Behaviour and Relationships Policy

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."

The Gottman Institute

"When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos"

L.R. Knost

Rationale for Our Behaviour Policy

At Warfield Church of England Primary School, behaviour is understood as a form of communication and is rooted in relationships. Guided by our Christian vision, *"Friends on a learning journey achieving success together"*, we recognise that every child's journey through school and life is unique, shaped by their experiences, strengths, challenges and the "backpacks" they carry with them.

Our behaviour policy is founded on the belief that positive relationships, emotional safety and a strong sense of belonging are essential for children to flourish academically, socially and spiritually. We are committed to ensuring that all children feel valued, safe and secure, and that every child is known, understood and supported by trusted adults within our school community.

Our seven values at Warfield support all children in achieving our school vision and in developing life-long skills that will support them in becoming independent and successful individuals as they move through life. Our values are embedded through all the school policies and practice.

Friends on a learning journey
achieving success together

A Trauma-Informed Approach

We recognise that some children may have experienced trauma, adversity or disruptions that can affect their emotional regulation, behaviour and ability to learn. Through a **Trauma-Informed Schools Approach**, we seek to understand *what has happened to a child*, rather than asking *what is wrong with them*. This approach aligns strongly with our Christian values of compassion, forgiveness and hope.

By creating predictable, safe and nurturing environments, we support children to develop emotional regulation, resilience and positive relationships. We understand that behaviour choices are influenced by unmet needs, and therefore we respond with empathy, sensitivity and purposeful support rather than punishment alone.

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

- Behaviour is communication.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.

- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

As part of our trauma-informed approach, we use shared tools and language to help children understand and manage their emotions. One such tool is the Zones of Regulation, which supports pupils to recognise their emotional states, understand how these can affect behaviour, and develop strategies for regulation and self-control. Further information can be found in Appendix 1.

The PACE Approach

Our behaviour policy is underpinned by the **PACE approach** (Playfulness, Acceptance, Curiosity and Empathy), which strengthens relationships and helps children feel safe, understood and supported.

- **Playfulness** helps create positive connections, reduces anxiety and reminds children that school is a safe and welcoming place to learn and belong.
- **Acceptance** communicates unconditional positive regard, reinforcing that all children are valued members of our school community, even when their behaviour is challenging.
- **Curiosity** enables staff to explore the reasons behind behaviour calmly and thoughtfully, helping children reflect on their choices and develop self-awareness.
- **Empathy** ensures children feel understood and emotionally supported, fostering trust and strengthening relationships.

Through PACE, adults' model respectful communication, emotional regulation and problem-solving, supporting children to develop the social and emotional skills needed both now and in the future.

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

5 To Thrive

Alongside PACE, we work supportively with the children and adults using the 5 To Thrive approach.

- Creating a narrative: activating the left brain - Five to Thrive key word: **TALK**
- Being playful: activating the right brain - Five to Thrive key word: **PLAY**
- Self-regulating stress - Five to Thrive key word: **RELAX**
- Connecting and engaging - Five to Thrive key word: **ENGAGE**
- Responding and assessing needs - Five to Thrive key word: **RESPOND**

We use the 5 To Thrive programme to support children's emotional wellbeing and positive behaviour. The programme, backed by Bracknell Forest, focuses on five key relational experiences: respond, engage, relax, play and talk. Rooted in attachment and neuroscience research, it recognises that children learn best when they feel safe, valued and understood. At Warfield, this means adults consistently responding with care, building positive connections and helping children to regulate their emotions. By strengthening relationships and promoting co-regulation, the 5 To Thrive method helps children develop self-control, confidence and resilience. This closely aligns with our restorative approach, which focuses on

understanding behaviour as communication, repairing connections and restoring relationships, enabling children to reflect, learn from their choices and move forward positively.

Expectations for pupils

At Warfield Church of England Primary School, our expectations help everyone feel safe, valued and ready to learn. They are rooted in our values and support positive relationships across our school community.

Our pupils are expected to:

1. Be respectful

- Treat others with kindness and fairness, showing faith to one another.
- Use respectful language and actions
- Look after school property and the environment

2. Be safe

- Follow adult guidance
- Use hands, feet and objects safely
- Help keep themselves and others safe

3. Be ready to learn

- Engage positively in learning and always show curiosity
- Be determined and ask for help when needed
- Work together and as a team to ensure everyone can achieve their best

We recognise that children are learning these behaviours and may need support, reminders and teaching along the way. Adults will support children to meet these expectations through clear routines, modelling, reminders, teaching and restorative conversations. When expectations are not met, adults will respond calmly, fairly and consistently, with a focus on safety, learning and restoring relationships.

We understand that some children may need additional support or reasonable adjustments to meet these expectations. These will be made in line with individual needs and in partnership with families and professionals.

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

We believe communication is at the centre of behaviour. Communicating our expectations to pupils, clearly and concisely is key to their success and development. At Warfield, we teach these behaviour expectations through a variety of ways including, but not limited to, assemblies, PSHE lessons, conversations with adults, modelling of behaviour expectations, visual guides throughout the school, discussions with parents throughout the academic year. Positively reinforcing these expectations so that pupils are clear on what is required of them is supports children in reducing negative behaviours. Adults and pupils model these behaviours consistently. Behaviour is positively aligned to our school vision and values wherever possible.

Praise is given to the children for demonstrating our school values as well as showing positive learning behaviours through a variety of ways, including:

- Classroom recognition boards
- Stickers
- House points
- Teacher praise
- Being sent to another member of staff / SLT for recognition
- Golden List Assembly
- Positive Play

House Points

At Warfield Church of England Primary School, every child belongs to one of our four house teams: Windsor, Stuart, Tudor or Plantagenet. Our house system helps to strengthen relationships, foster teamwork and promote a sense of belonging across year groups. It provides opportunities for children to work together, support one another and celebrate shared achievements.

House teams play a central role in promoting our Warfield values. House points are awarded to children who demonstrate these values in their learning, behaviour, friendships and daily conduct around school. Points may be given for actions such as showing respect, helping others, demonstrating perseverance, making positive choices, or contributing to the school community.

House points are collected throughout each week and celebrated in our weekly assemblies, where progress and achievements are shared with the whole school community. This regular celebration reinforces positive behaviour and encourages children to take pride in themselves and in their team.

At the end of each half term, the team with the highest total number of house points is announced as the winners. This celebration recognises sustained effort, teamwork and the collective demonstration of our school values.

Our house system helps to build a positive culture of encouragement, belonging and shared responsibility, ensuring that every child contributes to and benefits from being part of a wider team.

Consequences

Consequences play an important role in promoting positive behaviour and maintaining a safe, respectful and effective learning environment. At Warfield C.E. Primary School, consequences are used to address repeated or significant behaviours that fall below expected standards, recognising that behaviour impacts on learning, relationships and safety.

Clear, consistent and proportionate responses help pupils to understand boundaries, take responsibility for their actions and learn how to make more appropriate choices over time. Consequences are one aspect of a wider relational approach and are used alongside support, guidance and teaching.

When responding to behaviour that does not meet expectations, consequences are applied in a way that reflects the individual circumstances of the child, their age and stage of development, and the context of the behaviour, while consistently upholding high standards of behaviour for all.

Principles for the Use of Consequences

At Warfield C.E. Primary School, consequences are applied in accordance with the following principles:

- Adults are clear and explicit that a response is a consequence of behaviour
- Consequences are delivered calmly, respectfully and with empathy
- Consequences are logical, fair and proportionate to the behaviour
- Consequences are appropriate to the pupil's age, development and level of understanding
- Consequences prioritise safety and protect the learning and wellbeing of others
- Consequences maintain and protect positive relationships between adults and pupils
- Consequences are addressed when the pupil is calm and able to engage, which may not always be immediate
- All responses are consistent with school routines and expectations, while allowing for reasonable adjustments where necessary

Purpose of Consequences

Research and guidance indicate that sanctions used in isolation have limited long-term impact. For this reason, consequences at Warfield are designed to ensure that pupils can see a clear and logical link between their behaviour and the response. This supports pupils in understanding the impact of their actions and in developing the skills and strategies needed to behave differently in the future.

Consequences are never intended to humiliate, shame or punish, but to support learning, responsibility and accountability. Responses are tailored to individual need and consider any additional vulnerabilities or needs, including SEND or SEMH considerations.

Types of Consequences

Consequences are viewed as either protective, educational or a combination of both. In most cases, effective practice involves the use of both elements together.

Protective Consequences

Protective consequences are used to safeguard the safety, learning and wellbeing of pupils and staff, and to protect the rights of others. These consequences provide immediate structure and support where behaviour presents a risk or significant disruption.

Protective consequences may include:

- Co-regulation support to help pupils return to a calm and regulated state
- Increased adult supervision or staffing support
- Temporary adjustments to routines or timetables
- Planned access to appropriate spaces, including outdoor areas where this supports regulation
- Adult accompaniment in situations known to be challenging or stressful
- Adapted or differentiated learning environments to reduce stressors and support engagement

Educational Consequences

Educational consequences are used to ensure pupils learn from their behaviour and are supported to make more positive choices in the future. These consequences are always logical, appropriate and proportionate, and seek to develop understanding, responsibility and positive relationships.

Educational consequences may include:

- Completing learning tasks that have been disrupted
- Explicit teaching, rehearsal or modelling of appropriate social and learning behaviours
- Repairing damage or making amends where practical and appropriate
- Structured opportunities to explore the impact of actions on others
- Guided reflection and restorative actions to repair and restore relationships

Review and Support

Where behaviour concerns are ongoing, consequences are used as part of a wider support approach that may include behaviour plans, parental involvement, pastoral support and, where appropriate, external professional input. The effectiveness of consequences is monitored to ensure they support positive change and do not unnecessarily limit access to learning.

See Appendix 2 for a hierarchy of consequences

Use of suspension

The use of suspension at Warfield Church of England Primary School is carried out in line with statutory guidance set out in the Department for Education document Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England. Decisions are lawful, proportionate and fair, and take account of the individual circumstances of the child, the impact on others, and the need to maintain safety and good order within the school.

In line with statutory guidance, the **Headteacher is the only person authorised to suspend a pupil.**

Our school always applies a protective and educational approach to behaviour, including where the outcome is suspension. Suspension is a serious and formal response, used when necessary to protect the safety, learning and wellbeing of the child, other pupils and staff.

A suspension may involve a short-term change to routine to reduce immediate risk and allow time for adults to reflect, review and plan more effective support. It becomes educational when the response and provision are adapted to better meet the child's needs and reduce the likelihood of recurrence.

The appropriate use of suspension allows time to:

- reflect on the incident and identify underlying needs
- review and amend support plans and reasonable adjustments
- prepare targeted interventions, including psychoeducation where appropriate
- plan for improved co-regulation and the development of self-regulation strategies

We recognise that while a suspension may provide space for reflection and planning for adults, it is often a challenging and distressing experience for the child. For this reason, reflection, restoration and reintegration are essential to ensure that children do not carry unresolved shame and are able to return with hope and a sense of belonging.

Suspensions are issued with kindness, clarity and compassion. Children are supported to understand why the suspension has been issued, with behaviour clearly separated from the child as a person. We ensure that the child is supported by a trusted adult who provides unconditional positive regard. Planning for reintegration begins immediately and includes opportunities for the child to share their views and feel prepared, supported and welcomed on return.

Use of exclusion

Permanent exclusion is a last resort and is considered only in accordance with Department for Education statutory guidance on suspension and permanent exclusion. It is used only where all other reasonable and appropriate support, adjustments and interventions have been exhausted, or where the seriousness of an incident requires exclusion to safeguard the wellbeing, safety and education of the wider school community.

In line with statutory guidance, the Headteacher is the only person authorised to permanently exclude a pupil.

When considering exclusion, the school carefully reflects on the following questions:

- Is exclusion necessary?
- Is it in the best interests of the child or young person?
- Is it necessary to protect the safety, wellbeing and learning of others within the school community?

We recognise that excluded children often remain within the local community and education system. Where exclusion does occur, it is approached with dignity, honesty and care, and is never used as a threat or punishment. Our aim is to minimise harm, preserve hope and support the child's continued engagement with education.

On the rare occasions that exclusion takes place, our school ensures:

- a respectful and positive goodbye, providing closure for the child, their family and staff
- a robust and professional handover to the receiving school or setting
- the child takes work and evidence of achievement to support continuity, confidence and self-esteem
- opportunities for restoration and repair of the child's relationship with education
- encouragement and support to build new positive relationships and a renewed sense of belonging

Harm from dysregulated behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any verbal or physical incident that compromises safety is taken seriously and is considered harmful.

Through training, staff understand that behaviour which results in harm may arise from a stress response and is not always a deliberate attempt to cause harm. This understanding supports fair, informed and compassionate responses, but does not diminish the seriousness of the incident or the need to address it.

At all times, the school responds to incidents of harm with a focus on:

- ensuring immediate safety
- supporting those affected
- understanding the underlying causes of behaviour
- taking appropriate action to prevent recurrence

Risk Assessment Process

In our school, a risk assessment process is used as a key part of our approach to preventing harm and supporting identified vulnerable children and young people. Risk assessments help us to understand what may cause stress or dysregulation for a child, drawing on all relevant information known about them.

Once this information is collated, a clear and proportionate strategy can be developed to support the child effectively while keeping everyone safe (see Appendix 4). This includes planning appropriate adjustments, support and responses to reduce risk and prevent escalation.

Risk assessments are used alongside our wider safeguarding, SEND and behaviour processes and are reviewed regularly, particularly following incidents or changes in a child's circumstances.

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

At our school, we are aware of our duty of care and act in accordance with the law. In line with guidance from the Department for Education, school staff may use reasonable force to prevent a child or young person from committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline within the school.

The use of physical intervention is always a last resort and is only considered when other strategies, including de-escalation and co-regulation, have been unsuccessful or are not appropriate to keep people safe. While physical intervention may help to resolve an immediate risk, the long-term aim is always to support the child or young person to develop effective self-regulation skills.

Where physical intervention is necessary, staff aim to use the minimum amount of force necessary for the shortest possible time, in a way that is proportionate to the risk and focused solely on safety.

Any use of physical intervention is recorded and reported to the Headteacher as soon as possible. Where restrictive physical intervention has been used, the incident is documented accurately and parents are informed promptly. This will normally be done initially by telephone, followed by written confirmation.

All incidents are reviewed to ensure appropriate support, learning and adjustments are put in place to reduce the likelihood of recurrence.

Screening and searching children and young people

At our school, searching, screening and confiscation are carried out in accordance with statutory guidance issued by the Department for Education, as set out in *Searching, Screening and Confiscation: Advice for Schools*.

In line with this guidance, staff may confiscate items that are:

- of high value

- deemed inappropriate or unsafe
- banned by school policy
- causing concern or disruption

Where a specific policy relating to an item does not exist, staff will use their professional judgement to decide whether the item should be returned to the child or to their parent or carer. Items returned to a child are usually returned no later than the end of the school day. Where an item needs to be collected by a parent or carer, staff ensure that the parent or carer is informed through direct communication such as a phone call or message. Where items are of high value or deemed inappropriate, parents or carers are contacted directly.

In line with statutory guidance, staff have the power to search without consent for **prohibited items**, which include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property
- any item banned by school rules that has been identified as an item which may be searched for

All searching and confiscation is carried out **lawfully, proportionately and with respect for the dignity of the child**, and is recorded in line with school procedures where required.

How We Support Children with Additional Social, Emotional and Mental Health (SEMH) Needs

At Warfield C.E. Primary School, we recognise that at different times some children and young people may need extra support with their emotions, behaviour or mental health. These needs can affect how a child feels, behaves and learns, and may change over time.

SEMH needs can show themselves in different ways, including:

- behaviour that feels challenging or disruptive
- strong emotional reactions to stress or change
- difficulties with friendships or communication
- sensory or medical needs
- diagnosed conditions such as ADHD, Foetal Alcohol Spectrum Disorder or attachment difficulties

We understand that every child is unique and that behaviour is often a signal that a child needs help, reassurance or understanding.

Our Approach to Support

We aim to understand each child's needs and respond with care, consistency and high expectations. We work to support emotional wellbeing and remove barriers to learning by making reasonable adjustments where needed, so every child can make good progress alongside their peers.

Support is planned and reviewed in partnership with:

- the child or young person
- parents and carers
- school staff

- external professionals when appropriate

This ensures that support is personalised, effective and consistent.

Inclusion and Equal Opportunities

We meet our responsibilities under:

- the SEND Code of Practice
- the Equality Act 2010

Children with SEMH needs are supported to access learning, relationships and school life in a way that is fair and inclusive. Adjustments are made to help children succeed while maintaining clear expectations for behaviour.

Flexible Consistency

We believe in flexible consistency. This means:

- expectations remain clear for everyone
- support is personalised to individual need

Staff are trusted to use their professional judgement, drawing on their knowledge of the child and the situation, while working closely with school leaders responsible for SEND, mental health, pastoral care and safeguarding. This ensures that responses are fair, informed and in the best interests of the child.

Understanding Behaviour

We understand that behaviour is often a way of communicating stress, anxiety, fear or difficulty. Our role is to help children feel safe, supported and able to manage their emotions.

Adults work with children to help them:

- feel calm and regulated
- recognise and understand their feelings
- develop strategies to cope with challenges

Our aim is to help children return to a state where they are within their 'window of tolerance', so they are able to learn, connect with others and thrive.

At Warfield, we support children with kindness, understanding and high expectations, ensuring every child feels valued, included and able to succeed.

Our Principles – How adults support children

All adults in our school share responsibility for creating a safe, supportive and respectful environment in which children can learn and thrive. Staff are expected to:

- seek to understand the communication behind behaviour
- prioritise relationships and connection when supporting behaviour change
- model compassion, kindness and respect
- recognise that life experiences can impact how children think, feel and behave
- support children to regulate emotions through co-regulation and calm, consistent responses
- apply logical, proportionate consequences rather than punitive sanctions

- provide clear routines, boundaries and expectations
- regulate their own emotions and respond calmly, even in challenging situations

Staff are trusted to apply this policy with professional judgement, informed by their knowledge of the child, the context and the school's values.

The Headteacher has overall responsibility for the implementation of this policy and is the only person authorised to suspend or permanently exclude a pupil (or the Deputy Headteacher in their absence). Senior leaders support staff through training, guidance and oversight to ensure consistency and safety.

Governors ensure that this policy is in place, reviewed regularly and implemented effectively, and undertake their statutory role in relation to suspension and exclusion.

Partnership with Parents and Carers

At Warfield C.E. Primary School, we recognise that **positive partnerships with parents and carers are essential** to supporting children's wellbeing, behaviour and learning. We believe that children achieve best when the school and a child's family work together in a respectful, open and supportive way.

This partnership is particularly important when a child's behaviour, emotional well-being or approach to learning is a concern.

Working Together

We encourage parents and carers, wherever possible, to:

- become familiar with the school's Relationships and Behaviour Policy and support its messages at home
- encourage and support their child to meet behaviour expectations, recognising that learning positive behaviour takes time and guidance
- inform the school of any changes in circumstances that may affect their child's wellbeing or behaviour
- discuss any concerns about behaviour, learning or emotional wellbeing promptly with the class teacher or an appropriate member of staff
- take part in pastoral or targeted support following incidents or ongoing concerns, including attending review meetings where appropriate
- raise any concerns about the management of behaviour directly with the school, while continuing to work in partnership towards positive outcomes
- engage with the wider life, values and culture of the school community

How the School Works with Families

The school is committed to working **openly, honestly and respectfully** with parents and carers. We aim to:

- keep families informed about developments in their child's behaviour, well-being and progress
- listen carefully to parental views and concerns
- work collaboratively to agree **supportive, proportionate and appropriate responses**
- ensure communication is timely, clear and focused on positive outcomes for the child

Confidentiality and Information Sharing

As a school, we have a duty to protect the privacy and dignity of all children and their families. We are therefore not at liberty to share personal or sensitive information about other pupils with parents or carers, including details of behaviour incidents, consequences, or any external services or support involved. While we will always address concerns and reassure

parents that appropriate action has been taken in line with our Behaviour and Safeguarding policies, the specific sanctions or interventions relating to another child will remain confidential. Information will only be shared with external agencies or other parties where there is a lawful basis to do so, such as safeguarding concerns or legal obligations. We ask all members of the school community to respect this approach, as it safeguards the wellbeing and rights of every child.

Anti-Bullying Policy

At Warfield Church of England Primary School, we believe that every child and adult has the right to work and learn in a safe, respectful and supportive environment, free from bullying. Everyone should feel confident coming to school knowing they will be treated with kindness, dignity and care.

We are committed to creating a culture where positive relationships are promoted, differences are respected and bullying is not tolerated. Where unkindness or bullying does occur, pupils and staff are encouraged to report concerns, confident that these will be taken seriously and addressed promptly and effectively to prevent recurrence.

Aims

Our Anti-Bullying Policy aims to:

- promote a community where everyone feels valued, safe and respected
- create a secure, caring environment where kindness and helpfulness are expected
- teach pupils to respect themselves and others, developing confidence and self-esteem
- encourage positive behaviour and celebrate positive choices
- reduce the emotional and mental distress caused by bullying
- ensure children and parents understand expectations and work in partnership with the school

What is Bullying?

Not all unkind behaviour is bullying. It is important that children and adults understand the difference so that concerns are responded to appropriately and proportionately.

Bullying is defined as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

This definition is consistent with guidance from the Department for Education.

Bullying can be remembered using the acronym **STOP**:

- **Several** times
- **On**
- **Purpose**

Bullying behaviour:

- is **intentional**
- is **hurtful**
- is **repeated over time**
- involves an **imbalance of power** (physical, emotional, social or positional)

Distinguishing behaviour

- Rude behaviour
  Unintentional, hurtful behaviour that is usually one-off.
- Mean behaviour
  Intentional, hurtful behaviour that may be one-off.
- Bullying behaviour
  Intentional, hurtful behaviour that happens repeatedly, even after the child has asked for it to stop or has shown they are upset.

Types of Bullying

Bullying can take many forms, including but not limited to:

- Physical – pushing, hitting, kicking, damaging belongings
- Verbal – name-calling, insults, threats, persistent teasing
- Emotional – excluding others, spreading rumours, humiliating or intimidating behaviour
- Racial – behaviour motivated by race, ethnicity or cultural background
- Sexual – unwanted or inappropriate comments or actions related to gender or sexual orientation
- Cyber – bullying via digital platforms, including messaging apps, online games or social media

Any bullying linked to protected characteristics is treated as a serious safeguarding concern.

Preventing Bullying

We take a proactive approach to preventing bullying by:

- promoting non-aggressive and respectful behaviour
- using restorative and problem-solving approaches to support positive relationships
- providing regular opportunities (e.g. Circle Time) to develop empathy, listening and social skills
- using positive behaviour strategies alongside praise and recognition
- creating an open culture where pupils feel able to talk to trusted adults
- providing targeted support (e.g. ELSA) for vulnerable pupils
- delivering PSHE and RSE curriculum content focused on relationships, emotions and respect
- modelling respectful, calm and compassionate behaviour as adults

Our school ethos is built on mutual respect, responsibility and care for others. Adults model the behaviours and relationships we expect to see, recognising that strong, trusting relationships underpin a positive school culture.

Responding to Bullying Incidents

All reports of bullying are taken seriously and responded to promptly.

Bullying behaviour is understood as a concern for both the child experiencing harm and the child displaying the behaviour. Responses aim to be supportive, educational and restorative, while maintaining clear boundaries and ensuring safety.

Procedures

- All incidents are dealt with individually and proportionately
- Incidents are investigated promptly and recorded accurately
- The class teacher addresses concerns in the first instance and informs parents
- Where bullying behaviour persists (e.g. three incidents), a senior leader becomes involved and an Anti-Bullying Action Plan is put in place
- Senior leaders continue to monitor and review incidents during the plan
- The Headteacher becomes involved where repeated behaviour continues or where incidents are serious
- Depending on severity, referral to senior leadership may occur at any stage
- Sanctions, including loss of privileges or fixed-term suspension, may be used where appropriate, in line with the Behaviour Policy

All parties are given opportunities to share their views, and time is taken to understand the underlying causes of behaviour and prevent recurrence.

Parents may be informed at any stage depending on the nature and seriousness of the incident.

Monitoring and Evaluation

- All bullying incidents meeting the school definition are recorded
- Incidents involving racist, sexist, disablist or homophobic elements are clearly identified
- Senior leaders monitor patterns and trends
- An annual report is shared with Governors outlining incidents and actions taken
- Governors and senior leaders review the effectiveness of the policy and agree any necessary changes
- Outcomes and improvements are shared with staff, parents and pupils where appropriate.

Appendix 1: The Zones of Regulation

ZONES of REGULATION

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	Overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

Appendix 2: Hierarchy of Consequences

We use the following 3-tier response to encourage good behaviours and manage behaviours that are challenging:

	Expected behaviours in school	Possible action in school
	Following instructions from any member of staff Listening when others are talking Moving around carefully and quietly Showing respect to people and property Showing fair play Taking responsibility for actions and words Cleaning up after self	Specific, genuine praise Awarding of House Points Gold List nomination School values nomination
	Low Level Behaviours – Led by Class Teacher or TA	
Level 1	Ignoring instructions Arguing with peers/adults Pushing in the line Shouting at others Talking when it is time to listen to others Deliberately causing a disturbance 'Play' fighting Damaging school property Minor unkindness or name-calling Throwing object, e.g. rubber Stealing	Adult listens to the child's perspective Calm reminder of expected behaviour Scripted intervention using agreed language Support to use class or individual regulation strategies Restorative conversation and reflection Time in a calm space within the classroom or playground Repair actions (apology, tidying, putting things right) Logical consequence (e.g. catching up lost learning time)
Key Principles: - De-escalation before consequence - Private, calm and proportionate - Focus on regulation and learning - Teacher discretion applied consistently Parents are not routinely contacted at this stage unless behaviour is persistent.		
	Moderate Behaviour – Led by Class Teacher or Assistant Head Teacher on duty	
Level 2	Repeated 'Level 1' behaviour Persistent refusal to follow instructions Leaving the classroom without permission Swearing Fighting and intentional physical harm to other children (Spitting/ kicking/ punching) Throwing objects with intent to harm Serious challenge to staff authority e.g. refusal to return to class Verbal abuse to staff Vandalism Discrimination (in any form) Sexualised behaviour	Immediate safety and regulation support Referral to DSL Class Teacher or AHT listens to pupil and helps regulate Restorative discussion once calm Removal from class/playground/hall for a short, planned period Supervised reflection or internal regulation space Communication with parents/carers - see Appendix 6 Record on CPOMS Possible loss of playtime Possible internal exclusion
Key Principles: - Sanction is paired with support - Patterns of behaviour are identified - Parents are partners - Aim is reintegration, not exclusion Loss of playtime is only used where it a logical consequence and never removes a child's opportunity to regulate		

	Serious Behaviour – Led by AHT and/or Headteacher	
Level 3	Persistent 'Level 2' behaviour Bringing a weapon or object intended to be a weapon into school Bringing and illegal substance into school SLT investigated and confirmed bullying Significant, persistent disrupting to learning after intervention and parent involvement	Immediate safeguarding and safety measure implemented Possible involvement of HT Possible referral to or involvement of DSL Possible internal/ fixed term exclusion Record on CPOMS Relevant outside agency contacted if necessary
Key Principles: - Used only when necessary - Decisions are lawful, fair and proportionate - Child's needs and wellbeing remain central - Safety of the whole community is prioritised		

Notes

Discriminatory Language or Behaviour

Any behaviour involving **hate language, discrimination, or abuse related to protected characteristics** will:

- Be treated as a serious incident
- Be referred immediately to the DSL
- Be addressed through a safeguarding and restorative process

Equity and Inclusion

- Responses are applied **consistently, not identically**
- Reasonable adjustments are made for SEND, trauma, and additional needs
- Regulation and relationship come before sanction

Appendix 3: Risk Assessment

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

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

Possible questions to inform the risk assessment

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

The assessment will include:

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

2. Write an action plan

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

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

3. Monitor, Review and update the assessment

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

Appendix 4 – five to thrive profile (Individual Pupil)

kca.
KNOWLEDGE . CHANGE . ACTION

five to thrive

One-page profile

My name is _____

You can help me to relate, interact, play, learn and communicate by...

What people like and admire about me, and what's important to me:

Talk

Respond

Play

Engage/Cuddle

Relax

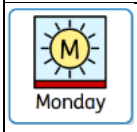
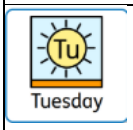
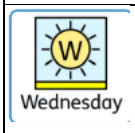
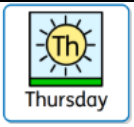
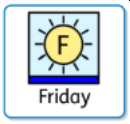
Appendix 5 - A Tool for Understanding and Reframing Behaviour

Describe the behaviour **Review and be curious**	**Reframe the Behaviour** **from for example: "He's just lazy" or "She just wants to get attention"** **to something more helpful.** **Examples of reframing-**	**Reflections** **How is this behaviour understandable?** **What's getting in their way/what are the barriers?** **How can we help?**	**Adult response** **What do we need to intentionally teach?** **Find the barriers and remove them**
Why and why now? What is the typical adult response? Is there an adult response plan? Is the plan helpful, shared, used and understood? Is there a personalised stress/distress management plan? Consider the environment Is there adequate differentiation for learning and sensory needs and personal strengths How are rules shared, talked about and explained?	Avoidant: in 'fight/flight' survival mode Defiant: in 'fight/flight' survival mode, coping with threat Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in 'fight' survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging) Withdrawn: cautious possible indicator of an emerging 'flight/hypoarousal and or freeze' response being used to cope with the situation Rude: self-protective: "I need you to know how I feel so I'm going to make you feel like it too so you will help me", or "I don't think you like me/don't care". In fight mode. Not engaging: doesn't feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.	The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed) Feelings fuelling the behaviour Is the child/young person projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate? Attachment history- what is their survival strategy? How have earlier experiences shaped the child/young person's preference for connecting with others? How is this being challenged/affirmed? Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?	Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child's strengths Rhythmic/repetitive intervention/support. Relationships with the staff Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE. Relationships with peers Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.

Date: **Class Teacher:** **Child's Initial:**
's Communication Chart
Today's Successes
  • • •
Today's Challenges
  • • •

Appendix 6 – Home School Communication Tools

Home School Communication

Date: **Class Teacher:** **Child's Initial:**

's Communication Chart