# Relationship and Behaviour Policy

## December 2025

# Relationship and Behaviour Policy

| Date Policy was formally adopted | December 2025 |
|---|---|
| Review Date | December 2026 |
| Written by | Colin Raraty |
| Chair's Name | Steph Green |

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As a Rights Respecting School, at Rodings Primary School we are committed to upholding the United Nations Convention on the Rights of the Child (UNCRC) and use these articles to inform the policies and decisions we make. Some of the UNCRC articles which inform this policy are:

Article 28: Right to education - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Article 3: Best interests of the child - The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 2: Non-Discrimination – The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

At Rodings we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and belonging to a the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)
- Compassion and Kindness
- Hope
- Connection and Belonging

These, alongside our Core Values, are interwoven in all that we do.

**Our school Code of Conduct:**
Be Respectful
Be Safe
Be Ready to Learn

**School Ethos**
It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are an inclusive and caring community, whose Core Values (Respect, Enjoyment, Care, Confidence, Challenge) are built on mutual trust and respect for all.

This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world in line with our school vision.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff, pupils and families are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach and can be based on external recommendations.

At Rodings our approach to fostering relationships and promoting behaviour is based upon four pillars:

| **Being Inclusive** |
|---|
| <ul><li>Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.</li><li>Some of our children, for some or all of the time, will need more of our attention and support than others.</li><li>We have a responsibility to teach social behaviour to all children.</li><li>We are clear with staff, pupils, parents, governors about which expectations are non-negotiable.</li><li>All pupils have the right to be educated no matter how challenging their behaviour.</li><li>Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.</li></ul> |

| **Being Positive** |
|---|
| <ul><li>Parents and carers need to be as fully involved as possible.</li><li>We have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.</li><li>If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.</li><li>We should recognise acceptable behaviour through positive reinforcement.</li><li>We should provide pupils with honest & sensitive feedback on their own learning and behaviour.</li></ul> |

| **Being Assertive** |
|---|
| <ul><li>We believe we all have rights - teachers have the right to teach, pupils have the right to learn.</li><li>Pupils and staff have the right to feel safe in school.</li><li>Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.</li><li>We will never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.</li><li>Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.</li></ul> |

| **4. Being Consistent** |
|---|
| <ul><li>No matter who deals with an incident the way in which it is dealt with and the rewards/sanctions must be consistent</li><li>All staff and pupils should be aware of how behaviour will be dealt with</li><li>Pupils and staff are afforded respect and dealt with respectfully</li></ul> |

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**A Relational Behaviour Model**

At Rodings we have adopted and use the relational behaviour model (the approach from TPP). The following table explains how it is applied:

| Behaviour is something to | interpret |
|---|---|
| Children and young people | are prone to make mistakes and highly responsive to the environment and the context |
| Behaviour management is predominantly through | relationships |
| Children who don't manage should be | understood and included |
| Boundaries and limits are to | keep everyone safe and to meet everyone's needs |
| Rules should be | developed together and adapted where needed |
| Consequences are | only used within a process of restore and repair |
| 'Inappropriate' behaviour is | a sign of unmet need, stress (difficulty in coping), lack of understanding and skills |
| The causes of the difficulties are | mostly in the environment and within the context of relationships |
| The solutions lie in | understanding what the behaviour tells us about the child and their need |
| Practice and policy effectiveness is measured by | wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs |

**General Expectations**

We have high expectations for our children, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site.

This means we
- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitude and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:
- Start and end of day
- Transition times
- Lining up incl. assemblies
- Moving around the school
- Break and lunchtimes

**What do we do to teach and promote positive management of behaviour?**
Within Rodings we will promote positive management by doing the following:
- Consistent adult behaviour
- Over and above recognition.
- Relentless routines.
- Use of possible scripts for difficult conversations.
- Restorative follow up.

**What does this look like?**
**Consistent adult behaviour**
Strong relationships between staff and children are vital. Staff must be consistent with children and set firm boundaries at all times, enabling children to feel safe. Adults will model our Core Values and Code of Conduct and be calm and caring. They meet and greet children with a smile and show visible kindness and deliberate botheredness.

Adults will: Give first attention to best conduct. Persistently catch children 'doing the right thing' using house points and other over and above strategies to celebrate this. Use consistent language and routines. Foster the belief that there are no bad children, just wrong choices.

**Over and Above Recognition**
Positive behaviour is promoted throughout the school in a clear and consistent way. All staff use positive behaviour management approaches, for example proximal praise (noticing positive behaviour in others around the child) and highlighting prosocial behaviours and choices. Pupils will follow our school Code of Conduct and Core Values and act in a respectful and responsible manner.

Good behaviour is recognised sincerely. This can be done in a variety of ways and may vary according to age and stage of the children.

These can include: Verbal praise.  Communication Cards to celebrate this.  Use of House points in a fair and consistent fashion, Dojos/phone calls home, certificates, showing work to another class/adult/SLTand celebration assembly.

### Relentless Routines
We are committed to making our school a safe and calm environment. Having clearly defined routines help us to remain consistent. Our routines help children feel safe and secure.
We do this by: Meeting and Greeting with a smile, calmly and sensibly lining up, safe walking around the school, use of visual supports at all ages, clear and consistent use of over and above recognition.

### Scripting difficult conversations
At Rodings, we know that difficult conversations can benefit from being scripted so that all staff are consistent when dealing with children in their classes and across the school. It is important we address the language we use so that children know what to expect in any situation. An example of this to refocus behaviour: "I've noticed that…. I know you can… (refer to previous positive behaviour). That is who I need to see today. I expect you to… Thank you for listening."

### Restorative Follow Up
Not every incident will need to be followed up or should be followed up with a restorative conversation however they are needed specifically when behaviour dips below expected standards. A restorative conversation is more than a process or a set of questions.

The key emphasis of these conversations is that children understand how their behaviour has impacted others. These are some examples but not an exhaustive list:
- What has happened?
- What were you feeling at that time?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

Children are also supported to learn from their behaviours and taught how to manage situations differently if there is a 'next time'. In class, and around the school, teachers use a variety of behaviour management techniques and strategies. For example some of the following: tactical ignoring, non-verbal signals, proximal praise, offering a choice.

### Viewing behaviour as a learning process
At Rodings, we accept and understand behaviour as a learning process. Children may push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to our children, so they can learn from their mistakes and improve for next time.  It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them.
*The approach we strive for is based on the premise of 'connection before correction'.*

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## An Understanding of Behaviour

All behaviour is a form of communication. It is important that staff consider why the behaviour is occurring:

● Sensory (meeting a known or unknown need)
● Escape or avoidance
● Attention (interaction or reaction) - connection seeking
● Tangible (a way of gaining access to an item or activity)
● Whether the behaviour is conscious or unconscious.

Staff work alongside each other to understand the behaviour and try to identify a need. They consider what can be changed to make things better for tomorrow. *"If you can't change the behaviour, change the circumstance in which the behaviour occurs"..*

## Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned.  This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we will use four questions:
● What happened?
● What were you feeling or thinking at the time?
● Who has been affected?
● What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action/gesture.

Where possible, a logical consequence (natural reparation) is used e.g., clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At Rodings the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

## Using logical consequences

Please see appendices for stepped grid.

## The use of consequences

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Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

**Protective consequences:** these are required to protect the rights of others and keep a child or young person safe. At our school this may include:
- increased staff ratio or support
- change of school day / timetable
- arrangements for access to outside space
- child or young person support or escorted in social situations
- differentiated teaching space
- appropriate use of suspension (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

**Educational consequences:** at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

**Ways to Record Incidents of Concern**
We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. All staff record incidents of concern using the 'Log a behaviour incident' on Arbor. These are reviewed and discussed by SLT during Senior Leadership Team meetings.
Staff may use the STAR tracking form to identify trends or triggers to support our response and provision in these instances.

**How we support children and young people with additional Social, Emotional and Mental Health needs**

At our school, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning.

We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

To monitor this there will be:
- Regular meetings between teachers and parents/carers.
- Specific targets for improved behaviour.
- A Consistent Management plan/Personalised Distress Management Plan/Risk assessment may be put in place and shared with all adults involved with the child at school.
- Regular meetings with the SENDCo to discuss progress.
- All staff will be aware of the plan and be supportive of the needs of the child.

**Fixed term and permanent suspensions**

This policy will pay due regard to the DfE Guidance for Exclusion from maintained schools, academies and child referral units in England. Decisions for suspensions of any type will result in evidence being gathered to ensure that suspensions are lawful, reasonable and procedurally fair. Only the Headteacher can make the decision to suspend. In their absence, the Deputy Head can make the decision to suspend. Suspensions can be either for a fixed period or permanent. Suspensions may be considered for the behaviour of children outside of the school. Permanent suspension will only be considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing a child to remain in school would seriously harm the education or welfare of the child or others in school.

The school will seek early intervention to address underlying causes of disruptive behaviour through a team led approach with school staff, parents and outside agencies, as needed.

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The Headteacher or Deputy Headteacher will, without delay, notify parents of the suspension and the reason(s) for it.

They will also, without delay, provide parents with the following information in writing:
- The reason(s) for the exclusion;
- The period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the governing body and how the child might be involved in this;
- How any representations should be made; and
- Where there is a legal requirement for the governing body to consider the exclusion, that parents have the right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

The school will take into account poor behaviour that takes place outside of the school gates. Pupils may be disciplined for:
- Taking part in any school-organised or school related activity
- Travelling to or from school
- Taking part in inappropriate behaviour whilst wearing school uniform
- In some other way identifiable as a child at the school
- for 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 child  member of the public
- Could adversely affect the reputation of the school.

## Child on Child Abuse
The school recognises that children can suffer abuse from other children on the school site. If the school is made aware of this through a disclosure of a child, the school's Safeguarding and Child Protection Policy will be enacted. The Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will listen to both the victim and perpetrator and then parents of both will be contacted. In line with the most recent version of Keeping Children Safe in Education, the school may put a risk assessment in place to protect the victim. This may include a fixed term exclusion whilst an investigation takes place. Other agencies will be contacted, and these may include, but are not limited to; Social Services, the Police and/or the Health team.

## Ways to Support Understanding
At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

## Our Principles - the things we will do as adults
- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

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**Our Responsibilities**
All staff
- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Headteacher
- Leads on all aspects of this policy
- Is the only person authorised to suspend a child (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders
- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff
- Plan the teaching and learning for all children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child may be having.

Family
- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

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Governors
- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

## Harm from dysregulated (stressed) behaviour
Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

## Supporting those who have been harmed
Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:
- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

## Risk Assessment process
In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about the children. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed..

## Physical intervention (control and restraint) - the use of reasonable force
At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

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If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

## Appendices

### Appendix 1
### Positive Rewards For Good Behaviour

| CORE VALUES | | |
|---|---|---|
| **Individual Rewards** | | **Whole Class Rewards** |
| <u>Short-Term</u><br><br>Verbal praise<br><br>House Points<br><br>Stickers<br><br><u>Long-Term</u><br><br>Certificates<br><br>Science Stars<br><br>Manners Cup<br><br>End of Year Cups | <u>Special Acknowledgement</u><br>Headteacher Award stickers/postcards<br><br>Teacher postcards<br><br>Recognition board - Positive praise sent home - Class Dojo/phone calls<br><br>One pupil per class - celebrated in Friday's celebration assembly | Class Marbles - Golden Treats |
| Proud Board - recognition of out of school achievements | | |

**Recognition Boards**
Every class has a recognition board where positive behaviour is noted and praised.

**Golden Treats**
Each class has the opportunity to earn 'class marbles', once the agreed target/amount of points has been earnt they class will receive a 'Golden Treat'

**Celebration Assembly**
Celebration assembly takes place every Friday morning. This is a chance to celebrate the effort and achievements of those in the school community. We will celebrate the following
- Class award - one person is chosen each week and will be celebrated for a particular achievement. They will have been nominated by their class teacher, an LSA or the class. Reward = class certificate and Hot Chocolate.
- Certificates - any certificates achieved that week
- Out of school successes
- Birthdays
- House points

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**Appendix 2**
**Sanctions - Delivering Them With Dignity**
Behaviour management begins at classroom level with a positive and proactive approach.
This could include:
- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson

**The Three Steps**
1. **Step One: The Nudge**
   For the vast majority of our children a gentle reminder or nudge in the right direction is all that is needed. Pupils who continue to behave badly must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved in the right way and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. At Rodings adults aim to deescalate skilfully.
2. **Step Two: The Warning (30 Second Intervention)**
   A clear verbal warning directed at the child making them aware of their behaviour and clearly outlining the consequences. Children will be reminded of their previous good conduct to prove that they can make good choices. The following script is used by staff:
   - I noticed you are...*(having trouble getting started/struggling to get going/wandering round the room)*
   - It was the rule about...*(lining up/staying on task)* that you broke.
   - If it doesn't change you will have to...*(move to the back/catch up at breaktime)*
   - Do you remember last week when you...*(produced that excellent piece of work)*
   - That's who I need to see today.
   - Thank you for listening.
   If behaviour does not improve then...
3. **Step Three: The Caution**
   A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining what the consequence will be (missing some of their free time - one minute for every year they have attended school. E.g. Year 5 = 5 minutes). The sanction is most likely to be alternative provision at break or lunch time, but if appropriate a fixed term internal exclusion.

**Time Out (*if appropriate*)**
- The child is directed to leave the classroom for a short period of time and go to an appropriate location depending on the time of day and staff in class. In the case of early years, the child will go to a thinking spot within the setting.

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- The child should not be escorted to the time out classroom by a member of staff. However, staff should use their professional judgement and if it is felt necessary the child may be supervised by a member of staff.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the child returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the child is not ready to return to class, the class teacher can arrange for the child to work in a parallel class for the remainder of the session.
- If the step above is unsuccessful, or if a child refuses to go to time out, then, the behaviour support worker or learning mentor will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out then the member of SLT on duty will be called to support.
- Refusal to engage with the time-out process may result in the child being placed in an internal exclusion within school. In this instance the parents/carers will be informed and expected to come into school to support with the management of their child's behaviour.
- Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the child to readjust his/her behaviour.
- For the vast majority of children a time out provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we behave in our school.  They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

## Appendix 3
## Break and Lunchtime Incidents

If a child commits a minor incident (see list below) they will be given a time out in the designated area. If they commit a serious incident then a member of SLT should be sought and told what has happened. The member of staff who dealt with the incident should follow-up with a restorative conversation.

**Appendix 4**
**Consequence Stepped Grid**

| Low Level Disruptions | | What to do |
|---|---|---|
| Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this.  According to the 'Below the Radar' report published by OFSTED, low level disruption may include: | | **What to do** Follow the three steps above<br><br>1. Time out<br>2. Restorative conversation<br>3. Missing some (*1 minute for each school year*) of their break/lunch time (*if appropriate*) |
| In class examples:<br>• Swinging on a chair<br>• Repeatedly tapping pencil<br>• Shouting out<br>• Making unnecessary noise<br>• Work avoidance<br>• Inappropriate verbal responses<br>• Anything that interferes with the 'flow' of the lesson | Around the school<br>• Aggressive play<br>• Silly behaviour<br>• Being rude<br>• Arguing | |
| **Serious Incidents** | | **What to do** |
| In our view a 'serious incident is defined as one of the following:<br>• Swearing<br>• Deliberate and malicious physical violence towards another person<br>• Stealing<br>• Deliberate and provocative racist, homophobic and sexist comments<br>• Refusal to cooperate with a member of staff<br>• Running away<br>• Rudeness or insolence to a member of staff<br>• Deliberate damage to property<br>• Sexual harassment<br>• Bullying<br>• Persistent low level disruptions (after warnings) | | Where a child has committed a serious incident they should be brought to a member of the SLT.<br><br>Sanction:<br>1. Missing some/all of their free time<br>2. Restorative conversation<br>*If appropriate*<br>3. Internal exclusion<br>4. Fixed-term exclusion |

In the case of the need to escalate an incident and a member of SLT is needed, in the first instance the following member of the Senior Leadership should be sought:
• If the child is from EYFS or Key Stage 1 - Lower Key Stage 2 Senior Leader
• If the child is from Lower Key Stage 2 - Upper Key Stage 2 Senior Leader
• If the child is from Upper Key Stage 2 - Key Stage 1 Senior Leader

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In the situation that an incident needs to be escalated further, or in the situation of continued persistent behaviour then the matter should be escalated to the Headteacher or Deputy Headteacher.

**Appendix 5**
**Behaviour Report Cards**
If teachers become concerned about a pupil's behaviour pattern their parents will be invited to school to discuss the matter and the child will go onto a green report card. This will be filled in each day by the class teacher and sent home each evening for the parent to see. Children will remain on a green report card for 2 weeks. If behaviour is consistently good they will be taken off the report card. If there are continued incidents of inappropriate behaviour then a child will move to a blue report card for 2 weeks. If behaviour is good they will then move back to the green report card and finally be removed from the report card. If behaviour does not improve then the class teacher will write a Behaviour Improvement Plan for the child and this will be closely monitored.

In the event of a child being seriously violent to another child or adult, the parents will be sent for immediately and may be asked to remove the child from school for the remainder of the day or week to prevent further incidents and point out to the child the seriousness of his/her actions.

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## Glossary of Terms and Abbreviations

| Term/Abbreviation | Meaning |
| --- | --- |
| EYFS | Early Years Foundation Stage |
| SLT | Senior Leadership Team |
| Ofsted | The Office for Standards in Education |

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