

## Redfield Educate Together Relationship & Behaviour Policy

<b>Approved by</b>	Local Governing Board
<b>Date approved</b>	October 2025
<b>Review date</b>	September 2026

### AIM

This policy sits within the framework of the ETAT Overarching Statement of Intent for Behaviour Management. It sets out how behaviour is managed at Redfield Educate Together, including systems for recognition, support, rewards and consequences. Our aim is to encourage positive, pro-social behaviour and ensure that unexpected behaviour is addressed effectively and fairly.

This Relationships & Behaviour Policy informs, guides and supports staff, parents/carers and pupils. It promotes an environment where everyone feels safe, happy, and respected, enabling children to learn and thrive within a culture of mutual respect and compassion.

### LEGISLATION & GUIDANCE

This policy is informed by:

- DfE guidance:
  - Behaviour and discipline in schools
  - Use of reasonable force in schools
  - Supporting Pupils with Medical Conditions at School
- The Equality Act 2010 and Children and Families Act 2014
- The Education Act 2002, as amended by the Education Act 2011
- SEND Code of Practice (2014)
- The UN Convention on the Rights of the Child (UNCRC) - Redfield Educate Together is a Rights Respecting School. Children are taught to respect the rights of others and to value courtesy and consideration towards all members of our community. Specific UNCRC articles are referenced throughout this policy.

### ETHOS & VALUES

Pro social (good) behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn. We believe positive behaviour stems from strong, consistent and caring relationships between adults and pupils. At Redfield, behaviour is understood as a form of communication, often signaling unmet needs or stress responses. Our focus is on teaching and modelling expected behaviours within a calm and predictable environment.

RET recognises its legal duties under the Equality Act 2010, Education Act 2011 including all sections relating to children with Special Educational Needs (Article 23).

**The Redfield Way:** Children and staff follow three guiding expectations:

1. **Kind**
2. **Safe**
3. **Ready** (to learn)

Our school values of Community, Compassion, Courage and Curiosity underpin all our work and shape the way we live and learn together.

## **SUPPORTING LEARNERS**

Adults at Redfield:

- Model calm, caring and consistent and controlled behaviour.
- Give first attention to best conduct and notice children demonstrating the Redfield Way.
- Use consistent routines, language, and scripted interventions.
- Ensure behaviour management is fair, supportive and compassionate.
- Behaviour is taught explicitly through:
  - The Learn Together curriculum
  - Zones of Regulation
  - Role play and circle time
  - Assemblies focusing on values and rights
  - Restorative conversations and guided reflections

Children are supported with co-regulation, access to regulation stations, Redfield 5 calming strategies, and trusted adults. Behaviours that challenge are addressed through relational and trauma-informed approaches.

## **BEHAVIOUR MANAGEMENT GUIDELINES**

At RET we expect high standards of behaviour and make a point of acknowledging, praising and rewarding expected behaviours. Being consistent yet flexible with implementing this policy by all is vital, to consider the varied and complex individual needs of the pupils.

Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the expectations we have for behaviour.

At RET we believe there is a shared responsibility between staff, parents and pupils for the promotion of good behaviour.

Children are praised for doing the right thing at every opportunity, using, where appropriate, language related to the UN Conventions of the Rights of the Child. Praise is used specifically to reinforce expected behaviour.

All adults model positive and appropriate behaviour at all times.

All children are involved in making and maintaining the rules. They have a right to say what they think should happen and to have their opinions taken into account. Each class devises its own class charter at the beginning of the school year. The children, along with RET adults discuss, the rights that the children agree are essential for the smooth running of their class and learning time. These form the class charter, which is then displayed on the wall. This grows and changes over the school year as required. Children are expected to be able to

understand what expected and unexpected behaviours are and be able to follow the charter. (Article 12)

All rules must be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances. All rules are justified in terms of being required to ensure safety, well-being or learning. Expectations are phrased positively e.g. "walk slowly" rather than "don't run". Staff use a quiet and calm manner when dealing with children.

Rewards/Consequences for school expectations are clear, appropriate, fair and relevant and take into account individual circumstances (Article 39).

Discipline should respect children's dignity (Article 28). Therefore, consequences at MPET do not humiliate but allow the child to learn from their mistakes. Children are given time to reflect and discuss their behaviour.

Parents/Carers are involved at the earliest opportunity where a child's behaviour is causing concern and staff work closely with them to bring about improvement.

## **ROLES & RESPONSIBILITIES**

The management of distressed behaviours and the support offered to the child is the responsibility of every member of our school community. All adults work in partnership to model, reinforce and support our expectations.

**Trustees / Trust Executive Team / Local Governing Body** – Ensure this policy is effective and compliant. The governing board is responsible for ensuring this behaviour policy's effectiveness and holding the headteacher to account for its implementation and application.

**Headteacher & School Leaders** - Are responsible for reviewing the school's behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour.
- Support staff to deal effectively with unexpected behaviour.
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

**Staff** - Staff responsibilities are:

- To model positive behaviours
- To show children that we regard them as individuals, and we will welcome them at our classroom door every morning with a smile.
- To teach children what good conduct and expected behaviour looks like by setting clear routines and expectations.
- To recognise good conduct publicly and correct unexpected behaviour and conduct privately.
- To respond consistently (using the same recognition, language and consequences)
- To remain calm and assertive when managing unexpected behaviours.

**Parents/Carers** – Support the Redfield Way at home and in school, engage with the school around behaviour, and help foster independence and self-discipline.

Parents/carer responsibilities are:

- To know the school rules and expectations.
- To ensure they have a clear understanding of this policy.
- To make children aware of expected behaviour in the school and support the implementation of this policy.
- To encourage independence and self-discipline.
- To try to foster good relationships with the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

**Pupils** – Follow the Redfield Way, respect others, take responsibility for their actions, and contribute to class agreements.

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter.
- To follow school rules and the class charter to the best of their ability.
- To treat other people, resources and their environment with respect.
- To follow instructions from adults within the school, questioning politely if they don't understand them or believe them to be unfair.
- Taking responsibility for their own actions and knowing the consequences they will have
- To make amends if they have been responsible for any unexpected behaviour.

## **EXPECTATIONS & PROCEDURES**

At RET, alongside the values of the term and the UN Rights of the Child, we have three simple rules which are referred to in discussions about conduct.

At Redfield ET we are:

- 1. Kind**
- 2. Safe**
- 3. Ready** (to learn)

We expect children to realise that expected behaviour is rewarded and unexpected behaviour results in consequences and the need to make amends and put something right. We aim to help children understand that they have rights and that they cannot take away the rights of others e.g. they have a right to be safe, their peers also have a right to be safe (Article 4).

## **Teaching Appropriate Behaviour**

At RET we recognise that children come from a range of backgrounds and family circumstances where different rules and expectations apply. We have a responsibility to teach children:

- what the expectations are in school and why.
- to understand their responsibilities towards others in the school community to ensure everyone is safe and able to learn.
- how to modify their behaviour to suit different contexts.
- how to recognise and control their emotions in order to modify their behaviour.

We teach this through:

- THRIVE work
- Learn Together lessons, circle times and assemblies.
- Behaviour curriculum
- Zones of Regulation curriculum.
- Focusing on our school values and reinforcing how these can be applied in daily life.
- Small group and 1:1 intervention as required.
- Rights respecting work – building an awareness of the rights of all children

### Trauma informed schools

An understanding of trauma and childhood adversity underpins our approach to relationships with our school community. We are committed to ensuring our school develops a Trauma and Mental Health informed approach. We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family or moving house can be experienced as traumatic.

### Thrive Approach

Every child will be supported through the school-wide Thrive approach. Thrive is a trauma-informed, whole school approach to improving the mental health and wellbeing of children and young people. Class teachers will profile their entire class and any children with gaps in their development will be identified. A whole class action plan for teachers to implement throughout their teaching will help all children to be supported socially and emotionally. For those children requiring additional support, a further assessment is carried out by a Thrive practitioner and then appropriate support is put in place ranging from 1:1 weekly sessions to larger social skills groups. This involves a Thrive practitioner picking up children throughout the day for their weekly Thrive session.

The Thrive developmental model is viewed as strands that are 'building blocks' that build on each other and so children with interruptions / gaps in their development, will need different responses from adults when they display distressed behaviours or behaviours that challenge. Children working within the 'being' or 'doing strands' (or in fight/flight/freeze in the moment) will be in their brain stem and be unable to connect to their 'thinking' brain. Some children, who've experienced significant trauma, will also spend a lot of time in their brain stem. They need adults to be a co-regulator and container, not asking questions, no tasks or work demands and no consequences at that moment. Giving a child consequences when they are already in a defensive and distressed state is inappropriate. Their need in that moment is to be calmed and soothed using regulation strategies. When a child is regulated, they can access their 'thinking' brain and have a discussion with the adult, including discussing consequences.

## TEACHING & RECOGNITION

At Redfield positive and expected behaviours will be reinforced through:

- Praise and encouragement (specific) - the principle of *first attention to best conduct*
- Visible recognition boards to highlight positive behaviour
- Class dojo points
- Positive recognition (e.g., stickers, postcards home, recognition boards)
- Celebration Assembly
- Hot Chocolate Raffle
- Walk of Fame (VIP)
- 'Every Time' postcards

Recognition may be public or private depending on individual needs.

Every day is a fresh start. Behaviour expectations are applied consistently but flexibly, taking account of individual needs and circumstances.

## RESTORATIVE PRACTICE

The behaviour management system at RET is based on the principle of putting mistakes right. We want pupils to take responsibility for their actions and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends.

### Repair conversations – Restorative conversations:

When mistakes occur, we encourage children to reflect and repair relationships.

Conversations focus on:

- What happened?
- How were you feeling?
- What can we do next time?
- How can we make it right?

These conversations:

- Take place at an appropriate time when the child is calm
- Can be short for minor unexpected behaviours
- Will focus on reflection, restoring relationships and making amends (not blame or further punishment).

At RET we believe in the importance of emphasising positive behaviour. This process does not, however, replace consequences. It is vital that children learn early on in life that there are always consequences for unacceptable and unexpected behaviour which undermine the positive atmosphere of our school community. Restorative practice does not replace consequences but complements them.

Consequences are tools for learning, they should be fair and effective, they should not be humiliating or disproportionate. The system is designed to be consistent and fair, but with enough flexibility to be age-appropriate and adaptable for those with SEND or other additional need. Wherever possible, natural consequences should be used e.g., a child is seen running, the adult reminds them about 'walking feet', they walk back to where they were running from and demonstrate the expected behaviour.

### Consequences at RET may include:

- Verbal rule reminders
- Verbal warning given and unexpected behaviour explained; expectation for improvement given
- Catching up on missed work due to unexpected behaviours
- Reflection time at break time used to make amends
- Time away, directed by an adult
- Internal seclusion (a set time away from peers/the situation authorised by SLT)
- Fixed term exclusion (sometimes called suspension authorised by Headteacher)

RET recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our behaviour management system is clear and consistent but is equitably applied. At every stage additional support is provided or adjustments made as required to ensure the consequences are fair and proportionate in relation to a child's understanding and cognitive ability. Follow-up action also takes into account the intention behind and the context of the behaviour, with a focus on challenging and removing root causes. Challenging and unexpected behaviour will always be assessed by school leaders and/or SEND specialists to determine any underlying issues or unmet need. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, a Speech and Language Therapist, Children and Adolescent Mental Health Services (CAMHS) medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support for that child. We will work with parents to create an individual support plan and review it on a regular basis using the graduated approach to SEND support: assess, plan, do, review.

### **UNSAFE, UNACCEPTABLE AND/OR REPEATED UNEXPECTED BEHAVIOURS**

Behaviours that pose risk to safety or wellbeing (e.g., violence, abuse, bullying, damage, theft, hate language) are referred to SLT and may result in internal seclusion, suspension, or in extreme cases, permanent exclusion.

These are examples of behaviours that may warrant a suspension or permanent exclusion:

- Physical assault against pupil (including fighting and violent behaviour)
- Physical assault against adult
- Verbal abuse/threatening behaviour against pupil / adult
- Use or threat of use of an offensive weapon or prohibited item
- Hate language against protected characteristics, which includes:
  - Racist abuse
  - Abuse against sexual orientation and gender identity
  - Homophobic abuse
- Sexual Misconduct
- Drug and alcohol related
- Damage to school or personal property belonging to any member of the school community
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology



## STEPS OF SUPPORT

If children start to struggle with following school rules and class charters, RET adults will support them. The aim is to offer pupils displaying distressed or unexpected behaviour support, enabling getting them back on track with expected learning or play.

Behaviour support follows a graduated response:

Stage 1: - Universal Support

Stage 2 – Early Intervention

Stage 3 – Targeted Support

Stage 4 – Intensive Support

Stage 5 – Specialist Support

An overview of the steps of support can be seen in Appendices.

## RECORDING & REPORTING

All significant behaviour incidents of unexpected and distressed behaviours and consequences are recorded on our safeguarding monitoring system (CPOMS). CPOMS records:

- Must be logged by the member of staff that witnessed the behaviour is responsible for recording the behaviour on CPOMS (lunch support staff should complete a behaviour slip for the class teacher to log).
- Should be accurate in description – Don't over or under describe the behaviour.
- Should include how the situation was dealt with and the natural consequences – e.g. summary of restorative steps, any restorative actions e.g. completing of reflection sheet or apology letter/card.
- Should include how parents were informed e.g. behaviour slip, phone call, message.

## SUSPENSION & EXCLUSIONS

For further information, see the ETAT Suspension and Exclusion Policy on the school website in the Trust Policies section.

### Internal Seclusions

Internal inclusions are usually consequences of unsafe, unacceptable or repeated unexpected behaviours which have impacted the safety, wellbeing or learning of others. Internal seclusions are given with the agreement of the Senior Leadership Team, parents are informed if an internal seclusion has taken place and the reason(s) leading to this.

### Fixed Term Exclusions (Suspension)

If there are occasions where good conduct cannot be maintained by a particular child, or if by allowing that child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to put in place a fixed term exclusion (suspension). This will only be considered after all possible avenues have been explored and will be a last resort or in the event of unsafe or dangerous behaviours which have caused significant health and safety risks or have had a significant impact upon the learning of others.

A fixed term exclusion (suspension) is the decision of the Headteacher following an investigation. If it is deemed necessary to suspend a child for a fixed period, the pupil's

parents/carers will be notified without delay, of the specific reason and length of the suspension.

The Headteacher must notify parents in writing of the reasons and the period of fixed period suspension (no later than the end of the afternoon session of the first day on which the pupil is excluded). The suspended pupil will receive schoolwork to do at home, which should be returned to school for marking until he or she returns to school.

Re-integration meetings are held with parents after any fixed term exclusions (suspensions). Individual Behaviour Plans (IBPs) are set up or reviewed after fixed term exclusions (suspensions). All possible strategies and external support will be employed to avoid further suspensions, including alternative learning provision if appropriate.

### Permanent Exclusions

Permanent exclusions are rare, they are the decision of the Headteacher, If the breach of the school's behaviour policy is very serious, or repeated, the headteacher can decide on a permanent exclusion. A permanent exclusion would normally be issued following recurring suspensions and/or failure of all support strategies.

The Head teacher will inform the pupil's parents/carers of the exclusion and the specific reason for it without delay. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be without delay and in writing and will include information about the next steps. School will arrange for work to be sent home for the first five days. The LA will be notified of all permanent exclusions. The CEO and the Local Governing Board are also notified of permanent exclusions.

## BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Unwanted and difficult to defend against

Bullying and harassment may also include racist or other discriminatory abuse, often targeting particular areas of vulnerability.

At RET we teach children to understand, recognise, challenge and prevent bullying and understand the difference between bullying and other forms of social conflict (NB peer and friendship issues which are a normal part of children's development).

Bullying is not tolerated. Allegations are investigated, recorded, and addressed through a staged process:

<b>Stage 1</b> <b>Monitoring</b>	An allegation is made but there is no clear evidence that bullying has occurred.
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	All children concerned are placed on 'monitoring' and all staff are asked to be vigilant and record (on CPOMS) any interaction or issue, however minor
<b>Stage 2</b> <b>Behaviour Contract</b>	There is evidence that bullying or harassment has taken place and the children involved agree a contract of behaviour which states clearly what is and is not allowed and the sanctions that would happen if the agreement is breached
<b>Stage 3</b> <b>Anti-bullying plan</b>	<p>Stage 2 contract is breached and there is clearly targeted and systematic bullying and harassment.</p> <p>The child being bullied has an individual safety plan designed to minimise risk of further harm without curbing their freedom or limiting their experiences.</p> <p>The child who has been bullying or harassing has an individual behaviour plan with clear consequences, restrictions and expectations and a restorative justice action plan.</p> <p>There are cases in which the bullying and harassment is complex and not clearly one-sided. Children may need a combination of behaviour and support plans.</p> <p>In both support and behaviour plans, additional support will be provided to help children recover and learn from the experience.</p>

## POSITIVE HANDLING

Physical intervention is used only when necessary to prevent serious harm and always in line with DfE guidance. Staff prioritise prevention and de-escalation and trauma-informed practice.

RET recognises that many children who display unsafe or more extreme behaviour have experienced some kind of trauma, and that restraint and physical force can re-traumatise. In order to maintain a safe learning environment for all children (article 28), we do not tolerate unsafe and disruptive behaviour. However, we also seek to minimise the use of force and restraint. Therefore, as part of our staged system, all individual behaviour plans include prevention strategies and adjustments to minimise the risk of needing to use physical force or restraint.

## SAFEGUARDING & SEND

Unexpected behaviours may signal unmet needs or safeguarding concerns. These are investigated promptly, with support put in place through early intervention, SEND pathways, or safeguarding procedures.

## Appendices

[Appendix A: UNCRC Articles](#)

[Appendix B: Steps of Support \(Pupil Guide\)](#)

[Appendix C: Steps of Support \(Adult Guide\)](#)

[Appendix D: Behaviour intervention stages](#)

[Appendix E: Playground behaviour support](#)

## **APPENDIX A** - UNCRC Rights of the child

**Article 2** Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 4** Governments must do all they can to make sure every child can enjoy their rights.

**Article 12** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**Article 13** Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

**Article 14** Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

**Article 27** Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

**Article 28** Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity;

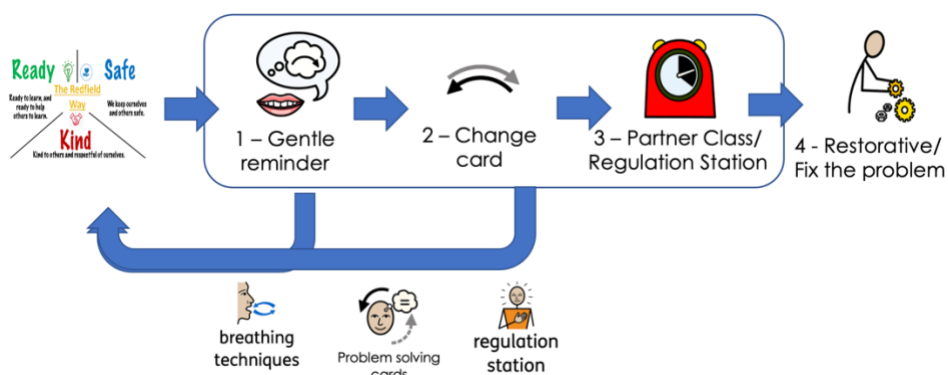
**Article 29** Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.








**Article 30** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

**Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.

**Article 39** Children who have been neglected or abused should receive special help to restore their self-respect

## APPENDIX B – Steps of Support – Pupil Guide



0	<b>Whole Class Reminder</b> 	An adult will remind the class of rules and expectations
1	<b>Individual Reminder</b> 	An adult will quietly remind you of our rules and suggest a change to help you.
2	<b>Time to Change</b> 	You have a chance to make a change and get back on track. You may be shown a change card
3	<b>Reset</b> 	You will have a chance to reset in a different space; this may be at the regulation station. You can use reflection cards to help you.
4	<b>Reflect and Restore</b> 	You will be given reflection time to think or talk with an adult about what happened– this may be at break or lunch. You will have chance to make put something right or to catch up on lost work. A RET adult will talk to your adult or send home a behaviour slip – this will be recorded.
5	<b>Phase Leader Reflection</b> 	You will talk with a Phase Leader about your behaviour – this will not be during learning time. A Phase Leader will send home a behaviour slip – this will be recorded
6	<b>SLT Support</b> 	Scott, Lisa or Sarah will come to help you to get back on track. SLT will talk to your adult or send home a behaviour slip – this will be recorded

## APPENDIX C – Steps of Support – Adult Guide

The examples of behaviours below are intended as guidance and not an exhaustive list.


Staff need to use their professional judgment, combined with their understanding of each child's individual needs, when responding to unexpected behaviour incidents.

Before addressing unexpected behaviours, it is important to consider:

- **Individual Needs & Adjustments** – Does the child have any SEND, emotional, or social needs that might influence their behaviour? Have reasonable adjustments been made to support them?
- **Support in Place** – Was all relevant and necessary support available to the child prior to the behaviour occurring? This includes access to appropriate interventions, strategies, and relevant adult support.
- **Possible Triggers** – Could an environmental, emotional, or sensory trigger have contributed to the behaviour? Identifying and addressing potential triggers can help prevent future occurrences.

By taking a reflective and supportive approach, we can ensure that our responses are fair, consistent, and, most importantly, in the best interests of the child.

<b>Whole class reminder</b>  <b>Teacher/LSA</b>	<b>Whole class reminders of the RET Rules and expectations.</b> Kind - Safe - Ready  Highlight some expected behaviour using specific praise.  Reminder of Rights: <ul style="list-style-type: none"> <li>• all children have a right to an education</li> <li>• all children have a right to be safe</li> <li>• - all children have a right to be heard</li> </ul>	<ul style="list-style-type: none"> <li>• Distracting others</li> <li>• Not following instructions</li> <li>• Minor conflict with peers</li> <li>• Being off task/ refusing to work</li> <li>• Mild physical behaviour eg pushing, snatching</li> <li>• Minor damage to school property</li> </ul>
<b>Step 1</b> <b>Gentle individual reminder</b>  <b>Teacher/LSA</b>	<b>RIP - reprimand in private – quiet check/ prompt</b> Gentle encouragement, a 'nudge' in the right direction. Repeat reminders if necessary, especially if SEND or Trauma.	
<b>Step 2</b> <b>Time to change</b>  <b>Teacher/LSA</b>  Logged on CPOMS	<b>A change card is delivered (privately wherever possible).</b>  This is time for the child to make a change and get back on track.	Failure to make a change in the same session after displaying unexpected behaviours like those listed above.
<b>Step 3</b> <b>Reset time</b>  <b>Teacher/LSA</b>  Could involve partner teacher/LSA as a change of face	<b>Time at regulation station in the class or a short time (couple of minutes timed) out of the room.</b>  Time to reset, calm down, breathe, look at the situation from a different perspective and get back on track. Cards used for reflection.	Failure to make a change in the same session after displaying unexpected behaviours like those listed above and being offered a visual reminder to make a change.

<p>Log on CPOMS</p> <p>Reaching this step on a regular basis will lead to Stage 2 Early Intervention.</p>		
<p><b>Step 4</b></p> <p><b>Time to reflect and restore</b></p> <p><b>Teacher/LSA</b></p> <p>Parents informed and logged on CPOMS</p>	<p><b>Reflect</b> – a time (probably not mid learning time) to have conversation about what happened/unexpected behaviours eg whilst others are independently working, end of session, bring in early from lunch</p> <p><b>Restore</b> – put something right eg tidy up, sorry note, say sorry</p>	
<p><b>Step 5</b></p> <p><b>Phase Leader Reflection</b></p> <p>Parents informed (At stage 5 behaviour slip issued by Phase Lead) and logged on CPOMS</p>	<p><b>Reflective talk with Phase Leader</b></p> <p>A Reminder of rules and expected behaviour. (Not during learning time).</p>	<p>Repeated inappropriate language particularly targeted</p> <p>Repeated rough play that leads to minor injury or distress</p> <p>Persistent name calling or teasing</p>
<p><b>Step 6</b></p> <p><b>SLT Support</b></p> <p>Previous steps will be logged on CPOMS by teacher/LSA. SLT will add their involvement/support</p>	<p><b>Yellow - inform SLT</b> (next opportunity in the day or make a non-urgent call to SLT)</p> <ul style="list-style-type: none"> <li>Incident has been dealt with by teacher and reinforced by Phase Leader but behaviours continue to repeat therefore time with SLT to reinforce needed</li> </ul> <p>The child may receive an internal seclusion – this will be decided by SLT</p> <ul style="list-style-type: none"> <li>A more serious one-off incident dealt with by teacher and SLT need to follow up/reinforce.</li> </ul> <p><b>RED - Urgent support needed</b> – if behaviours are going to cause immediate harm to self or others – call <b>the main school office</b> they will arrange for SEMH Mentor or SLT support.</p> <p>Clearly state “red situation in ..... room” or send a child with an “urgent” card to the main office.</p> <p>In the case of a ‘red’ situation if SEMH Mentor/SLT are not available other adult support will be sent.</p>	<p><b>Yellow</b> –</p> <ul style="list-style-type: none"> <li>Racialised slur directed to a peer</li> <li>Online safety concern eg sending inappropriate message</li> <li>Deliberate or serious damage to school property</li> <li>Serious racist, sexist or homophobic abuse directed at others</li> </ul> <p><b>RED</b></p> <ul style="list-style-type: none"> <li>Physical fight or deliberate assault on staff/pupil</li> <li>Attempting to leave premises</li> </ul>



	The child may receive an internal seclusion or suspension – this will be decided by SLT	
<p><b>Remember</b></p> <p>The steps reset if a child gets <b>back on track</b> after the whole class reminder/ individual reminder/ reset/reflect and restore.</p> <p>Our guiding principles are to always try and be proactive in our approaches and avoid, at all costs, fixed term exclusions. Class teachers must inform parents/carers:</p> <p>Parent communications can be:</p> <ul style="list-style-type: none"> <li>• A message via Class Dojo</li> <li>• A quick call or chat at the end of the day</li> <li>• A behaviour note – add details of incident</li> </ul> <p>All communications with parents about unexpected behaviours must be logged on CPOMS this can be a screen shot/ copy of a message/ summary of discussion or call.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring support at Step 3 or above then child will need to move to <b>Stage Two – Early Behaviour Intervention</b></p>		

## APPENDIX D – Behaviour Intervention Stages

<b>Stage two – Early Intervention</b> <b>(In class interventions with the usual teaching team)</b>	
<b>Behaviour profile</b>	<a href="#">One page behaviour profile</a> to be completed with teacher, child and parent/carer
<b>Initial meeting, review meeting and ongoing regular communication</b>	Initial meeting then six-week review with teacher, child and parent/carer followed by regular communication and check in. Formal Review meeting held with teacher, child and parent/carer every six weeks.
<b>Positive report card</b>	Individual Positive Report Card/ Behaviour chart with checklist/simple targets throughout the day linked to the School Rules <a href="#">Personalised Reward Chart</a> (Please tailor to the child)
<b>Core offer</b>  <b>(In class intervention)</b>	Any reasonable scaffolds or adjustments provided by the teacher/usual teaching team * If the scaffold(s)/adjustments enable the child to be successful - becomes part of the child's universal support (move back to Stage One) <ul style="list-style-type: none"> <li>• Positive Report Card</li> <li>• Sticker Chart</li> <li>• Regular In-Class Brain Breaks</li> <li>• Seating Arrangement</li> <li>• Moving child near the front of the class</li> <li>• Reduce the noise in class</li> <li>• Reduce transitions and/or movements for the child</li> <li>• Use of visual aids</li> <li>• Extra thinking/responding time</li> <li>• Additional learning resources to support within lessons</li> <li>• Now and Next Board</li> <li>• Visual Timetable</li> <li>• Personal Visual Timetable</li> <li>• Easy access to practical equipment/manipulatives</li> <li>• Consistent language for communication</li> <li>• Consistent images for communication</li> <li>• Providing personal instructions</li> <li>• Coloured overlay</li> <li>• Visuals and Memory Aids</li> <li>• Adjustments to child's working area</li> <li>• Individual Zones of Regulation Cards</li> <li>• Ear Defenders</li> <li>• Journal/Emotions Book</li> <li>• Timers</li> <li>• Concentration/Fidget Tool/Chew</li> <li>• Wobble Cushion</li> </ul>

<b>Stage three – Targeted support</b> <b>(In and out of class interventions and multi in school team)</b>	
<b>Behaviour Support Plan</b>	In-depth <a href="#">Behaviour Support plan</a> . Complete with Leadership Team, Teacher, Child, Parents/Carers + SENDCo Involvement
<b>Behaviour analysis for individual child</b>	1. Meeting with Teacher and SENDCo and SLT 2. Work through each behaviour statement in the grid. 3. Discuss and highlight the entire row for any statement that resonates with your focus child.

	<p>4. Compare the child with peers of the same age. Think about whether the statement applies to your child on an average day.</p> <p>5. Now see where there is overlap between your highlighted rows and the ticks for ASC, ADHD and trauma. This may indicate the child has an underlying need that needs consideration and prompt you to seek further support and assessment from SENDCo and/or external agencies.</p>
<b>Initial meeting, Review meeting and ongoing communication</b>	<p>Ongoing Four Weekly Review Meetings with Headship Team, Teacher, Child, Parents/Carers and ongoing communication and check-in</p> <p><b>Formal Review Meeting held with Leadership Team, Teacher, Child, Parents/Carers every 4 weeks.</b></p>
<b>Reasonable adjustments</b>  (In school intervention)	<p>School based interventions outside of classroom structure</p> <ul style="list-style-type: none"> <li>• Use of Sensory Room</li> <li>• Regular Out-Of-Class Brain Breaks/Movement Breaks</li> <li>• Individual Safe Space</li> <li>• Individual Workstation</li> <li>• Busy Box</li> <li>• Weighted Blanket</li> <li>• Small Group Support</li> <li>• Pre-Teaching</li> <li>• Post-Teaching</li> <li>• Daily Check-ins from key adults</li> <li>• Pastoral/Nurture Intervention Group: Resilience Booklet, Anxiety Gremlin, My Feelings Booklet, Managing Moods - When I Feel Angry Booklet OR Anger Gremlins, LEGO Play</li> <li>• Forest School/ Thrive</li> <li>• Built in Time for Physical Play (Sensory Circuits)</li> <li>• Uniform Adjustments</li> <li>• Off-Site Lunch</li> <li>• Home Communication Book</li> <li>• End of Day Reflection with an Adult</li> <li>• Scribe Support</li> <li>• Any Child Specific Adjustments</li> <li>• Provide Technology to aid learning</li> </ul>
<b>External support</b>	<ul style="list-style-type: none"> <li>• Parent signposted to external support</li> <li>• Thrive</li> <li>• SALT</li> <li>• Inclusion panel</li> <li>• SEMH Mentor</li> </ul>
<b>Risk assessment</b>	Risk Assessment for Challenging Behaviour
<b>Addition considerations</b>	<ul style="list-style-type: none"> <li>• Extra adult support</li> </ul>

<b>Stage four – Intensive support</b> <b>(External agency involvement)</b>	
<b>Review Behaviour Support Plan</b>	In-depth Review of Behaviour Support plan Complete with Leadership Team, Teacher, Child, Parents/Carers + SENDCo Present and Involved
<b>Big picture meeting</b>	<p>All adults involved in the child's life get together.</p> <p>Pro-forma to be completed and meeting facilitate by a person that does not contribute their own thoughts and comments</p>

<b>Initial meeting, Review meeting and ongoing communication</b>	<p>Ongoing Three Weekly Review Meetings with Headship Team, SENDCo, Teacher, Child, Parents/Carers and ongoing communication and check-in</p> <p><b>Formal Review Meeting held with Headship Team, SENDCo, Teacher, Child, Parents/Carers every 3 weeks.</b></p>
<b>Reasonable adjustments (possible)</b> <i>(Internal alternative provision)</i>	<ul style="list-style-type: none"> <li>• Internal Alternative Provision</li> <li>• 1:1 Meet and Greet</li> <li>• Personalised Social Stories</li> <li>• Regular Sensory Room use - Timetabled</li> <li>• Therapeutic Interventions (Play Therapy)</li> </ul>
<b>External agency involvement</b>	<ul style="list-style-type: none"> <li>• Alternative Provision – Outreach/ Inreach</li> <li>• North Start</li> <li>• Educational Psychologist</li> </ul>
<b>EHCP referral</b>	To be discussed with SENCo and parent/carer
<b>Adapted timetables</b>	<ul style="list-style-type: none"> <li>• Reviewed every four weeks</li> <li>• Reduced Timetable</li> <li>• Excused from Trigger Activities</li> </ul>
<b>Additional considerations</b>	<ul style="list-style-type: none"> <li>• Additional adult support</li> <li>• 1:1 support</li> </ul>

## APPENDIX E – Playground behaviour support

