

Flanderwell Primary School



Relationships and Behaviour Policy 2024-2025

Approved by: DSAT Executive Team

Date:

Last reviewed on: August 2024

Next review due by: August 2025

'Respect, Inclusion, Aspiration, Kindness and Compassion'



Date of Policy: September 2024

Date of Review: September 2025 (or sooner if required)

Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Vision and Ethos

At Flanderwell Primary, we aim to...

... provide an environment where **'every child'** grows, thrives and is prepared for life in the modern world and feels safe, happy and confident.

...ensure that **'every minute'** of our time is used well to ensure our pupils have the best possible chances of success during their time with us.

...provide an engaging and relevant curriculum which sets down the foundations for **'every hope'** and aspiration a child may have.

At Flanderwell, we have high expectations for all of our children and believe, wholeheartedly, that happy children learn. For this reason, we foster a warm, caring and inclusive environment and keep our children's interests at the heart of all we do. This includes promoting and expecting the highest standards of behaviour among our pupils including developing core values of **respect, kindness and compassion, inclusion and aspiration**. Safeguarding pupil and staff welfare is of the utmost importance to us. In keeping with this vision and ethos, at Flanderwell we aim to develop a culture based on building relationships rather than a culture based on sanctions. The behaviour policy is central to developing this 'relational' culture.

The Flanderwell aims

- 🌀 All children will learn in a safe, nurturing, inclusive environment which engages all and enables all to achieve great outcomes.
- 🌀 All children are challenged, inspired, and supported as individuals to grow intellectually, personally and spiritually, and achieve their best.
- 🌀 All children will experience a fun, purposeful, balanced curriculum which inspires and promotes independence, and fosters individuality by encouraging all talents and abilities.
- 🌀 All children will develop skills within and beyond the curriculum, so that they have the knowledge, self-confidence and freedom to become life-long learners with an inquisitive, 'have-a go' mentality.
- 🌀 All children will achieve their full potential with a desire and determination to be their very best in all they do through committed, high-quality teaching.
- 🌀 All children will learn to communicate their views, thoughts and feelings effectively both verbally and non-verbally.
- 🌀 All children will be supported to take responsibility for their actions and show respect and tolerance for each other and the wider community whilst celebrating and promoting diversity.
- 🌀 All children show kindness and compassion and recognise the goodness in everyone, make a positive contribution to their community and develop their own spiritual understanding.

How the Relationships Policy will support in delivering these aims

- 🌀 Promote self-awareness, self-control and acceptance of responsibility for our own actions
- 🌀 Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- 🌀 Create a mutually-respectful environment that encourages and reinforces positive behaviour in line with our values: respect, kindness and compassion, inclusion and aspiration
- 🌀 Promote and support pupils to demonstrate a high standard of behaviour

- Define acceptable standards of behaviour
- Encourage consistency of response to all behaviour
- Ensure that the School's expectations and strategies are widely known and understood
- Promote self-esteem, self-discipline and positive relationships
- Develop an enhanced sense of belonging to Flanderwell Primary School

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2024](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Sexual Violence and Sexual Harassment between children in schools and colleges](#)

[DFE Exclusion Guidance](#)

The policy fully takes into account the special educational needs and disability (SEND) code of practice. In addition, this policy is in line with:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Key Principles: Developing a culture of to enable and empower children to make positive behaviour choices



Credit: Devon County Council and Babcock Learning and Development Foundation

To implement this culture we follow a trauma informed four stage model based on protect, relate, regulate and reflect. This is a research based, proactive approach to supporting the school community to develop a positive and respectful school culture which impacts on pupils’ positive attitudes to themselves, to others and to their learning. Central to the implementation of this model is recognition: recognition of the children’s attitude and emotions, recognition of positive behaviour choices and recognition of where further support is needed.

We believe any behaviour is a form of communication and recognise that our responses can shape future actions. Therefore, underpinning our approach to supporting children is the development of positive, meaningful, respectful relationships.

We consistently implement the protect, relate, regulate and reflect model across school to ensure everybody is empowered to make positive behaviour choices and meet our values and behaviour expectations.

We have three basic expectations for all our school community which supplement everything we do in school

Be Ready	Be Respectful	Be Safe
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The expectations of children are broken down for staff to work on with children in the Policy into Practice Document in Appendix 1

Culture: Protect, Relate, Regulate and Reflect

We believe the most effective way for children to make positive behaviour choices is by ensuring we put procedures in place to enhance their state of emotional well-being. To do this, we believe children need to feel safe and protected in school. They need to be provided with a nurturing, 'relational' culture where all adults look to relate, understand and support them to achieve all they can in school. Children also need strategies to regulate their emotions and they need to be able to recognise and reflect on the impact of their behaviour choices and the resulting consequences.

To embed this approach and meet the needs of all pupils, we have incorporated a tiered approach to the implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils, we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required. To see a detailed breakdown of the strategies used across the whole school, small group and individual approaches see Appendix 4

To help children feel safe and protected (protect) Flanderwell staff will:

- Ensure all interactions reflect the love and care we have for the children and all children routinely experience a nurturing environment
- Ensure all children have clarity over the boundaries and behaviour expectations (ready, respectful, safe)
- Ensure all children have clarity over the logical consequences related to different behaviour choices and how these link to children's rights
- Ensure all children learn in an 'emotionally consistent' classroom
- Ensure consistent routines are applied each day (see the Flanderwell Handbook which sets out each routine)
- Ensure all pupils experience shame free classrooms. If a remind, warn or consequence needs to be shared with a child, it is done discretely and 'whole class or group consequences' are avoided
- Act as a 'triage' team to identify any barriers to learning and support children to establish themselves in the classroom

To gain develop relationships (relate) with all children, Flanderwell staff will:

- Classroom staff will 'meet and greet' all children each day at the classroom door
- Ensure positive relationships are built with all children and all children are viewed with unconditional positive regard
- There will be a culture of recognition established in the classrooms and across school. There will be a dedicated space allocated in each classroom, on the corridor and in the dining room where children's names will be recorded when they have been recognised for showing high levels of effort.
- Put strategies in place to meet the needs of all children during each part of the day (see the Flanderwell Handbook and Adaptions for SEND across the curriculum which sets out each strategy)
- Identify early signs of physical/emotional dysregulation and use a range of strategies to de-escalate any behaviours which may become barriers to learning
- Act as a 'triage' team to identify any barriers to learning and support children to establish themselves in the classroom

To support children to develop strategies to regulate their emotions, Flanderwell staff will:

- Co-regulate with the children through validating all feelings, provide physical and mental presence and use fewer words using a warm and gentle voice (see appendix 2 for the implementation on PACE)
- Use 'Grounding' as a technique for children to regulate their emotions (Appendix 4)
- Support children to develop a toolkit for regulating their emotions
- Act as a 'triage' team to identify any barriers to learning and support children to establish themselves in the classroom through regulating their emotions

To support the children to reflect on the impact of their behaviour choices, Flanderwell staff will:

- Consistently deploy the logical resolutions relating to the child's behaviour choice
- Use restorative approaches with a shared vocabulary to help the children to reflect on their behaviour choice and the resulting consequences

To see a detailed breakdown of the approaches taken and the shared language used, see Appendix 2

Underpinning this approach to supporting the children is:

The Power of 'I see you'

Key questions we will ask about a child:

- What are the barriers to learning that this child is experiencing and in which subjects?
- What support do they need to access the curriculum?
- What are their strengths, interests and aspirations?
- How can the school's provision be improved to support this child to learn?

Consistency of response to both behaviour choices: logical resolutions

Positive behaviour choices

Staff realise the importance of a consistent whole school approach to behaviour and try at all times to be positive in their management of children. They also place great value on every child's individuality and, as such, tailor the whole school approach appropriately for each child's needs. It is not possible to detail all of the ways that school personalises behaviour management as each individual case may involve different strategies. However, examples of positive rewards include:

- Children's efforts are recognised and their name is placed on the recognition board
- Positive words and praise
- Dojo points that are collated individually, as well as for a team. These are celebrated weekly during assembly.
- Star of the day
- Special Mentions Assembly- celebrated weekly/ every other week
- Certificates
- Post-cards home/Dojo messages to parents/Comments on Class and School Story
- Class rewards
- Stickers
- Attendance awards and prizes
- Rewards and achievements received out of school are celebrated in class/assembly
- Visit to the headteacher and/or pastoral leader

Logical resolutions to support and adapt behaviour

If children are unable to show appropriate behaviour in and around school, a list of resolutions are put in place. The consequences will be dependent on the child's age and the severity of the incident. The consequences are set out in the stages below.

Stage 1 – Give a verbal or non-verbal reminder of the expectation. This should be discrete and non-intrusive

Stage 2- If behaviour does not change immediately following the reminder give a second reminder and include a choice

Stage 3– Self-regulation, co-regulation activities will be considered and a restorative conversation will be had on a 1:1 basis

Stage 4- On rare occasions, there may be times when a child's behaviour does not alter. This can have an effect on teachers' ability to teach and other pupils' ability to learn. If the disruption meets this threshold, a member of the Inclusion team will be called for. They will hold a restorative conversation with the child and if required, the child will work away from the rest of the class. This will usually be in the Senior Leader's office or in the office of another member of the Inclusion Team, in their absence. Parents will always be informed if this procedure is applied and asked to attend school to discuss their child's behaviours.

Stage 5- *If this resolution is repeated*, a behaviour log will be set up for the child to monitor behaviour when a child returns to class. This will be filled in every lesson for a week by teachers and sent home to parents.

Stage 6- Behaviours beyond stage 6 could include an internal exclusion, suspension or permanent exclusion as a last resort. The decision to exclude a child is very serious and would be done in line with DfE guidance and our school policy.

If children have a significant need, an individual behaviour plan may need to be put in place. The Inclusion team are aware of the children across school who require additional plans. Behaviour and wellbeing targets are currently listed on Individual Educational Plans and Behaviour Support Plans

Foundation Stage:

The Early Learning Goal for self-regulation states that children need to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

. Strategies in the Foundation Stage underpin this and include:

- Co-regulating the child's emotions (see appendix 5 for further information)
- Prompts to make the right choices
- A quiet chat with a known adult about what the right choices would look like.
- A sharing of behaviours with parents.

Logical Resolutions

The use of consequences (see appendix 7) should be characterised by certain features:

- It must be clear why the resolution strategy is being applied and how this links to the children's rights
- It must be made clear what changes in behaviour are required to avoid future resolution strategies being needed
- Group punishment should be avoided as it breeds resentment
- Resolution strategies which are humiliating or degrading should never be used
- Resolution strategies should be applied quickly and pupils left in no doubt as to why a resolution strategy has been administered and how they can improve behaviour
- The resolution strategy should not be out of proportion to the offence. If in doubt, please check with the Headteacher / Deputy Headteacher/ Pastoral lead.

When discussing behaviour incidents with children (restorative approach) it is important that all adults talk to them with a quiet, calm and non-confrontational voice using the strategies set out in the reflect part of our behaviour support model using the shared language for restorative discussions set out in appendix 2

The Last Resort Principle

At Flanderwell we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to conduct a risk assessment and choose the safest alternative.

We expect staff to think creatively about any alternatives to physical intervention which may be effective.

- There might be some situations in which the need for positive handling is immediate and where there are no equal effective alternatives (a child is about to run in the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:
- Techniques designed to defuse a situation outlined in this policy

Positive Handling

The school has trained staff in Team Teach and their techniques. The philosophy of this is to de-escalate issues when they occur. When this is not possible, restraint techniques may be used to try to prevent injury, pain and distress using the minimum amount of force, for the shortest amount of time. Team Teach techniques aim to reduce risk however some techniques may cause mild discomfort. This is not a failure of the technique but an occasional side effect of keeping people safe.

- A number of staff at Flanderwell are trained in the TEAM TEACH risk reduction method and its aims, guidelines and approaches are incorporated in this policy. The staff who are trained are: Adam Cornes, Holly Wain, Val Albutt, Amy Bingham and Karen Slater.
- Staff understand the core principle that any physical intervention should be -in the best interests of the child
- -be the minimum force for the shortest time
 - prevent injury pain or distress as far as is practicable
 - maintain dignity
 - be reasonable and proportionate
 - the action should be necessary and as (where appropriate) last resorts after all other strategies have been exhausted.
- The physical techniques are based on providing the maximum amount of care, control and therapeutic support.

- There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented of the consequences it is intended to prevent.
- It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. The use of physical intervention is embedded within a framework of de-escalation in order to encourage the promotion of socially acceptable behaviours for all concerned.

For more details, please refer to the positive handling policy

Behaviour Definitions

Examples of 'Lower Level' Behaviours are:	Examples of Serious Behaviours are defined as:
<ul style="list-style-type: none"> Failure to follow instructions first time Distracting others from their learning Poor learning behaviours Not listening Work avoidance Not staying on task Using unkind words 	<ul style="list-style-type: none"> Repeated breaches of the school rules Inappropriate use of language (Including swearing) Targeted Swearing towards a child or adult Any form of Bullying (See additional information) Child on Child abuse Physical assault/Physical aggression Verbal abuse/verbal aggression Threatening behaviour (including spitting /scratching/nipping) Fighting Sexual misconduct -sexual violence and sexual harassment including sharing of nude/semi-nude images and intentional sexual touching without consent Racist,sexist,homophobic or discriminatory behaviour Theft Vandalism-damage to... property -school property/peer property/buildings/neighbouring property Inappropriate or dangerous items being brought onto the school premises Inappropriate or dangerous items used to inflict harm Smoking Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See anti-bullying Policy)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

The school will always assume that sexual harassment and sexual violence are taking place and will be vigilant at all times. It is not confined to any particular groups. Senior staff have appropriate training in this area and will always assess risk factors in keeping children safe.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school will ALWAYS take concerns/incidents of this nature seriously and the school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We will always act to protect our pupils. The school uses KCSIE and the Government report on Sexual Violence and Harassment in Schools to support its work in this area.

Internal exclusion, Suspension and Permanent Exclusion

When might exclusion be used?

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England, September 2017)

Internal exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the behaviour when deciding upon the length of an exclusion.

When a behaviour has an effect on a teachers' ability to teach and other pupils' ability to learn, children may be required to work away from the rest of the class. This will usually be in the Headteacher's office or in the office of another member of the Inclusion Team, in his absence. Children will spend breaks and lunch-times there. Parents will always be informed if this procedure is applied and asked to attend school to discuss their child's behaviours.

An internal exclusion will either last for one session or one day.

Suspension (Previously called Fixed Term Exclusion)

All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the behaviour when deciding upon the length of a

suspension.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff.
- Verbal abuse of staff, other adults or children.
- Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- Failure to comply with the consequences of bad behaviour.
- Wilful damage to property.
- Repeated bullying.
- Violence towards another child or towards an adult.
- Repeated fighting.
- Discrimination linked to the protected characteristics, particularly if repeated
- Theft.
- Persistent defiance or disruption in the classroom.
- Other serious breaches of school rules.
- Sexual violence, language or harassment

Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken:

in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England, September 2017)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' misbehaviour.

Similarly if a pupil is vulnerable to exclusion, support must be put in place.

This may include the following:

- Daily discussion with a member of the senior leadership team or trusted adult
- An individual behaviour plan that outlines specific behaviours, actions, rewards and sanctions
- Support at lunchtime and playtime
- Classroom based support e.g. small group or 1-1 support from a teaching assistant
- Home – school behaviour chart/records
- External advice sought and ideas implanted
- SENCo to liaise with parents regarding support/interventions/'My Plan' if appropriate
- MASH referral

Monitoring and Evaluation

Monitoring is carried out in formal and informal ways by staff:

- Record of exclusions: Senior Leadership Team
- Referral to outside agencies
- Interim Reviews
- Annual Reports
- Behaviour Plans
- Interviews/phone calls/letters to parents
- Registration/lates
- Medical information
- Direct observation of pupil behaviour in/out of lessons
- Records of incidents on CPOMs and Arbor

All resolution strategies greater than stage 2 will be recorded and monitored to provide the Flanderwell with regular information on how effectively the behaviour policy is working. Flanderwell will also monitor to ensure that consequences are distributed fairly and so the data will be analysed by key characteristics and groupings: gender, ethnicity, SEND and Age.

Appendix 1: Relationships and Behaviour Expectations

KEEP THE EXPECTATIONS HIGH: WE PROMOTE WHAT WE PRAISE

Be Ready	Be Respectful	Be Safe
✓ ✓	✓ ✓	✓ ✓

We expect all children to:

- Follow school/class routines to ensure they are ready to learn
- Follow instructions given by adults to ensure they are ready to learn
- To show respect to themselves, those around them, their learning and the environment
- To treat every member of the school community with unconditional positive regard
- To show maximum effort in all activities to allow themselves to work to the best of their ability and support others to do the same
- Be honest at all times
- To show kindness and compassion to themselves, those around them, their learning and the environment
- Accept people for what they are regardless of race, religion or beliefs.
- Include others in activities both in and out of the classroom
- Develop a sense of fair play and sportsmanship

As expect all adults:

- To follow school routines
- To create a caring and effective learning environment based on nurture (love and care)
- To show respect to themselves, those around them, their learning and the environment
- To treat every member of the school community with unconditional positive regard
- To recognise the effort showed by all individuals in all activities to allow themselves to work to the best of their ability and support others to do the same
- To be honest at all times
- To encourage relationships based on kindness, respect and understanding of the needs of others
- To acknowledge and appreciate of the efforts and contribution of all
- To be emotionally consistent at all times
- To ensure fair treatment for all, regardless of age, gender, race, ability and disability
- Include everyone in activities both in and out of the classroom

Appendix 2: Behaviour Policy into Practice Document






RELATIONSHIPS AND BEHAVIOUR POLICY INTO PRACTICE GUIDANCE

We have 3 simple rules: BE READY, BE RESPECTFUL, BE SAFE!

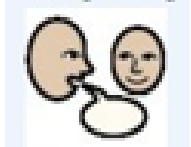


IMPLEMENTATION OF POLICY

<i>Work with children to explore and understand the expectations and how they link to the three rules:</i>		
<p>Be Ready</p> <ul style="list-style-type: none"> ✓ Follow school/class routines to ensure they are ready to learn ✓ Follow instructions given by adults to ensure they are ready to learn 	<p>Be Respectful</p> <ul style="list-style-type: none"> ✓ To show respect to themselves, those around them, their learning and the environment ✓ To treat every member of the school community with unconditional positive regard ✓ To show maximum effort in all activities to allow themselves to work to the best of their ability and support others to do the same ✓ Be honest at all times 	<p>Be Safe</p> <ul style="list-style-type: none"> ✓ To show kindness and compassion to themselves, those around them, their learning and the environment ✓ Accept people for what they are regardless of race, colour, size or beliefs. ✓ Include others in activities both in and out of the classroom ✓ Develop a sense of fair play and sportsmanship
<p>Step 1 (in class support) Positive Behaviour Shown</p>	<p>When Behaviour is good you can:</p> <ul style="list-style-type: none"> ✓ Show recognition on the positive behaviour shown through adding names to recognition boards ✓ Praise positive behaviour choices ✓ Star of the day ✓ Dojo points 	
<p>Step 2 (in class support) Negative Behaviour Shown (Levels 1 and 2)</p> <p>(see appendix 4)</p>	<p>Remind (Stage 1)</p>	<ul style="list-style-type: none"> • Give a verbal or non-verbal reminder of the expectation. This should be discrete and non intrusive (This should, in most cases, quickly lead to a child refocusing on learning).
	<p>Remind with a choice (Stage 2)</p>	<ul style="list-style-type: none"> • If behaviour does not change immediately following the reminder give a second reminder and include a choice eg carry on with the activity or movement break •
	<p>Further Support (stage 3)</p>	<ul style="list-style-type: none"> • At this point self-regulation, co-regulation activities will be considered and a restorative conversation will be had on a 1:1 basis •
<p>Step 3 (Inclusion team support) Refer on for behaviours at Level 3,4 and 5 (see appendix 6) (Stage 4)</p>	<p>If a more serious incident occurs (See overview for level 3+ behaviours) or strategies used does not improve the situation the Inclusion team (HT, PL, ELSA, DHT, AHT) are called for and the child is removed from the session. The inclusion team will act as an additional 'triage' team and will hold a restorative conversation with the child. Following this a member of the team will make a decision on follow up, collaboratively with teacher where appropriate:</p> <ul style="list-style-type: none"> - The child will be given 5 minutes before discussing and recognising their behaviour (aim of the discussion is to support the emotional regulation of the child and re-establish them back in their classroom). When back in class, the member of the inclusion team will stay with the child to re establish them back in class. - Parental contact (particularly if incidents of lost learning or inappropriate behaviour increase) 	
<p>Serious incidents (Stage 5-6)</p>	<p>More serious incidents are referred immediately to the PL, DHT or HT. These include the following: <i>Persistent disruption</i>, bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing. (See overview sheet)</p>	

Behaviour Steps

<p align="center">Step 1 Reminder of Expectations</p> 	<p align="center">Step 2 Second Reminder of Expectations with a choice</p> 	<p align="center">Step 3 Classroom regulate and repair</p> 	<p align="center">Step 4 Inclusion team regulate and repair</p> 	<p align="center">Step 5 Inclusion team regulate and repair</p> 
<p>Reminders of behaviour expectations</p>	<p>Reminders of behaviour expectations</p> <p>Choice provided linked to co- regulation/groundi ng activities</p>	<p>Regulate emotions</p> <p>Restorative Conversation</p>	<p>Regulate emotions</p> <p>Restorative Conversation</p> <p>Parents Informed</p>	<p>Repair and Restore</p> <p>Respond and Calm</p> <p>Parents Informed</p>

Reflect/Repair/Restorative Conversation

<p align="center">What happened? Storytelling?</p> 	<p align="center">Who has been affected by this? Impact</p> 	<p align="center">What needs to happen now? Solution focus</p> 
<p>Can you tell me what happened? Can you tell me what were you thinking/feeling at the time?</p> <p>I wonder if I have noticed that</p>	<p>Can you tell me who has been affected by this? Can you tell me in which way?</p> <p>I wonder if I imagine that</p>	<p>Can you tell me what can be done make things right?</p> <p>I wonder if I imagine that</p>

Appendix 3: Actions to implement protect, relate, regulate, reflect and our shared language

To help children feel safe and **protected** Flanderwell staff will:

- Meet a great the children into the classroom each day
- Use the children's names
- Clear routines are established for each day and presented through visual timetables
- Provide shame free classrooms where any negative behaviour choice is dealt with quietly and discretely
- Provide consistent end of the day routines providing a positive end to the day
- Provide an inclusive classroom environment where teaching strategies used and resources deployed ensure all pupils feel safe to 'have a go' and achieve success.
- All classrooms have a dedicated 'safe space' which children can access

To develop a **relational** culture, all Flanderwell staff will identify early signs of emotional dysregulation and use a range of co-regulation strategies (for further information on co-regulation see appendix 5) to de-escalate any potential negative behaviours. These strategies may include:

- Implement PACE: playfulness, acceptance, curiosity and empathy
- Playfulness – Using a playful, light, warm spontaneous way of interacting with a child/young person to form a safe connection
- Acceptance – Accepting and acknowledging the feelings underneath the child's behaviour. Children need to trust that you aren't going to judge 'I will accept the feelings but I may need to stop your actions.' 'It's ok to feel cross but it's not ok to hurt me.'
- Curiosity – Voiced active interest in how the child is experiencing an emotionally charged event past or present
 - 'Will you help me understand...?'
 - 'Will you show me what that felt like for you?'
 - 'Can you draw it for me? Write it down? Shown in colours?'
- Empathy – Felt sense of the other. Actively experienced by the practitioner and communicated in words to the child.
- Use of language to exemplify how we relate to each other through showing empathy (WINE)
 - I wonder
 - I imagine
 - I have noticed
- The use of humour and distraction

To support children to develop strategies to **regulate** their emotions, Flanderwell staff will:

- Support children to develop a toolkit for regulating their emotions through co-regulating with the children. To do this staff will validate all feelings, provide physical and mental presence and use fewer words using a warm and gentle voice
- Use safe spaces
- Consider using 'Grounding' techniques (see appendix 4)
- Use sensory (sensory circuits) or movement breaks to support with physical regulation
- Use planned opportunities to access alternative activities
- Consider a change of adult

To support the children to reflect on the impact of their behaviour choices, Flanderwell staff will:

- Use restorative approaches with a shared vocabulary to help the children to reflect on their behaviour choice and the resulting consequences. When reflecting on a negative behaviour choice with a child, all staff will use the following questions:
 - Can you tell me what happened?
 - Can you tell me what were you thinking/feeling at the time?
 - Can you tell me who has been affected by this?
 - Can you tell me in which way?
 - Can you tell me what can be done make things right?

(For additional statements to be used in restorative conversations refer to 'After the Adults Change Achievable Behaviour Nirvana' Paul Dix 2021)

- Consistently deploy the logical consequences linked the children's rights relating to the child's behaviour choice

Appendix 4: A tiered approach to supporting with behaviour

To embed our approach and meet the needs of all pupils, we have incorporated a tiered approach to the implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required.

Our whole school approach includes:

- The whole school culture of protect, relate, regulate and reflect model
- The consistent expectation that all members of the school community reflect our values of being respectful, courageous and safe
- Implement consistent whole school routines
- Daily meet and greet of all pupils
- Implement emotionally consistent classrooms
- The consistent use of recognition of positive behaviour choices
- The consistent use of the remind, warn and consequence as a recognition of negative behaviour choices
- The delivery of whole school collective worship to focus on embedding the protect, relate, regulate and reflect model and the school values/expectations
- Daily reflection through the choral reading of the school poem
- The whole school delivery of the Jigsaw curriculum
- Use of safe spaces in all classrooms
- Ensure all pupils experience shame free classrooms. If a remind, warn or consequence needs to be shared with a child, it is done discretely and 'whole class or group consequences' are avoided
- All adults act as a 'triage' team to identify any barriers to learning and support children to establish themselves in the classroom

Where children are identified as needing additional support for their behaviour, we employ small group support to facilitate the protect, relate, regulate and reflect model. To develop the children's emotional understanding and social communication we deliver a number of small group interventions following consultation with the SENCO.

These include:

- Meet and greet sessions at the start of the day and reflection time at the end of the day.
- Lunch club
- Lego therapy
- ELSA sessions
- Small group sessions with RUCT
- Friendship groups
- Pastoral support

The school acknowledges that a small minority of children may find it challenging to make the positive choices available to them in order to control their own behaviour. For these children, the normal behavior procedures may be insufficient to support them or prevent others from feeling safe. In these exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed, in order to establish the next steps and form a partnership of support. Where this is the case, children are provided with bespoke individual support following consultation with the SENCO.

This support may include:

- Bespoke behaviour/support (collaborative solution) plans are created with children with a view to children being able to regulate their emotions and engage in whole-class quality first teaching
- Behaviour reports
- Individual pastoral lead sessions
- Positive handling plans
- Referrals to outside agencies
- Assessment systems such as Boxall profiles and SDQs are carried out
- Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of behaviour Logs or books, use of Class Dojo and informal discussions with parents.

Appendix 5: Overview of ‘Grounding’ techniques

Grounding is a practice that can help you pull away from flashbacks, unwanted memories, and negative or challenging emotions. They are techniques or exercises that may help you refocus on the present moment to distract yourself from anxious feelings. You can use grounding techniques to help create space from distressing feelings in nearly any situation, but they’re especially helpful for improving:

Physical grounding techniques

These techniques use your five senses or tangible objects — things you can touch — to help you move through distress.

🌀 Put your hands in water

Focus on the water’s temperature and how it feels on your fingertips, palms, and the backs of your hands. Does it feel the same in each part of your hand?

🌀 Pick up or touch items near you

Are the things you touch soft or hard? Heavy or light? Warm or cool? Focus on the texture and colour of each item. Challenge yourself to think of specific colours, such as crimson, burgundy, indigo, or turquoise, instead of simply red or blue.

🌀 Breathe deeply

Slowly inhale, then exhale. If it helps, you can say or think “in” and “out” with each breath. Feel each breath filling your lungs and note how it feels to push it back out.

🌀 Take a short walk

Concentrate on your steps — you can even count them. Notice the rhythm of your footsteps and how it feels to put your foot on the ground and then lift it again.

🌀 Move your body

Do a few exercises or stretches. You could try:

jumping jacks

jumping up and down

jumping rope

jogging in place

stretching different muscle groups one by one

Pay attention to how your body feels with each movement and when your hands or feet touch the floor or move through the air.

🌀 Listen to your surroundings

Take a few moments to listen to the noises around you. Do you hear birds? Dogs barking? Machinery or traffic? If you hear people talking, what are they saying? Do you recognize the language?

🌀 Feel your body

You can do this sitting or standing. Focus on how your body feels from head to toe, noticing each part. Consider:

your hair on your shoulders or forehead

the weight of your shirt on your shoulders

whether your arms feel loose or stiff at your sides

your heartbeat, and whether it’s rapid or steady

whether your stomach feels full or you feel hungry

whether your legs are crossed or your feet are resting on the floor

Curl your fingers and wiggle your toes. Are you barefoot or in shoes? How does the floor feel against you feet?

🌀 Try the 5-4-3-2-1 method

Working backward from 5, use your senses to list things you notice around you. For example, you might start by listing:

5 things you hear

4 things you see

3 things you can touch from where you’re sitting

2 things you can smell

1 thing you can taste

Make an effort to notice the little things you might not always pay attention to, such as the color of the flecks in the carpet or the hum of your computer.

Mental grounding techniques

These grounding exercises use mental distractions to help redirect your thoughts away from distressing feelings and back to the present.

🌀 Play a memory game

Look at a detailed photograph or picture (like a cityscape or other “busy” scene) for 5–10 seconds. Then, turn the photograph face-down and recreate the photograph in your mind in as much detail as possible. Or, you can mentally list all the things you remember from the picture.

Think in categories

Choose one or two broad categories, such as “musical instruments,” “ice cream flavors,” or “baseball teams.” Take a minute or so to mentally list as many things from each category as you can

🌀 Use maths and numbers

Try:

running through a times table in your head

counting backward from 100

choosing a number and thinking of five ways you could make the number ($6 + 11 = 17$, $20 - 3 = 17$, $8 \times 2 + 1 = 17$, etc.)

🌀 Recite something

Think of a poem, song, or book passage you know by heart. Recite it quietly to yourself or in your head.

If you say the words aloud, focus on the shape of each word on your lips and in your mouth. If you say the words in your head, visualize each word as you’d see it on a page.

🌀 Make yourself laugh

Make up a silly joke — the kind you’d find on a candy wrapper or popsicle stick.

You might also watch your favourite funny animal video, a clip from a comedian or TV show you enjoy, or anything else you know will make you laugh.

🌀 Use an anchoring statement

This might be something like, “I’m Full Name. I’m X years old. I live in City, State. Today is Friday, June 3. It’s 10:04 in the morning. I’m sitting at my desk at work. There’s no one else in the room.”

🌀 Visualize a daily task you enjoy or don’t mind doing

If you like making some breakfast, for example

🌀 Describe a common task

Think of an activity you do often or can do very well, such as riding a bike

🌀 Describe what’s around you

Spend a few minutes taking in your surroundings and noting what you see. Use all five senses to provide as much detail as possible.

Soothing grounding techniques

You can use these techniques to comfort yourself in times of emotional distress. These exercises can help promote good feelings that may help the negative feelings fade or seem less overwhelming.

🌀 Picture the voice or face of someone you love

If you feel upset or distressed, visualize someone positive in your life. Imagine their face or think of what their voice sounds like. Imagine them telling you that the moment is tough but that you’ll get through it.

🌀 Practice self-kindness

Repeat kind, compassionate phrases to yourself:

“You’re having a rough time, but you’ll make it through.”

“You’re strong, and you can move through this pain.”

“You’re trying hard, and you’re doing your best.”

Say it, either aloud or in your head, as many times as you need.

🌀 Sit with your pet

Think of your favourite things about your pet or how they would comfort you if they were there.

🌀 List favourites

List three favourite things in several different categories, such as:

foods

trees

songs

movies

books

places

🌀 Visualize your favourite place

Think of your favourite place, whether it’s the home of a loved one or a foreign country. Using each of your senses, imagine the noises you hear, the objects you see, and the scents you smell.

🌀 Plan an activity

This might be something you do alone or with a friend or loved one. Think of what you’ll do and when. Maybe

you'll go to dinner, take a walk on the beach, see a movie you've been looking forward to, or visit a museum.

🔊 List positive things

Write or mentally list four or five things in your life that bring you joy, visualizing each briefly.

🔊 Listen to music

Put on your favourite song, but pretend you're listening to it for the first time. Focus on the melody and lyrics (if there are any).

Appendix 6: Co-regulation

Young children need some regulation by others, or co-regulation. An example of this is when an adult and child adapt to each other's emotions. This happens when the adult tunes in to the child's emotions. For example, if the child is sad, the adult is sympathetic and supportive. This is a way that adults can help children to manage their impulses, anger or distress.

If young people don't feel emotionally safe, and are not helped with their emotional self-regulation, they will struggle to learn. As Usha Goswami explains, findings from neuroscience tell us that 'good instructional practice can be undermined by brain-based factors such as learning anxiety, attention deficits and poor recognition of social cues. All of these factors disrupt an individual's capacity to learn, and have an effect on other learners.

Scaffolding in such situations involves explaining why it is important to take turns, and why it is important not to upset others. For that to be effective, the child must have a warm and trusting relationship with the adult in the first place. There has to be an all-round spirit of friendly co-operation. Practitioners can be sympathetic to the wishes and impulses of young children, as they help them learn to regulate their emotions. Children can learn that all feelings are valid, but not all behaviours are. It is alright to feel angry, but it's not okay to hit or hurt. *Julien Grenier 2020*

Appendix 7: Overview of behaviours and systems for recording

BEHAVIOUR ON ARBOR and CPOMs: GUIDE TO CATEGORIES AND LEVELS

Table 1: There are 5 categories of Behaviour when recording on Arbor

Level 1	Lower level behaviours beyond a remind within a lesson or social/unstructured time. Managed by class based staff.
Level 2	Level 2 behaviours tend to be disruptive to learning or begin to cause upset and harm. They are usually not of a repetitive nature. The child usually modifies their behaviour quickly. Managed by class based staff.
Level 3	Behaviours become increasingly disruptive, upsetting or cause harm (physical and emotional). They are often repeated in nature and a child is failing to modify their behaviours. These incidents always involve senior staff, either at the time or following the incident, when notified on Arbor or by the member of staff.
Level 4	These incidents are very serious: often involving significant physical or emotional harm, either due to their severity or the repeated nature of the actions. Children often show a level of anger or have failed to modify behaviours towards others- bullying and discrimination always fall within these levels.
Level 5	These incidents always involve SLT members at the time.

- **The vast majority of behaviours shown and recording of behaviours will be within Levels 1 and 2 and dealt with by class based staff.**
- There is always a context to behaviours. The likely actions and sanctions, outlined in Table 3, act as a guide. Discretion is used, dependent upon context, level of provocation, actions following an incident, level of harm etc.
- All behaviours will also be explored for SEND difficulties and appropriate work undertaken, alongside decisions on consequences.
- Any behaviour causing significant harm to children or adults will escalate to a Level 4-5 behaviour and dealt with according.
- When behaviours are at Levels 4-5 Risk Assessments/safety plans are used, if required to mitigate risks to individuals. Any incident within a category linked to sexualised behaviour is referred immediately to the Head teacher or deputy head teacher.
- Behaviours at levels 4 and 5 leave children at risk of exclusion.
- When Internal Exclusions are given the SLT member making this decision logs it on Arbor.
- Behaviours at Levels 3, 4 and 5 are likely to require a CPOMs report. It is agreed with SLT, who is the best person to record the incident.
- If recording an incident on CPOMs the following headings are used:
 - *Location in school:*
 - *Adults dealing with the incident:*
 - *Adults involved with the incident:*
 - *Children involved:*
 - *What took place: (eg: Non-Compliance – use Behaviour Type below)*
 - *Description of the incident:*
 - *Consequences and follow up actions:*

Table 2: Overview Chart of Behaviours to log on Arbor and CPOMs

Behaviour Type	Level 1: Playtime Loss (restorative conversation)	Level 2: Playtime Loss (restorative conversation)	Level 3: Referral for SLT	Level 4: Referral for SLT involvement	Level 5:
Non-Compliance	Non-Disruptive Non-Compliance	Disruptive Non-Compliance	Persistent Non-Compliance	Refusal/defiance	Prolonged Refusal/defiance
Disruption	'Low level' disruption	'Low level' disruption	Persistent 'Low level' disruption	Unresolved persistent 'Low level' disruption	
Unkindness	Unkindness to other children	Repeated unkindness to others			
Bullying/Perceived Bullying			Bullying	Ongoing Bullying	Prolonged Bullying behaviour
Swearing, threatening language and/or verbal abuse			Swearing/threats/ Inappropriate language to child	Swearing/threats/ Inappropriate language to adult or within school building or repeated	Repeated Swearing/threats/ Inappropriate language
Online Behaviours			Online Incident	Cyber Bullying	
Damage to property	Low level damage to property	Low level damage to property		Damage to more valuable resources accompanied by aggression/anger	Higher level deliberate damage to high value equipment
Violence and aggression	'Low Level' Violence and aggression	Repeated 'Low Level' Violence and aggression	Violence and Aggression: Fighting	Violence and Aggression to a child	Serious Violence and aggression to child Violence and Aggression to adult
Discrimination				Racist/sexualised comments or actions targeted to a child judged to be because of discrimination	Repeated racist/sexualised comments or actions targeted to a child judged to be because of discrimination
Offensive Weapons					Weapons brought onto the school premises
Parent/carer informed	Teacher discretion	YES: Teacher and possibly KS if appropriate	YES: Meeting where possible with SLT member present	YES: Meeting where possible, led by DHT or HT	YES: Meeting led by DHT or HT

Table 3: Detailed overview to support recording and decision making

	Incident Type	Description of Behaviour	Level of severity	Who Informed	Parent always informed	Possible/resolution strategy
NON-COMPLIANCE	Non-Disruptive Non-Compliance	Child does not follow instructions given by the teacher following a warning. They persist in Non-Compliant behaviour. They do not disturb others.	Level 1 Negative		Teacher discretion	Classroom regulate and repair
	Disruptive Non-Compliance	Child does not follow instructions given by the teacher following a warning. They persist in Non Compliant behaviour during the lesson. Their behaviour begins to disrupt others.	Level 2 Negative	Karen Sheriff Adam Cornes Jo McGregor	YES: Teacher	Classroom regulate and repair
	Persistent Non-Compliance	The child persists in non-compliant behaviour. Their behaviour is increasingly disruptive to the learning for others.	Level 3 Negative	Karen Sheriff Adam Cornes Jo McGregor	YES: Meeting where possible with SLT member present	Inclusion team: regulate and repair. Child may be returned after restorative conversation if Inclusion team member feels child is ready. If this is repeated behaviour an IBP is likely.
	Refusal/defiance	Child shows non-compliance and openly refuses to respond to the teacher/SLT member - escalating their behaviours and/or verbally refusing to comply. It is disruptive but may not be prolonged.	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting where possible, led by SLT member	SLT member remains with child until they leave the classroom and discusses the behaviour prior to giving a consequence- internal exclusion considered.
	Prolonged Refusal/defiance	Child shows non-compliance and openly refuses to respond to the teacher/adult-escalating their behaviours and/or verbally refusing to comply. It is disruptive AND PROLONGED in nature, although not abusive or harmful.	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting led by SLT member	Internal exclusion Time dependent: parent called and suspension considered. If not the first occasion
DISRUPTION	'Low level' disruption	'Low level' disruption takes place following a warn: talking in class, shouting out, getting out of seating for no reason, annoying/disturbing others etc	Level 1 Negative		Teacher discretion	Classroom regulate and repair
	'Low level' disruption	'Low level' disruption takes place despite adult intervention/loss of breaktime: talking in class, shouting out, getting out of seating for no reason, annoying/disturbing others etc.	Level 2 Negative	Karen Sheriff Adam Cornes Jo McGregor	YES: Teacher	Classroom regulate and repair

	Persistent 'Low level' disruption	The behaviours at Level 2 are repeated (over time/different lessons) 'Low level' disruption takes place despite adult intervention.	Level 3 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting with Teacher and Karen Sheriff or year group leader	Inclusion team: regulate and repair. Child may be returned after restorative conversation if Inclusion team member feels child is ready. If this is repeated behaviour an IBP is likely.
	Unresolved persistent 'low level' disruption	Disruptive behaviours as at level 2 shown but child is part of a plan: child has a plan	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	Parent involved from Level 3: meeting with teacher and HT	Behaviour plan, internal exclusions, possibly leading to FTE. Weekly meetings with parent until improvement seen.
ONLINE BEHAVIOURS	Online Incident	The use of the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another pupil. No other incident of this nature has taken place previously	Level 3 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting where possible with SLT member present	Resolution discussions where appropriate Individualised work with Pastoral lead/ELSA.
	Cyber Bullying	Repeated (More than once) use of the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another pupil <i>* Dependent on seriousness and if the behaviour does not stop this may be categorised as Level 5 Negative</i>	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting where possible, led by SLT member	Individualised work with learning Pastoral lead. Internal exclusion Isolation during breaks IBP and targets Suspension (Dependent on seriousness)
UNKINDNESS	Unkindness to other children	Unkindness to others beyond a warning or at a level which upsets (Staff judgement on seriousness) <i>This may include name calling, refusing to let someone play, taking a belonging etc However, this category must be checked against others- bullying, Discrimination, violence/aggression, verbal abuse.</i>	Level 1 Negative	Karen Sheriff Jp McGregor	Teacher Discretion	Classroom regulate and repair
	Repeated unkindness to others	Child fails to modify behaviour over time and is repeatedly unkind to others, causing them to be upset. If continuing towards one child or small group consider Bullying category. As above consider against other categories.	Level 2 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Teacher and possibly KS if appropriate	Classroom regulate and repair
BULLYING	Bullying	A behaviour which is repeated and targeted: can include, physical, verbal, relational aggression (emotional) and sexual bullying.	Level 3 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible with SLT	Restorative conversation with Inclusion team

		Whilst repeated this is the first incident linked to the child and it appears to be short term.		Jo McGregor	member present	Resolution discussions where appropriate Individualised work with Pastoral lead. Internal exclusion
	Ongoing Bullying	A behaviour which is repeated and targeted: can include, physical, verbal, relational aggression (emotional) and sexual bullying. The issue has either: - <i>been dealt with previously and has continued or</i> - <i>only been uncovered but involves high level behaviours likely to cause harm</i> <i>* Dependent upon level of harm (Physical and emotional harm) this behaviour can be categorised as Level 5</i>	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting where possible led by SLT member	Individualised work with Pastoral lead. Internal exclusion Isolation during breaks IBP and target Suspension (Dependent on seriousness) Safety Plan completed to protect victims: how can risk be mitigated.
	Prolonged Bullying behaviour	As above but child fails to stop	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting with HT	Suspension Safety Plan reviewed: can the risk be mitigated - PX all considered
OR	Swearing/ threatening behaviours/ Inappropriate language to child	Use of inappropriate or threatening language towards other children: takes place at unstructured times or in class and not repeated in nature. This might include swearing and name calling. Other categories may be more appropriate dependent upon words used.	Level 3 Negative	Karen Sheriff Adam Cornes Jo McGregor	YES: Meeting where possible with SLT member present	Inclusion team: regulate and repair. Discussions with parents Conflict resolution if appropriate Ongoing monitoring and Pastoral lead/ELSA support if required. Restorative conversation with Inclusion team
	Swearing/ threatening/ Inappropriate language to adult or within school building or repeated	1. Inappropriate or threatening language to an adult 2. Inappropriate or threatening language used within structured times and areas inside school - eg classroom, lunch hall etc If of a serious nature, sexualised or discriminatory a Level 5 category is considered.	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting where possible led by SLT member	As above IBP Internal exclusion Suspension
SWEARING, THREATENING COMMENTS	Repeated Swearing/ threats/	Repeated swearing, threats or use of inappropriate language towards children	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible	As above IBP Internal exclusion

	Inappropriate language	and/or adults- if targeted consider bullying category		Jo McGregor	led member SLT	Suspension Consideration of PX
DAMAGE TO PROPERTY, INCLUDING GRAFFITI	Low level damage to property	Deliberate damage to everyday classroom resources (Pencils, rulers, exercise books or playground equipment) Low level graffiti- writing on resources	Level 1 or Level 2 Negative Teacher judgement on seriousness	Karen Sheriff Adam Cornes Jo McGregor	Yes: Teacher and possibly KS	Classroom regulate and repair
	Damage to more valuable resources accompanied by aggression/anger	This may include deliberately breaking or damaging resources such as books, subject resources etc Graffiti might be abusive in nature or cause permanent damage (use of pen etc)	Level 3/4 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting where possible led by SLT member	Inclusion team regulate repair IBP Restorative conversation with Inclusion team Internal exclusion Suspension
	Higher level deliberate damage to high value equipment	Deliberate damage to high value objects such as Ipads, lap tops, LCD screens, windows etc in and around school.	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting led by HT	Internal exclusion Suspension Consideration of PX in exceptional cases or repeated damage.
AND	'Low Level' Violence and aggression	This may include one off actions which do not cause harm: eg pushing another child, hitting out with limited force.	Level 1 Negative	Karen Sheriff Jo McGregor	Teacher Discretion	Restorative conversation with class teacher
	Repeated 'Low Level' Violence and aggression	As for Level 1 limited harm is caused but the action is repeated. (If repeated towards an individual consider Bullying category).	Level 2 Negative	Karen Sheriff Adam Cornes Jo McGregor	Yes: Teacher and possibly KS	Restorative conversation with class teacher
VIOLENCE AGGRESSION	Violence and Aggression: Fighting	Child is involved in a fight- both children viewed as perpetrators. If the fighting is likely to cause/lead to physical harm it becomes Level 4	Level 3 Negative	Karen Sheriff Adam Cornes Jo McGregor Holly Wain	YES: Meeting where possible with SLT member present	Loss of breaktimes Restorative conversation with Inclusion team Suspension IBP

	Violence and Aggression to a child	Actions causing harm/likely to cause harm: such as slapping, biting, punching, kicking.	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting where possible led by SLT member	Loss of breaktimes Internal exclusion IBP Suspension
	Serious Violence and aggression to child	Actions causing significant harm: such as slapping, biting, punching, kicking. Sexualised violence	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting led by SLT member	Loss of breaktimes Internal exclusion IBP Suspension
	Violence and Aggression to adult	Physical actions towards an adult: such as slapping, biting, punching, kicking. Sexualised violence	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting led by SLT member	Safety Plan and positive handling plan Consideration of PX in exceptional cases or repeated damage.
DISCRIMINATION OR SEXUAL HARASSMENT	Racist/sexualised comments or actions targeted to a child judged to be because of discrimination	Comments made or actions towards a child or adult because of a protected characteristic/background or of a sexualised nature. This may include (but not exclusively) ethnicity, religion, gender, size, disability, sexuality etc	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting led by SLT member	Loss of breaktimes Internal exclusion IBP Suspension Safety plan
	Repeated racist/sexualised comments or actions targeted to a child judged to be because of discrimination	Comments made or actions towards a child or adult because of a protected characteristic/background or of a sexualised nature, but repeated in nature (more than once) : racist comments or actions targeted to a child because of race. This may also fall into Bullying category.	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting led by SLT member	Internal exclusion IBP Suspension/PX Safety Plan

OFFENSIVE WEAPONS	Weapons brought into school	An offensive weapon has been brought into school	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain Jo McGregor	YES: Meeting led by SLT member	Internal exclusion IBP Suspension/PX Safety Plan
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