out of turn	Consider the unmet need (attention) Could you set aside 2 minutes a day for a week to build relationships with specific a child who might be finding this tricky? Find out their interests, likes, concerns and you can then build this into your daily interactions. Use visual pictures of what's expected (e.g. Give me 5), point and wait for a moment. Consider moving carpet spaces, if on the carpet. Give a job e.g. monitor, handing out books to keep them busy. Children could prepare questions to ask when you have finished input Try this Noise-O-Metre Classcraft - Free Classroom Noise Volume Monitor
Fighting	Look beneath the behaviour. What is the child trying to communicate? Spend time (or ask another adult) to observe during trigger points. What is the situation? Who is involved? What is the difficult area? E.g. football. Once identified, work on the particular issue. Provide feeling of safety, narration of feelings and talk about reaction (flipping lid). Provide 'peace making' opportunities between those involved to rebuild relationships. The use of Social Stories before the trigger points. E.g. narrate the expected behaviours linked to feelings of all. Buddy-up children with an older child. Plan times for these children to meet outside of lunch/break and for them to build relationships. Body mapping –children draw where they are feeling emotions/good and bad
Lining up	Have line leaders (front and back). Get children to line up in a specific order (either register order, boy then girl, groups or an order you know will work). Time yourself –walk with a stop watch and give your class a challenge to get to a specific place within a certain time. This will build on team work and is slightly competitive. You could record your personal best and try to beat it. Pick your spot –offer children to chance to 'pick their spot' if they are able to line up quietly. Noise monitors spaced along the way –pick those who may need reminder as well as those who will set an amazing example.
Finding it difficult during transitions	Refer to class visual timetable more than often (tick off/narrate at break and lunch). Provide specific job for tidy-up time. E.g. When we tidy up, you are responsible for tucking in all the chairs. Use a specific song/music for tidy up time Have visuals to support expectations. Buddy children up within the class and ask children to stick together to complete set jobs/move from one space to the next. Coping strategies –train the children in a few and display. Provide narrative… when I feel like this… I need.

General Tips	Build in specific times **every day** to build relationships (respect) by having fun, connecting and learning about each other. It will pay off! Be consistent –Always keep expectations high. Always remember that behaviour is communication. You may have to work hard to understand why the behaviour isn't what is expected. Small steps –pick something to work on each week/few days and nail that. Work out 2 specific children at a time who are finding certain areas tricky and create a strategy specifically for their needs –unpicking what the issue/need is and building in some of the above ideas. Work with families –try to glean from families if there are any additional pieces of information that would be worth knowing. Zones of Regulation. In all aspects of day, refer to the colours and feelings

Appendix 2

Behaviour Chart

The behaviour chart is an overview of which members of staff deal with and record an incident and who issues the sanction. If a behaviour referral is made to a middle leader and above the incident needs to be fully investigated and recorded on SIMS.

Behaviours	Lunch supervisor	TA	Teacher	Year Leader	Behaviour Lead	Senior leader	Head of school/ Exec head	Excel sheet
Minor incidents:								
Not completing work		X	X	X				
Not following instructions	X	X	X	X				
Name calling (non-racial or homophobic)	X	X	X	X				
Disrespectful	X	X	X	X				
Low level health and safety risks	X	X	X	X				
Accidental vandalism	X	X	X	X				
Swearing (part of a sentence)	X	X	X	X				
Serious incidents:								
All of the above if persistent			X	X	X	X		X
Fighting			X	X	X	X		X
Sexual comments			X	X	X	X		X
Assault			X	X	X	X		X
Vandalism			X	X	X	X		X
Swearing at someone			X	X	X	X		X
Racial/ homophobic incident			X	X	X	X		X
Severe incidents:								
Bullying			X	X	X	X	X	X
Compromising safety of children/staffs			X	X	X	X	X	X
Violent assault					X	X	X	X
Sexual acts					X	X	X	X
Stealing			X	X	X	X	X	X
Bringing illegal substances onto site					X	X	X	X
Bringing weapons onto site					X	X	X	X

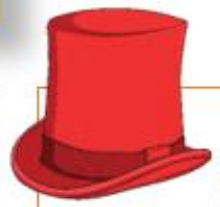
Appendix 3:

Thinking about behaviour

What happened?

What do we need to find out?

What information is missing? What do we need to do to find it?



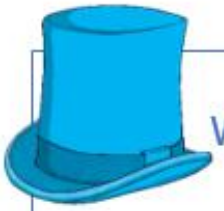
I can see that you feel….

Sad / angry / scared / worried /

How are you feeling…

What has gone wrong?

What are the problems?



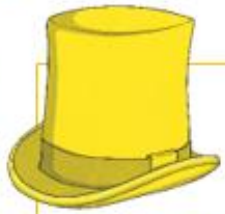
What have we done so far?

What do we do next?

How are we working together?

What could we do?

What might we do differently next time?



Why will this be a positive?

What is good about doing that?

Appendix 4

RESPONDING AND CALMING MENU

State of regulation	Potential Displayed Behaviour	Responding and calming
Calm Safe/socially engaged	Steady heart/breathing rate. Calm state. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn	Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity
Mild Stress Alert/Agitated/Withdrawn	Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.	Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.
Dysregulated Mobilised	High levels of arousal/ distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour	Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained.

		Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing
Dysregulated Immobilised	Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/ dissociates. Depressed state. Immobile/frozen. May feel faint	Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.
Crisis	The child's behaviour means that they or other people are not safe	An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Adults need to provide high levels of containment through their way of being – having a plan can help.

Appendix 5

MENU OF LOGICAL CONSEQUENCES

Behaviour	What to try
Graffiti/property damage	Help clean, repair, or repaint. Write a letter to site manager/cleaning team to apologise.
Name calling/put downs/gossiping about peers	Write a letter of apology to the individual(s) harmed. Write a reflection using hats on how it feels to be put down or gossiped about. Restorative conversation with all pupils involved Research the word used (where appropriate) and learn how it could cause offence.
Classroom disruption	Verbally apologise to the teacher Spend time helping the teacher with jobs/chores to pay back learning time lost. Child to observe in their class or another class by using a checklist to look for certain behaviours e.g. Are all children listening? Are children using hands up? Debrief after.
Creating a mess/being disrespectful to lunchtime/kitchen staff	Help to clear dinner hall, give out knives and forks to another year group as long as not losing learning time. Create a sorry card in own time and present back. Create posters to go up around the school to remind of manners. Offer restorative conversation to repair and restore relationship if directly linked to a person.
Pushing/messing around in the line	Pupil walks in with the teacher. Holding hands if smaller child. Child to back of line. Build up to -Child acts as noise monitor/spotting good behaviour. Temporary loss of privileges. Eg–cannot be line leader/register monitor if they show they cannot be responsible for their own behaviour.

Racial Slurs, putting down an individual or group	Write a letter of apology to the person harmed and his/her family. Include research about the person's community or culture to educate themselves. Write about 3 famous people who changed the world of the community targeted and share with the harmed person to illustrate how views have been changed. Ensure harmed person feels a sense of friendship and belonging by learning how to say sorry and be welcoming in their home language when presenting the above.
Misusing resources	Loses the right to access the resources during that session and completes it in their own time. Teaches another member of the class/buddy class how to use the resources correctly identifying what could happen if used incorrectly. Cleaning/tidying/sorting resources in own time.
Fighting	All parties participate in a restorative conversation All parties involved to work together to prepare and deliver a speech or presentation to the class/younger class about how to negotiate with words rather than fists. Research positive role models and why they are good role models –share with those harmed.
Hurting someone's feelings	All parties participate in a restorative conversation Participates in "an apology of action" by writing a note, including the hurt child in a friendly activity. Provide an opportunity for the children involved to do something creative together. Asking children if it's a low level issue or big problem. If little problem, ask them to go and sort it out themselves or facilitated by staff
Inappropriate showing of body parts	Create 'PANTS' poster and share with the class. https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/