



## Positive Relationships & Behaviour Policy

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‘Schools should be safe and affirming places for all children, where they can develop a sense of belonging and feel able to talk openly with adults.’

*DfE: Mental health and behaviour in schools, 2018*

### 1. AIM & ETHOS

1.1 At All Saints CE Primary School & Nursery we aim to raise standards by promoting a school ethos underpinned by core Christian values. These values support all areas of learning and contribute to pupils’ motivation to learn. We recognise this will be most successful when the values and attitudes promoted by staff provide a model of behaviour for children. All our policies and decision making are formed through the lenses of these Christian values to ensure our school lives them out in all aspects of its collective life.

1.2 Our values ensure we develop positive relationships in a nurturing Christian environment that secure excellent behaviour for learning, leading to excellent outcomes for all pupils. We want them to be self-confident, caring children who value themselves and others, and take responsibility for themselves through their attitude to learning.

1.3 We believe every member of the school community should feel valued and respected, and each person treated fairly and well. This policy is designed to prioritise good relationships and support the way all members of the school can live and work together. In this way, we aim to promote an environment in which everyone feels happy, safe and secure.

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential’.

*EYFS September 2021*

### 2. OUR VALUES

2.1 Our Values and SMSC Policy outlines our current Christian values and how they link. They directly influence our expectations for behaviour to promote a powerful ethos where each person is treated fairly and well.

Behaviour Expectation <i>We expect everyone to be:</i>	Christian Value <i>By showing these values:</i>	Focus Themes (used in Collective Worship) <i>Learning how through these themes:</i>
READY	LOVE	Compassion, Generosity, Thankfulness
RESPECTFUL	KINDNESS	Friendship, Respect, Trust
SAFE	RESILIENCE	Courage, Perseverance, Service
	UNDERSTANDING	Forgiveness, Justice, Truthfulness

These are displayed as part of the ‘All Saints’ Behaviour Blueprint’ which summarises our approach (Appendix 3)

### 3. RESPONSIBILITIES

3.1 In order to create a climate in which everyone can feel respected and strive to live out our values, **everyone** has responsibility for acting appropriately. By choosing to work here, staff agree to follow our policies and values. By choosing our school for their children, parents are also choosing to respect our values and support our ethos. Working together, all adults in our school community are committed to modelling expected behaviour and helping children develop positive relationships.

#### 3.2 All staff are expected to:

- Meet and greet at the door
- Refer to 'Ready, Respectful, Safe' to encourage and remind
- Model positive behaviours and build relationships
- Avoid shouting (unless the situation demands this to ensure the safety of others)
- Treat children as individuals, with dignity and respect, and be sensitive to their feelings and needs by actively listening to what they have to say.
- Be consistent and fair, acting in accordance with this policy
- Plan, prepare and lead engaging experiences for all pupils, appropriate to the varied needs present and considerate of the safety of the whole group
- Keep learning areas and resources tidy and well organised
- Use positive recognition throughout every day.
- Be calm (model emotional regulation) and give reflection time (time for the child to implement the change in behaviour) when going through the steps. Use prevention rather than sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners not meeting expectations and not already being supported by an adult (check if the adult needs additional support)
- Fulfil our professional duties by being punctual, communicate with other staff (including recording instances of negative behaviour – see section 6), attending relevant meetings and training, and following the staff Code of Conduct
- Communicate openly with parents, in a timely fashion and respect their knowledge of the children

#### 3.3 Teachers are expected to:

- Uphold the [Teacher's Standards](#)
- Be a visible presence in the shared areas to encourage appropriate conduct
- Support returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive recognition, e.g. positive notes, phone calls home etc.
- Ensure staff training needs are identified and targeted
- Take responsibility for the behaviour of learners in their class, sharing concerns with Senior Leadership if non-routine responses are required
- Support constructing behaviour plans and ensure they are followed/used in class, reviewing where necessary

#### 3.4 Senior Leaders are expected to:

- Meet and greet learners at the beginning and end of the day
- Be a visible presence around the site and especially at transitions
- Celebrate all staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice

- Support teacher in managing learners with more complex or entrenched negative behaviours, e.g. meeting with parents, constructing behaviour plans, sourcing training.

### **3.5 Children are expected to:**

- ☺ Be ready to learn (show love of learning, listen and have everything ready)
- ☺ Be respectful of others (show kindness and help others)
- ☺ Be safe in their actions and behaviours (try their best and make good choices)

### **3.6 Parents are expected to:**

- Work with the school to promote high standards of behaviour, including supporting systems of praise and consequences (and other related policies – home learning, attendance, uniform, anti-bullying/anti-prejudice, etc.)
- Help the children to understand the school values and talk about how to show them
- Keep the school informed in a timely manner of any circumstances that might affect a child's behaviour, or any behaviour difficulties they might be experiencing at home.
- Encourage their child to have a positive attitude towards school, and to discuss any parental concerns about school away from the child.
- Share any concerns with school so that school is aware and can respond accordingly.

## **4. THERAPEUTIC THINKING**

4.1 All Saints Primary School has adopted the principles of Hertfordshire's Therapeutic Thinking (previously known as STEPS) approach to behaviour response. We recognise all behaviour as a form of communication – where positive behaviour shows all is generally well, and negative behaviour indicative of an unmet need. There is an emphasis on consistency, teaching of internal (self) discipline (rather than imposing external discipline), and care and control. Staff are trained in techniques to de-escalate a situation and to reduce the risk of harm.

4.2 All staff joining our school will be trained in this approach as soon as practically possible. They will then receive annual refresher training along with all staff.

## **5. PROMOTING POSITIVE BEHAVIOUR AND RESPONDING TO BEHAVIOUR**

5.1 We recognise that positive (good) behaviour does not just happen. Every adult who spends time in school has an important part to play in promoting behaviour which meets our expectations. They need to consistently model the expectations we want the children to meet and relentlessly encourage children to try their best to meet them. It is our aim to create an environment in which positive behaviour is the norm.

To show consistently positive behaviour, children need to be emotionally regulated, have a positive relationship with those who care for them, and have opportunity to repair relationships when things have gone wrong.

5.2 A relentless and consistent focus on the behaviour we want to see at All Saints ensures every child recognises our community expectations. For most children, a gentle reminder is all that is needed. Occasionally, it is necessary for consequences to be considered, and more rarely for a child to leave the classroom/area for a short period of time to help them regulate. This will always be with care and consideration to the individual needs of the child.

*“Be curious, not judgemental.” – Walt Whitman*

5.3 Adults need to develop a relational approach to support pupils' behaviour, prioritising a connection with the children so they can effectively support them. They should be curious when

children are finding it difficult to meet expectations will be the best, asking 'why' – either directly with the child, or as a process of analysis and reflection for considering necessary changes to provision. Using restorative conversations to repair situations after any behaviour that doesn't meet our expectations can assist in understanding why and help children to understand themselves and their needs better. This is as vital as the relentless focus on behaviour we want to see.

5.4 In order to ensure the greatest consistency, we have developed a **Behaviour Curriculum** (Appendix 1) to explicitly teach the skills children need (and we expect) to ensure they are making every minute at school count. This includes taught routines which will create a school culture that reflects our aim to offer nurture, resilience and achievement for all. The curriculum defines the rewards, recognition and consequences, alongside 'reflect and repair' techniques that all staff should use.

5.5 Our **Behaviour Curriculum** also defines the common vocabulary we use to describe behaviour in our school. This aims to avoid using emotive, inflammatory or out-dated language which should not be used (e.g. good, bad, naughty, abuse, assault, perpetrator, offender – much of which is more suitable to the criminal justice system).

#### 5.6 Recognition and Reward

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This is the key to developing positive relationships, including with those learners who are the hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward.

Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive, pro-social attitudes. Children are encouraged to show initiative by playing an active role in positive behaviour, rather than passive compliance. The **Behaviour Curriculum** outlines how we recognise positive behaviour in our school.

#### 5.7 Consequences and Responding to Negative Behaviour

Adults have a responsibility to use consequences related to negative behaviour seen and help the child to develop positive coping strategies for dysregulation. Consequences support the development of internal discipline by creating a learning opportunity directly relating the anti-social behaviour to the harm caused. The **Behaviour Curriculum** outlines the consequences we use in our school. These fall into two categories:

- Protective consequences: involve the removal of a privilege or freedom to manage harm to self or others, for example limited access to outside space, being escorted in social situations, differentiated teaching space or in extreme instances, exclusion.
- Educational consequences: involve learning or rehearsing so that the privilege or freedom can be returned. They include a 'Reflect and Repair' conversation (see **Behaviour Curriculum** for suggested script), rehearsing appropriate behaviours, assisting with repairs (as appropriate), completing tasks, educational opportunities and restorative meetings.

5.8 In responding to negative behaviour, we recognise therapeutic principles need to be balanced with ensuring the behaviour is recognised for being unacceptable. To this end, staff will aim to connect with the person displaying negative behaviour before attempting to correct. They can do this by;

- **Regulate** – support the child to regulate first. Provide space and time. Consider strategies such as breathing techniques, deep pressure, or similar sensory regulating activities.
- **Relate** – match the child in their affects and offer reassurance that you understand what they're trying to communicate. Actively listen and engage with them where they are. Use 'relational' language to discuss the behaviour (being curious and non-judgemental).
- **Repair** – discuss the impact of their behaviour on others and consider the consequences that are now required. These should be proportionate and consistent, in line with the Behaviour Curriculum and any consequence they have already been reminded of prior to the negative behaviour.

The process may be followed quickly or may take a long time depending on the child and their initial state of dysregulation. Staff will use their knowledge and relationship with the child to determine what would be suitable and seek support from colleagues/Senior Leadership as required.

5.8 For pupils who persistently or frequently require a consequence, the school will use the **Graduated Response to Behaviour** (Appendix 2) to consider if any additional support is needed. This may include implementing a 'Risk Reduction Plan', or referral to an outside agency for additional support. Parents will always be involved in this process.

5.9 A summary '**Blueprint**' document (Appendix 3) has been created to provide a quick reference guide for staff and visitors. This should be displayed across the school, and readily available in key locations to support consistency.

## 6. RECORDING AND LOGGING BEHAVIOUR

6.1 All staff are responsible for ensuring behaviour is recorded/logged appropriately. This supports building a full picture of an individual pupil, which in turn can help plan to meet their needs and prevent future incidents of negative behaviour. It also supports our duty of care and safeguarding for all pupils.

6.2 Our school uses a blend of physical and electronic systems:

- House Points are recorded on whole-class charts and merits in personal 'Merit Books'. Pupils can record in these themselves as appropriate.
- Arbor is used to record Merit Milestones reached and record instances of negative behaviour using a system of levels. These are tracked by Senior Leaders to trigger rewards or analyse behaviour trends. A crib sheet is available to support staff logging an incident on Arbor.
- CPOMS is used for any behaviour which is a safeguarding concern (e.g. extremely serious behaviour incidents such as sexual harassment, criminal activity etc.).

6.3 We recognise not all negative behaviour requires logging, and most occasions will be fleeting and quickly resolved using the strategies in the **Behaviour Curriculum** (Appendix 1).

6.4 All behaviour that requires a protective or educational consequence, or where a child is persistently repeating low-level negative behaviour (over several days or within a single day), will be recorded and shared with parents. Pupils with a 'Risk Reduction Plan' or SEND Profile may have separate recording systems in place to ensure appropriate support can be provided and logged.

## 7. SPECIFIC BEHAVIOUR MATTERS

### 7.1 Serious Incidents

Appropriate to the age and needs of the children, all incidents will be dealt with in line with the **Behaviour Curriculum** (Appendix 1) which may also include involving Senior Leadership at the discretion of the school staff. However, the following incidents should be considered serious and **must** be reported to Senior Leadership:

- All forms of bullying
- Racist, sexist, homophobic or similar prejudicial comments
- Physically striking another individual
- Swearing
- Deliberate damage to school property
- Child-on-child abuse (see below)
- Defiance (refusal to follow adult instruction despite several reminders)

Senior Leadership will consider if more serious consequences must be applied and may follow other policies to respond to such incidents (such as Child Protection Policy, Anti-bullying/Anti-racist Policy, or Exclusions Policy). See Section 10 for further information on Suspensions & Exclusions.

### 7.2 Offsite Behaviour

Teachers have a statutory power to 'discipline pupils for misbehaving outside of the school premises.' Section 89 (5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for

- misbehaviour when the child is:
  - Taking part in any school-organised or school-related activity
  - Travelling to or from school
  - Wearing school uniform
  - In some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school

### 7.3 Online Behaviour

All Saints School has developed policies that support and promote safe use of online learning materials and devices. The school identifies online misbehaviour as a serious matter and any instances reported or noticed will be referred to Senior Leadership. A decision will be made by Senior Leadership regarding next steps, in line with the Online Safety Policy, Child Protection Policy and any other relevant policy as appropriate.

Online Behaviour is considered 'misbehaviour' and may be dealt with by the school when it:

- Poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects (or could be deemed to) the reputation of the school
- The pupil is identifiable as a member of the school

Consequences/sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Parents will be informed of any reported misbehaviour and their support sought.

#### 7.4 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. The National Police Chief's Guidance – '[When to Call The Police](#)' will be used to support this assessment. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the school will not interfere with any police action taken.

If a report to the police is made, the designated safeguarding lead (DSL) or their deputy (DDSL) will make a tandem report to children's social care, if appropriate.

#### 7.5 Sexual Harassment and Sexual Violence

The school will ensure all incidents of sexual harassment/violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing – including alleged incidents of sexual harassment/violence. These include:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please see the Child Protection Policy for more information.

#### 7.6 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy (including suspension/exclusion – see Section 10).

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy (including suspension/exclusion – see Section 10).

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to early help or children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

### 7.7 Searching, Screening and Confiscation

We follow [DfE guidance and statutory information](#) regarding the searching, screening or confiscation of items from pupils.

Any **prohibited items** (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils, and may result in referral to early help, children's services or reported to the police as appropriate:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including a pupil).

School staff also have the authority to confiscate any:

- Banned item (including mobile phones)
- Items which could be harmful OR detrimental to school discipline
- Items that might pose a danger to another member of the school community.

Such items will be stored safely and returned to the child's parent/carer at the end of the day.

### 7.8 Child-on-Child Abuse

Concerns, evidence and disclosures of Child-on-Child abuse will follow the procedures for Child Protection (outlined in the Child Protection Policy). This will include:

- Not waiting for a disclosure from a child if the adult (staff / visitor / volunteer) has concerns about a child's welfare – they should act on them immediately.
- Ask the child outright if they have been harmed and what the nature of the harm was
- Listen and reassure them that they will be supported and kept safe
- Reflect back, using their language
- Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- Remember that:
  - This may only be the first incident the child has reported
  - Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse
- Make a written record as soon as possible, stating only the facts. Use CPOMS or a Record of Concern form if possible.
- Tell the designated safeguarding lead (DSL) straight away.
- Where appropriate, take action yourself
  - If the child is in immediate danger or risk of harm, make a referral to children's social care (online form)
  - If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element.



- Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school.

Incidents must not be dismissed as ‘banter’, ‘part of growing up’ or ‘having a laugh’ etc. including ‘it’s just children being children’. The usual safeguarding principles should be followed – not promising total confidentiality, not asking leading questions, and avoid taking notes while the child is talking if possible.

The adult with the concern must not discuss the disclosure/concern with anyone other than those that need to know to progress it. The adult with the concern must not look at photos or videos of a sexual nature – politely decline if offered. If they do so by accident, or feel they need to so they deal with the issue effectively, it must be discussed with the DSL.

## 8. SPECIAL EDUCATION NEEDS OR DISABILITIES (SEND) and SUPPORTING PUPILS

8.1 In the case of pupils with special educational needs or disabilities, reasonable adjustments will be made to manage their behaviour on an individual basis. This may also include adjustments to the routines outlined in this policy that in turn form part of that child’s ongoing plan. For example, in the case of pupils with hearing loss, written instructions will be provided in lieu of verbal statements.

8.2 Teachers will liaise with the school’s SENDCo and jointly evaluate a child who exhibits dysregulated behaviour to determine whether they have any underlying needs that are not currently being met. Parents will be included as far as possible, to ensure that all factors are fully considered.

8.3 The school has developed a **Graduated Approach to Behaviour** (Appendix 2) which will be used to support this evaluation. This may include referral to outside agencies and development of a ‘Risk Reduction Plan’, or consideration of including a child on the SEND Register.

## 9. PHYSICAL INTERVENTION

9.1 There are occasions when staff will have cause to use physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student
- To direct or steer a student
- For activity reasons (for example in drama, physical games)

9.2 The school’s ‘Restrictive Physical Intervention Policy’ (contained within the Child Protection Handbook) defines appropriate physical contact. All staff are required to be familiar with this policy to ensure they use appropriate physical contact in our school.

9.3 Staff have a legal power to use reasonable force when necessary. Reasonable means using no more force than is needed. School staff must always try to avoid acting in a way that might cause injury, but in extreme cases it may not be possible to avoid injuring the pupil. (DfE Education and Inspections Act, 2006 and DfE Guidance on Use of Reasonable Force, 2025).

9.4 Staff are trained to use ‘Step On’ techniques (as part of Therapeutic Thinking training) to support using physical intervention during extreme behavioural incidents involving pupils. In these rare circumstances, reasonable force may be used to physically intervene with a dysregulated child to prevent danger to themselves or others. This will always be in line with the Restrictive Physical Intervention Policy, and the safety of the pupil and adult will be monitored throughout.

## 10. SUSPENSION and EXCLUSION

10.1 At All Saints' Primary School we see suspension and exclusion as being a tool of last resort. We do not wish to exclude any pupil from school. All pupils have a right to access education and school in a supportive and protective environment. We value each child as an individual and aim to support them making positive behaviour choices. But on rare occasion it may be necessary to use tools of last resort, such as suspension or exclusion, to ensure the safety of the pupil and others (pupils or staff).

10.2 A separate Exclusions Policy is in place and should be referred to for clarity and specific detail about the processes involved.

### 10.3 Internal exclusion/withdrawal (Removal from the classroom)

10.31 This involves being removed from a class for a significant portion of the day – usually for 1/2 a day or a full day (rather than shorter periods to support a pupil to regulate away from perceived or actual triggers). On rare occasions, longer periods may be determined. During this time the child completes work in the Headteacher's office, or a designated class/area as appropriate, supervised by an appropriate member of staff.

10.32 Parents/carers are always informed of this decision and invited to meet with the Headteacher and class teacher to discuss the concerns, reasons for internal exclusion/withdrawal and, if appropriate, consideration given to the **Graduated Response to Behaviour** (Appendix 2). The school will also record instances where this has been used.

### 10.4 Suspension

10.41 This is where a child is suspended from school and sent home. This could be for the remainder of that day, or for longer depending on the individual circumstances of the incident. The Headteacher will decide how long a pupil will be suspended for.

10.42 It is a formal process, with legal standing, and is used when either no other strategies have worked, or the seriousness of the incident requires the school to put in place additional measures to safeguard the pupil and others upon their return. While suspended, a pupil may not attend the school site or public places during school hours. They will be provided with work that must be completed at home.

10.43 Parents/carers will be asked to accompany the child on his/her return to school for a reintegration interview with the Headteacher or Deputy Headteacher to establish clear guidelines for the child's future behaviour and consider the school's **Graduated Response to Behaviour** for any appropriate further support.

10.44 The school will notify the Local Authority of any suspension given. Governors are also informed when a suspension has been given (a requirement if the number of days will exceed 5 school days in a single term). The letter to parents/carers also explains any grounds they may have to appeal the suspension.

### 10.5 Permanent Exclusion

The decision to permanently exclude a child is taken in extreme circumstances by the Headteacher, where risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to others at the school (including adults). Permanent exclusion would mean the child continuing their education in another school.

The school follows the Statutory Guidance issued by the Department for Education available here: <https://www.gov.uk/government/publications/school-exclusion> and any relevant guidance from Hertfordshire County Council for local arrangements.

### **10.6 Behaviour which could lead to Suspension or Exclusion from our school**

The following non-exhaustive list could lead to suspension or exclusion from school:

- Behaviour which is life threatening
- Intentional physical violence towards a member of staff
- Unprovoked and/or sustained violence towards another child
- Deliberate use of extreme, abusive language towards anyone in the school community
- Repeated and deliberate abusive, racist, religious and homophobic and gender language
- Sexual misconduct
- Defiant behaviour, i.e. repeated and deliberate refusing to co-operate, or behaving in an unreasonable and persistently disruptive way
- Drug and/or alcohol related incidents
- Cyber bullying
- Deliberate damage to school property or that of other persons
- Theft
- Malicious allegations (against staff or other pupils)

In all instances, each case is judged individually and may result in suspension/exclusion alongside any other response.

## **11. GENERAL PRINCIPLES**

11.1 All Saints acknowledges its legal duties under the Equality Act 2010 and in respect of safeguarding and pupils with special educational needs or disabilities.

11.2 A consequence must not be in breach of any legislation and must be proportionate and reasonable in the circumstances considering the age of the pupil, any special educational needs and/or any disability the pupil may have and any religious requirements affecting the pupil.

11.3 If the behaviour of a pupil gives cause to suspect that they are suffering from or likely to suffer from significant harm, then the school's Child Protection Policy should be followed.

## **12. MONITORING AND REVIEW**

12.1 The Headteacher monitors the effectiveness of this policy regularly and reports findings to the Governing Body, making recommendations for further improvement if necessary. The school maintains records concerning negative behaviour (see Section 6). The Headteacher records all serious instances of antisocial behaviour (including bullying) and any incidents of racism (See Anti-Bullying and Anti-Racism Policy). The Headteacher keeps a record of any child who is suspended or who is permanently excluded.

12.2 It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently, particularly in reference to the Equality Act 2010 (with regard to the non-statutory advice from the DfE, May 2014).

12.3 This Policy will be discussed annually by all staff to ensure that it provides for the school's needs, and a full review will take place at least every three years with any amendments being made as necessary, in agreement with the Governing Body.

# Positive Behaviour and Relationships Policy

## Appendices

<b>Appendix 1</b>	<b>All Saints' Primary School Behaviour Curriculum – <i>separate document</i></b>
<b>Appendix 2</b>	<b>Graduated Response to Behaviour – <i>separate document</i></b>
<b>Appendix 3</b>	<b>All Saints' Primary School Behaviour Blueprint (to display in all classes)</b>
<b>Appendix 4</b>	<b>Reflect and Repair Conversation/Sheets (EYFS &amp; KS1 / KS2) – <i>can be used to support reflective conversations if appropriate</i></b>
<b>Appendix 5</b>	<b>Risk Reduction Plan (RRP)</b>
<b>Appendix 6</b>	<b>Strategies for Managing Behaviour – staff guidance &amp; relevant research (Optional for staff to read)</b>



# BEHAVIOUR BLUEPRINT

*Nurturing, Resilience and Achievement for all*

<b>Visible Adult Consistency</b> <ol style="list-style-type: none"> <li>1. Calm, considered, and always controlled</li> <li>2. Relentlessly positive (with high expectations for all)</li> <li>3. Build trusting relationships by catching children being the best they can be</li> <li>4. Model values and attitudes</li> <li>5. Clear routines to ensure children feel safe</li> <li>6. Meet and Greet – welcome all</li> </ol>	<b>Rules</b> <i>Everyone is expected to be:</i> <ul style="list-style-type: none"> <li>😊 Ready</li> <li>😊 Respectful</li> <li>😊 Safe</li> </ul>	<b>Christian Values</b> <ul style="list-style-type: none"> <li>😊 Love</li> <li>😊 Kindness</li> <li>😊 Resilience</li> <li>😊 Understanding</li> </ul>
<b>Relentless Routines</b>		
	<ul style="list-style-type: none"> <li>😊 STAR Sitting</li> <li>😊 Silent Signal</li> </ul>	<ul style="list-style-type: none"> <li>😊 Wonderful Walking</li> <li>😊 Legendary Lining-up</li> </ul>

<b>Over and Above</b> <i>When children go over and above our expectations, they are rewarded with:</i> <ol style="list-style-type: none"> <li>1. Verbal praise &amp; recognition</li> <li>2. Stickers</li> <li>3. House points (for values / behaviour)</li> <li>4. Merits (for effort/achievement)</li> <li>5. Positive phone call</li> <li>6. Shout out in Celebration Assembly</li> <li>7. See Head / Deputy Head for recognition</li> <li>8. Positive note home from Teacher/Head</li> </ol>	<b>Behaviour Management Steps</b> <ol style="list-style-type: none"> <li>1. Redirection</li> <li>2. Reminder (3 rules)</li> <li>3. Caution (outlining behaviour &amp; consequence)</li> <li>4. Last Chance (30 second intervention)</li> <li>5. Cool off (in class or quiet area)</li> <li>6. Restorative Conversation (5 or 10 minute after class conversation)</li> <li>7. Support (Call SLT)</li> </ol> <p><i>Repeated classroom disruption may result in a behaviour chart/plan.</i></p>
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<b>30-second Intervention</b> <ul style="list-style-type: none"> <li>• I have noticed that you are having trouble getting started / wandering around / playing with apparatus.</li> <li>• At All Saints we are ... ready, respectful, safe.</li> <li>• Because of that you need to ... (action to support behaviour e.g. move to another table, complete learning at break time etc)</li> <li>• Do you remember yesterday / last week when you... (previous positive behaviour)</li> <li>• That is who I need to see today.</li> <li>• Thank you for listening.</li> </ul> <p><i>Then allow 'take up' time.</i></p>	<b>Restorative Conversation</b> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make you/people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
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## Appendix 4: Reflect and Repair Sheet



All Saints CE Primary School & Nursery

### Reflect & Repair Conversation Record (KS2)

Child's Name:				Class:			Date:		
Which ZONE were you in:	<b>Blue Zone</b>		<b>Green Zone</b>		<b>Yellow Zone</b>		<b>Red Zone</b>		
What did you do? (Describe what happened and the choices you made):				What were you thinking when you acted this way? (How did you feel when you made the choice?)					
What was the impact of your choice on others? (How did my choice affect others? How did your actions make other people feel?)									
If I was in the Green Zone, I could have made these choices: (What could I have done differently?)									
I am going to do these things to help everyone feel better about what happened (How will I fix it?):									
The consequence that has been agreed to help me to remember to make better choices is...									
Shared with parent:					By:				

Positive Behaviour and Relationships Policy: Appendix 4a KS2



## Reflect & Repair (KS1)

Child's Name:				Class:			Date:		
Which ZONE were you in:	<b>Blue Zone</b>		<b>Green Zone</b>		<b>Yellow Zone</b>		<b>Red Zone</b>		
<p>What did you do? Draw a picture and circle the things that went wrong. (Describe what happened and the choices you made)</p>									
<p>Draw a picture of what you will do to help everyone feel better about what happened: (How will I fix it?)</p>									
<p>The consequence that has been agreed to help me to remember to make better choices is...</p>									
Shared with parent:				By:					

## Appendix 5: Risk Reduction Plan

### Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced  O/E	Conscious Sub-conscious  C/S	Seriousness Of Harm A  1/2/3/4	Probability Of Harm B  1/2/3/4	Severity Risk Score  A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score **6** or more (probability x seriousness) should have strategies listed on next page



# Individual Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....

## Appendix 6: Strategies for Managing Behaviour – optional staff guidance

### Teaching behaviour is about:

<b>Relationships</b>	Having positive relationships with children and acting in a consistent and fair manner is the most effective way to ensure a positive and engaging learning environment.
<b>Role Modelling</b>	Using words and actions that mirror the responses we are trying to encourage in children.
<b>Consistency</b>	Working out the best way to support each individual child and ensure that approaches to that child are consistent.
<b>Scripts and Routines</b>	Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
<b>Positive Phrasing</b>	Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
<b>Planning</b>	Making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.
<b>Reward &amp; Positive Reinforcement</b>	Noticing when children are demonstrating socially acceptable behaviours and our school values and ensuring this is praised and rewarded.
<b>Comfort &amp; Forgiveness</b>	Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

From time to time, some children will struggle to self-regulate and need additional support to meet behaviour expectations.

For specific interventions, support available etc. please also see the **Graduated Response to Behaviour Tool (Appendix 2)**

## **6A: Assertive Language (Relational Approach)**

### **Body language - Theirs & Yours!**

- Are you able to recognise subtle signs of anxiety and stress in your students?
- Do you encourage students to try and recognise these in themselves and have you specifically taught what steps to take before a crisis is reached?
- Are you giving off signs of aggression and stress?
- Can the pupils see that you are angry?
- Be confident and assertive not angry and out of control
- Don't be afraid to walk away and allow a colleague to take over - this is not losing face.

### **Assertive language classroom strategies**

- Try and avoid negotiation unless it is on your terms, this draws you into a situation where the student is once again in control.
- Establish a firm routine that is repeated and built upon. If routines and rewards are consistently reinforced, then a firm climate for learning eventually develops alongside a habit of socially acceptable behaviours - this will be protracted and take many repetitions. Unless students encounter a firm boundary, they will continue to push that boundary until they find a limit
- Congratulate students for socially acceptable behaviour - catch them being good
- Congratulate others for socially acceptable behaviour in the earshot of students not modelling it
- Instructions must be direct and precise - this can be very wearing but unless precise instructions are given it may give opportunities to challenge and gain control, they need to know that adults are in control, and it is safe to let them be in control
- Use 'rule reminder' for minor behaviours e.g. The rule is.....This could be used if the school rule is that coats are not worn in the class.
- Use "I need you to" .....Thank you' rather than 'please'
- Use quiet thumbs up to recognise effort, try not to overdo verbal praise - still use it but this should be your next level up' for extensive effort and when a good relationship is established.
- Praise specific behaviours, e.g. Instead of saying "Well done" make it more specific by saying for example, "I like how you have..."
- Always give a 'destination' and expected action e.g. "I need you to sit on the blue chair at your desk, you have everything there so you can complete your work"
- Some may need their own visual prompts to remind them
- It may help if a list is provided so that the pupil is able to tick off items that have to be done to complete a set task: if this information is displayed on the white board, it will still be of benefit to some if they have their own printed list.
- High level positive recognition - this will need to be subtle and discreet
- Appropriate social interaction that is demonstrated by adult modelling, drama activities and paired or small group adult supervised activities.
- Offer maximum consistency of approach with clear predictable routines.
- Specifically, teach self-calming strategies. Understand we need to co-regulate first
- Being able and willing to reflect, analyse, consider when an incident started and how this might be avoided in future is one of the most supportive attributes you can develop.
- Build on a sense of worth and belonging
- Legitimise the need for power - give responsibility
- Be assertive not angry

- Do not negotiate unless this is on your own terms e.g. We have to complete this or this you choose the order in which you will do them.
- Refuse to engage in a power struggle - sometimes the goal of this behaviour is the argument, not any other gain
- Provide opportunities for responsibility
- Praise specific actions - "I like how you..." A job well done should be praised
- "We' can discuss this later"
- Avoid retaliation
- De-personalise verbal attacks
- Teach specific calming strategies to whole group
- Don't expect immediate results
- Give recognition at unexpected times
- Catch them being good.
- Teach self-reflection and identify alternatives as a matter of routine and when the pupil is calm
- "When... then" statements
- "Yes... when" statements
- Ask 'What' rather than "why" .... "What should you be doing now?"

## **6B: Games for De-escalation/Regulation**

### **Foam Soap**

*Up regulate* - Hold the ball in one hand, after the count of 3 clap hands and smash the ball into snow

*Down regulate* - Roll the soap into a ball

### **Orbeez**

*Up regulate* - Play table football with one Orbee at a time OR place a handful of orbeez in the middle of a sheet of paper that is then shaken gently to try shake them all off

*Down regulate* - Place hands in water with the orbeez, slowly move them around and pay attention to the sensations. Roll them around in hands.

### **Tug of war**

*Up regulate* - Sit the child on bean bag and pull around a large space.

*Down regulate* - Using a blanket, twist into a rope and child attempts to pull towards you

### **Sand Box**

*Up regulate* - Build a tower then smash it down

*Down regulate* - Slowly push hands through the sand, paying attention to the sensation OR play hangman or Pictionary in the sand

### **Massage**

*Up regulate* - Light gentle touch

*Down regulate* - Deep pressure

### **Balloon Pass**

*Up regulate* - Pass the balloon back and forth without letting it touch the ground, changing which body parts to hit the balloon with

*Down regulate* - Allow the balloon to land on a hand and use breath to blow it to the other person

### **Bubble Pop**

*Up regulate* - Pop all the bubbles, occasionally changing which body part used to pop them.

*Down regulate* - Try to catch bubbles without them popping by allowing them to land as gently as possible, occasionally changing which body part is used to catch them.

## **Traffic Jam**

*Up regulate* - Play with a time limit

*Down regulate* - Offer a move limit and encourage participants to think about each move carefully and take their time

## **Chair Stack**

*Up regulate* - Build a tower as high as possible, as fast as possible.

*Down regulate* - Take time to carefully build one without it falling

## **Tray Game**

*Up regulate* - See how fast you can move items from one tray to another using chopsticks.

*Down regulate* - Place a few items on a tray. Give the other person a time limit to remember all the items, cover them and then remove one item whilst the other person looks away. See if the other person can spot which item has been removed.

## **Feather Blow**

*Up regulate* - Competition to see who can blow the feather the furthest in a time limit

*Down regulate* - Gently pass the feather between each other by blowing it softly

## **I Went To The Shop**

*Up regulate* - "I went to the shop and bought...." say a random item then the next person repeats what has been said but adds an item.

*Down regulate* - "I went to the shop and bought...." say an item that begins with the letter A, then the next person repeats what has been said and works through the alphabet.

## **Hand Stack**

*Up regulate* - Stand in a circle with everyone's hands extended to the middle and placed on top of each other. Count how many times each person can put a hand to the top within a time limit.

*Down regulate* - One person places both hands into the middle facing up. They then attempt to hold their hands in place as each person places one hand on top and pushes down. If it goes all around the circle with the first person still able to support them, everyone else can use their second hand.

## **Pass the Lotion**

*Up regulate* - Pass and splat

*Down regulate* - Use a small blob and see how many times it can be passed back and forth before there is none left

## **Motorbike Vs Cycle Bike**

*Up regulate* - Whilst sat on the floor the adult and the child connect through their feet. Moving their feet in a fast motion like riding a bicycle.

*Down regulate* - Either the child or the adult shouts "motorbike" and both push their feet hard against one and other.

## **Cup Catch**

*Up regulate* - With two plastic cups (of the same shape), one person throws a cup into the air and the other person attempts to catch it inside the other cup.

*Down regulate* - With two plastic cups (of the same shape), one person holds their cup still and the other person attempts to throw their cup into it.

## **Blow Football**

*Up regulate* - Both people make a goal with fingers. Use a piece of scrunched up paper or other small, light, round object as a ball. Have a match within a time limit and see who wins.

*Down regulate* - Do a penalty shoot-out. Take turns trying to score, taking time to be as accurate as possible.

## **Hot Potato**

*Up regulate* - Use a beanbag or heavier ball to quickly pass back and forth. See how many times it can be passed in one minute.

*Down regulate* - Use a balloon to gently pass back and forth without letting it touch the ground. Time how long it can be kept off the floor.

## **Mummy wrap**

*Up regulate* - Using rolls of toilet paper, wrap a person up as much as possible within a time limit.

*Down regulate* - Using rolls of toilet paper, wrap a person up, taking time to ensure there are no gaps in the toilet paper.

## **Playing Cards**

*Up regulate* - 52 card pick-up. Throw them all on the floor and see how quick they can all be picked up.

*Down regulate* - Any other card game. Blackjack / Snap / Go Fish etc

## **Mirroring**

*Up regulate* - Whilst standing face to face, copy the fast movements of another's hands.

*Down regulate* - Whilst standing face to face and touching hands apply pressure and guide the others' hands into different positions

## **Silly Walk**

*Up regulate* - Leapfrog, big steps, hopping etc

*Down regulate* - Bear walk, dragon crawl etc i.e. anything low and slow

## **Invisible Ball**

*Up regulate* - Throw an invisible ball to each other from across the room

*Down regulate* - Place one person's hands inside of the other persons' hands. The person on the inside is then to push out as hard as they can, whilst the person on the outside presses in. Do this for 30 seconds, then separate and pay attention to the sensation.

## **Beanbag Balance**

*Up regulate* - Place a beanbag on each person's head. Race from one point to another without dropping the beanbag.

*Down regulate* - Slowly walk across a line on the floor without stepping off it, ensuring the bean bag doesn't fall off.

## **Curiosity Games**

*The moon is round, the train game, crossed or uncrossed, 1 up 1 down.*

## **Shield Game**

*Up regulate* - Throw big sponge shapes or cushions to try to hit the other person's body, whilst the other person has to dodge or defend using a cushion as a shield.

*Down regulate* - Both using a cushion to push against each other.

## **Yes/No Game**

*Up regulate* -

*Down regulate* - Have one person ask yes/no questions whilst the other person tries to answer without saying yes or no.

## **Cushion Kick-ups**

*Up regulate* - Kick the cushion against the wall, attempting to not let it hit the floor before it can be kicked again.

*Down regulate* - Count how many kick-ups can be done without letting the cushion hit the floor

## **Catch**

*Up regulate* - Stand further apart and throw overarm. Count how many times it can be passed in one minute.

*Down regulate* - Gentle under-arm throw. Count how many times it can be passed without it being dropped.

## **Do This, Do That**

*Up regulate* - Big movements (gross motor skills) at a quicker pace

*Down regulate* - Smaller movements (fine motor skills) at a slower pace

## **Shaving Foam Sensory Exploration**

*Up regulate* - On a tray direct the child to run their finger around the foam.

*Down regulate* - slower movements with a lavender scent

## **Squiggle Add**

*Up regulate* - One person draws a squiggle on the paper then removes their pen. The next person adds to the squiggle. The final picture doesn't need to make sense it's just about having fun!

*Down regulate* - The same as up regulating apart from you work together to draw something specific.

## **Pen Follow**

*Up regulate* - Both adult and child have the pen on the paper at the same time. The child must follow the adults movements with their pen. The movements are encouraged to be fast and sharp.

*Down regulate* - Same as the above but the movements are encouraged to be slow and heavy applying deep pressure with the pen onto the page.

## Guess Where The Sticker Is

*Up regulate* - With the child blindfolded space multiple stickers on different body parts. The child then has to remember where they fell, they have been stuck.

*Down regulate* - Whilst blindfolded and using a weighted object the adult stick 1 sticker as gently as possibly on the child. The child then must figure out where the sticker has been placed.

## **6C: Strategies for managing a child's behaviour that is impacting negatively on their own and/or others learning and general low-level disruptive behaviour:**

### **Sometimes a simple action is all that is needed:**

- Distraction
- Change of seat
- Express belief in the child / remind the child of past success
- Reward those who have completed work with praise
- Deliberately change tone of voice
- Set a challenge – which table can be ready first?
- Praise children on task – getting it right
- Set a specific task e.g. can you do 'X' by the time I get back?
- Offer support
- Gentle touch on shoulder as a reminder to focus on work
- Tactically ignore (but address with the child later). Respond to those children who are following the rules.
- Class rules reminder to whole class or privately to the individual
- Use non-verbal signals

### **More generally,**

- Ensure that the curriculum is appropriately differentiated for the child – we recognise that there is an inseparable link between teaching, learning and behaviour
- Remain calm, use the child's name first before giving an instruction e.g. 'pick up the book, thank you.'
- Use positive phrasing: Stand next to me, put the pen on the table, walk with me to the library, stay seated in your chair.
- Spend time with the child to try and understand the reasons for the behaviour.
- Ignore secondary behaviours (eye rolling, muttering under their breath, stamping about etc.) which the child may show whilst they conform to the initial instruction (these can be dealt with later).
- Subtly emphasise to other children that negative behaviour will be dealt with, but now may not be the best time.
- Explain clearly to the child, using the school rules and/or values, why the behaviour is causing concern and reinforce the fact that it is the behaviour and not the child that you do not accept. Emphasise the importance of learning and that behaviour is preventing learning from taking place.
- Always tell the child the consequences should the unacceptable behaviour continue and always carry it out.
- Give limited choices – "where shall we talk, here or in the library?"; "put the pen on the table or in the box"; "are you going to sit on your own or with the group?"; "are you starting your work with words or a picture?"; "do you want to join us now, or use your concentration station?"
- Allow take up time by giving limited choices and moving away.

- Recognise that some behaviour may be attention needing and choose to ignore or distract the child to avoid negative reinforcement.
- Disempower the behaviour - you can listen from there; we will carry on when you are ready; come back into the room when you are ready.
- Recognise emotions e.g. I can see that you are feeling fidgety. Would it help if you stretched your legs by handing out the books? This may be agreed in advance as part of a support plan.
- When appropriate, discuss the difficult behaviour with a colleague who has taught the child before.
- Seek support from parents earlier, rather than later.
- Ask a trusted adult to talk to the child if you cannot get to the bottom of the problem. Sometimes the child may relate better to another member of staff.
- Devise a report card / 'catch me being good' card, giving the child small achievable targets in any given time. This may be shared with parents, Deputy/Headteacher as appropriate.
- Describe the behaviour, not the child e.g. "You are doing X, you should be doing Y."
- Seek support from the SENCO / Headteacher who may be able to access outside agencies e.g. Educational Psychology Service, Behaviour Support Team, Aspects etc.

It is important to be consistent in approach, but flexible in practice, acknowledging that every child is different, and every situation is different.

Throughout all interactions with the child, the adults voice, body language and facial expressions should remain calm, firm and secure. Where possible, aim to speak privately to the child.

Strive to diffuse challenging behaviours before they escalate and become challenging. By following the above strategies, behaviours should rarely escalate beyond this level.