Thomas Willingale School and Nursery

Behaviour and Relationships Policy

Including our Behaviour Principles Written Statement

Reviewed Summer 26

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Ready, Respect, Safe

At Thomas Willingale, our focus is ensuring that every child feels safe, happy and ready to learn. To support this, we embed our three school rules: **Ready, Respect, Safe**. These are simple but powerful principles that guide how we learn, play and interact together everyday.

School Values

At our school we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community. Our children are explicitly taught the values of Kindness, integrity, respect and effort.

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

We endeavour to make sure that at our school these values run through all the school policies and practice.

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 a caring community whose values 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 caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

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

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

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people 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 needs, 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/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

General Expectations

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children and young people 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 children/young people 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, attitudes 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/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people 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?

We use a holistic and pastoral approach when creating our curriculum and this in turn creates a culture that promotes excellent behaviour. Good behaviour is taught both explicitly and implicitly all the time. Our school values underline this and these are visible around the school and used to support discussions around good behaviour. For example our Value of Respect is used to discuss how not listening would be disrespectful.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules • Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons ○ Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children verbally.
- Staff verbally praise parents/carers about their children
- Staff give children house points which count towards the half-termly cup and extra playtime. House points are awarded for good behaviour choices, positive attitude, neat appearance. (See appendices.)
- Each week, in every class, staff can nominate a child for 'star of the week'. Each child receives a certificate in a weekly Celebration or Key Stage Assembly which they can take home to share with their families.
- Children can be awarded merits from all teaching and support staff for their learning (work), effort and attendance. Merits are recorded on the children's personal trackers. As children progress through their trackers they collect other rewards such as stickers and house points. When children complete their tracker they receive a bronze, silver, gold or platinum certificate. (See appendices.)
- The school acknowledges all the efforts and achievements of children, both in and out of school. Where a child demonstrates excellent behaviour they may be move to the star on the class traffic light system.
- House point boards are kept up to date on a weekly basis. Extra playtime for the winning house is given each half term.

It is a primary 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 a caring community, whose values are built on mutual trust and respect for all. The school's 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 in which everyone feels happy, safe and secure.

The school has a number of rules, also known as our school Code of Conduct, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow

everyone to work together in an effective and considerate way. Each individual is responsible for his/her own behaviour and choices.

The school expects every member of the school community to behave in a considerate way towards others. Every child and every adult has the right to feel valued and part of the school.

We treat all children fairly and apply this behaviour policy in a consistent way. All children are encouraged to consider moral issues and behaviour and to develop their own positive response. This occurs through whole school assemblies, phase and class assemblies, class 'circle time', school council and PSHE time.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. From the moment of starting school, we encourage children to talk about their behaviour both positive and negative. By encouraging and supporting this dialogue we hope to enable children to articulate why certain events or behaviours happen.

In this school we choose to reward good behaviour which is above and beyond the normal every day good behaviour expected of every member of the school community. We believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

Viewing behaviour as a learning process

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times children and young people will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, overexcitement, and disappointment. Using the relational model, we offer support, help and guidance to the child or young person along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. 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 relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our child/young person's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses incidents

Our school believes that all behaviour is communication and in the power of using restorative approaches. Such processes do not shy away from using consequences where logical, appropriate and proportionate. 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 child or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

In using this process at our school, we 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?)

As part of the restore and repair process, they 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.

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

At our school the staff work with the child or young person using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

Using logical consequences

The use of consequences
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 look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

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 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:

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child or young person escorted in stressful situations
- differentiated teaching space
- appropriate use of exclusion (using the time to provide psychoeducation, using co-regulation to develop self-regulation strategies; reflect, amend plans and identify needs and other appropriate interventions to support.)

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. These should always be logical, appropriate and proportionate. 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.

Consequences (sanctions)- See Appendixes for more detail

At Thomas Willingale School we believe that it is important to deal with inappropriate behaviour calmly and quickly. We believe the basis of good discipline is about the interaction of children and their teachers/LSAs in the classroom and with the mid-day assistants at lunchtime.

The following hierarchy of consequences will apply if a child fails to keep to the school Code of Conduct:

Classroom Incidents – use the traffic light system as follows:

Place all the children's names on the green light at the start of each day – this sets the expectation of all children making positive choices throughout the day. Should a child make an inappropriate choice:

1. First verbal warning: place the child's name next to the amber light and remind them of the relevant class rule/s.

2. Second verbal warning: place the child's name on to the amber light. Remind them of relevant class rule/s. If appropriate give them 'time out' i.e. move to work alone or away from the situation that is being disrupted (time out is not a compulsory sanction).

3. Third verbal warning: place child's name next to the red light and child may lose break time privilege according to the guidelines below.

4. Fourth verbal warning: child is placed on to the red light and given a detention. **NB:** if a child receives their fourth warning after break time but before lunch, **they go into lunch at normal time** and complete their detention after they have finished eating before going to the playground.

Children are given every opportunity to modify their behaviour and earn their position back on the green traffic light depending on the level of inappropriate behaviour choice made.

Loss of break time/lunchtime privilege appropriate to age may be used.

Detention

These are generally, but not exclusively, to be used at morning playtime and lunch time in line with the list of behaviours below. This may involve a child spending the whole of their break or lunch break in detention however reasonable time will be given for them to use the toilet. They will be permitted to eat their snack/lunch at a suitable table.

5. Child sent to Phase Leader

This will be recorded on My Concern. The child will lose break time privileges dependent on their age and the incident(s).

6. Class teacher (with or without Phase Leader) to speak to parents/carers and explain that their child's behaviour is causing concern.

7. Child sent to Deputy or Headteacher or Assistant Headteacher– sanction as deemed appropriate will be given. (this could include detention, loss of privileges in school such as attending 'special events/trips', being given a reasonable task- such as helping to clear the lunch hall or tidying up.

8. Deputy or Headteacher to ask parents/carers into school to discuss further behaviour support strategies.

All staff use their professional judgement as to whether all stages are to be applied. **Serious offences** lead to **stage 7** immediately.

If a child frequently reaches the higher stages of the outlined discipline hierarchy, the class teacher gives consideration as to whether it is necessary to write a 5 Step Plan. This plan is to clearly outline the strategies that will be put into place in order to improve the behaviour of the child. This is implemented in consultation with the Inclusion Manager/Assistant Headteacher.

In exceptional cases where positive attempts to address the child's behavioural concerns do not lead to an improvement in the situation, an **Early Intervention Meeting** is called by the Deputy Headteacher or Headteacher. This involves the child, their parents/ carers, a governor, the Inclusion Manager and a member of the Specialist Teacher Team – usually the Specialist Teacher for Social, Emotional and Mental Health or Educational Psychologist.

The purpose of the Early Intervention Meeting is to:

- Outline clearly the nature and extent of the child's behavioural difficulties and how it is affecting the child and the life of the school.
- Try to identify the circumstances that might be causing the inappropriate behaviour.
- Agree any action that may be required, by those present at the meeting, to improve the child's behaviour.
- Make clear the consequences if the child's behaviour does not improve.
- When all these steps have been taken, and the pupil's behaviour has not improved, then it may be necessary to consider the remaining three stages on the discipline hierarchy:

9. Internal Seclusion from class for a fixed term period

Regular displays of inappropriate behaviour where, in the opinion of the Deputy Headteacher and/or Headteacher, exclusion is unlikely to affect future choices made by the child, s/he will be internally secluded for a period of between 2-5 days.

10. Suspension from school for a fixed term period

Major offences, such as a serious assault on another pupil or member of staff, may lead to fixed term suspension.

An Early Intervention Meeting will be convened before the pupil returns to school and it may be decided at this meeting that the exclusion is made permanent.

11. Permanent exclusion

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a caseby-case basis, but with regard to the impact on perceived fairness.

- The school employs a number of consequences (sanctions) to support and underpin the school rules (Code of Conduct), and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so they may receive a verbal reminder/warning, be moved to a place nearer the teacher, or be asked to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher (adult) reminds him or her of acceptable behaviour. If behaviour is continued a verbal warning will be given. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher (adult) stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- In exceptional circumstances internal seclusion may be used to allow a child time to re-focus on their attitude to behaviour and learning. Parents/carers will be involved in this process.
- The class teacher discusses the school Code of Conduct with each class. In addition to this, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Bullying is the persistent desire to hurt others and can be verbal, mental or physical. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

The role of the class teacher (and other adults)

- It is the responsibility of class teachers (and other adults) to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers and adult staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher and other adult staff treat each child fairly and enforce the classroom code consistently. Adults treat all children in their classes with respect and understanding. Class teachers may use a raised voice but do not shout at the children.

- If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner - refer to appendix. However, if misbehaviour continues, the

class teacher seeks help and advice from their Phase Leader, other members of staff or members of the Senior Leadership Team and always includes the Inclusion Manager in any discussion.

- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a social worker or the LA's Social, Emotional and Mental Health Specialist Teacher or an Educational Psychologist in conjunction with our Inclusion Manager.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the wholeschool policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

Behaviour	**Possible Consequences/outcomes**
Relatively low impact Examples: • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing	Co-regulation/support with reflection from a trusted adult *I can see there's something wrong* (acknowledge their right to their feelings) *I'm here to help and listen. Tell me what happened* *Be the 'Stress Detective' – be curious* *Ask WHY? And WHY NOW?*
Relatively higher impact Examples: • Bullying • Harmful behaviour • Any discriminatory behaviour •Causing significant, deliberate damage to school property	Examples of this could be…. • SLT notified. • Opportunity for reflection. • Restorative approach followed. • Incident reported on My Concern completed for discriminatory incidents • Incident recorded • Parents notified by telephone by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from child/young person(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face followed by effective reintegration

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children/young people, 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/young person) 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

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 5.

Restrictive intervention

See policy – Spring 2026- Restrictive intervention including use of reasonable force. (DFE 2026)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching children and young people

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people:

DfE Advice for Schools July 2022 - Searching, Screening and Confiscation (publishing.service.gov.uk)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child/young person or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child/young

person or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

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

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

At our school, we acknowledge that some children and young people 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/young person’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 and young people, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the communicating 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 or young person be in a place to learn, connect and thrive.

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

All staff

- Seek to understand the communication behind the behaviour
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction)
- Model school values and compassion and kindness, provide hope and support, connection and belonging
- Understand that any event in a child or young person'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 clear boundaries
- Regulate our own emotions
- Co-regulate with young people and help them to develop self-regulation strategies for the future.

Head Teacher

- Leads on all aspects of this policy and model the expectations for all staff
- 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
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence)

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children/young people and parents/carers 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 and young people
- 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 difficultly a child or young person may be having.

Family

- Inform the school of any concerns about changes in their child/young person'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/young person's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Undertake their statutory role around suspension and exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Further Guidance

1. Behaviour in schools guidance Sept 2022
2. Reducing the Need for Restraint and Restrictive Intervention June 2019
3. Positive environments where children can flourish (2021)
4. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)
5. Keeping Children Safe in Education September 2025

6. Behaviour in Schools guidance
https://www.gov.uk/government/publications/behaviour-in-schools--2
7.Reducing the need for restraint and restrictive interventions~
https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention
8.Searching, Screening and Confiscation in Schools guidance
https://www.gov.uk/government/publications/searching-screening-and-confiscation
9.Suspension and Permanent Exclusion guidance
10. Mental Health and Behaviour in Schools
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

This model Relationship & Behaviour policy should be read in conjunction with the Exclusions and suspension policy, home school agreement, parent conduct policy, Restrictive Intervention policy, antibullying policy, Equality and diversity policy, E safety policy.

Notes on the Following Appendices

The following appendices contain ways to help us to understand and manage the behaviour

Appendix 1: A Tool for Understanding and Reframing Behaviour
Appendix 2: STAR Analysis
Appendix 3: Adult Response Plan
Appendix 4: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

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For help as to which of these you may wish to include you will be able to speak to your link Inclusion Partner and/or Educational Psychologist about this.

Appendix 1 - A Tool for Understanding and Reframing Behaviour

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

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A Tool for Understanding and Reframing Behaviour

Describe the behaviour **Review and be curious**	**Reframe the Behaviour**	**Reflections** **How is this behaviour understandable?** **What's getting in their way/what are the barriers?** **How can we help?**	**Adult response** **What do we need to intentionally teach?** **Find the barriers and remove them**

Appendix 2: STAR Analysis

What happened at the time?	What staff could do differently in the future.
Setting (Time, environment, relationships, etc.)	
Trigger (stressors)	

Action (What happened?)	
Response (What the adults did?)	

Appendix 3: Adult Response Plan

Window of Tolerance **What the child/young person is like when regulated, calm and engaged?**	**How best to support and maintain this and support regulation**
Dysregulation **What are the first signs that things are becoming too stressful?**	**Strategies to support and to co-regulate**

Hyperarousal **What are the communicating behaviours?**	**Interventions necessary to support and co-regulate**
Hypoarousal **What are the communicating behaviours?**	**Interventions necessary to support and co-regulate**

Appendix 4: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school?		
Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		

Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		
Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	Y/N n/a	What needs to be done
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child/young person?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		

Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		

Are adults using positive language around and to the child/young person?		
Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		

Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		
Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		
Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		

Social interaction (less structured environments)	**Y/N n/a**	**What needs to be done**
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		

Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Appendix 5: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

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

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?

- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and Children's Social Care shared?

The assessment will include:

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

2. Write an action plan

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

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

3. Monitor, Review and update the assessment

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

Appendix 6

SCHOOL CODE OF CONDUCT

All children are expected to:

1. try hard to do their best at all times and in all things,
2. be kind and speak politely to everyone in the school community,
3. respect other people, their possessions and school property,

4. be helpful,
5. keep unhelpful hands and feet to themselves,
6. walk on the left at all times whilst in the school building, 7. ask for help or tell an adult if they are unhappy,
8. accept responsibility for the things they do.

Appendix 7

UNACCEPTABLE BEHAVIOUR

Children are taught what is unacceptable behaviour and are made aware of the consequences of breaking the rules.

The following are behaviours we regard as unacceptable:

1. Lack of respect. (This may be shown through body language, written language and/or spoken language.) 2. Use of rude or unkind language.
3. Violence (hitting, kicking, biting or other such physical responses).
4. Threatening behaviour including bullying and cyber bullying.
5. Deliberate disobedience.
6. Discrimination against all protected characteristics.
7. Deliberate vandalism of school property.

Consequences (sanctions)

At Thomas Willingale School we believe that it is important to deal with inappropriate behaviour calmly and quickly. We believe the basis of good discipline is about the interaction of children and their teachers/LSAs in the classroom and with the mid-day assistants at lunchtime.

The following hierarchy of consequences will apply if a child fails to keep to the school Code of Conduct:

Classroom Incidents – use the traffic light system as follows:

Place all the children's names on the green light at the start of each day – this sets the expectation of all children making positive choices throughout the day. Should a child make an inappropriate choice:

1. First verbal warning: place the child's name <u>next to</u> the amber light and remind them of the relevant class rule/s.

2. Second verbal warning: place the child's name on to the amber light. Remind them of relevant class rule/s. If appropriate give them 'time out' i.e. move to work alone or away from the situation that is being disrupted (time out is not a compulsory sanction).

3. Third verbal warning: place child's name next to the red light and child may lose break time privilege according to the guidelines below. Please update child's individual behaviour chart in your blue class folder.

4. Fourth verbal warning: child is placed on to the red light and given a detention. NB: if a child receives their fourth warning after break time but before lunch, they go into lunch at normal time and complete their detention after they have finished eating before going to the playground.

Children are given every opportunity to modify their behaviour and earn their position back on the green traffic light depending on the level of inappropriate behaviour choice madeLoss of break time/lunchtime privilege appropriate to age may be used.

OR,

KS1 - This will involve walking with the Teacher / LSA on duty or lining up on the wall.

KS2 - Lining up on the wall.

Detention
These are generally, but not exclusively, to be used at morning playtime and lunch time in line with the list of behaviours below. This may involve a child spending the whole of their break or lunch break in detention however reasonable time will be given for them to use the toilet. They will be permitted to eat their snack/lunch at a suitable table.

5. Child sent to Phase Leader

This will be recorded on My Concern. The child will lose break time privileges dependent on their age and the incident(s).

6. Class teacher (with or without Phase Leader) to speak to parents/carers and explain that their child's behaviour is causing concern.

7. Child sent to Deputy or Headteacher or Inclusion Manager– sanction as deemed appropriate will be given. (this could include detention, loss of privileges in school such as attending 'special events/trips', being given a reasonable task- such as helping to clear the lunch hall or tidying up.

8. Deputy or Headteacher to ask parents/carers into school to discuss further behaviour support strategies.

All staff use their professional judgement as to whether all stages are to be applied. Serious offences lead to stage 7 immediately.

If a child frequently reaches the higher stages of the outlined discipline hierarchy, the class teacher gives consideration as to whether it is necessary to write a 5 Step Plan. This plan is to clearly outline the strategies that will be put into place in order to improve the behaviour of the child. This is implemented in consultation with the Inclusion Manager.

In exceptional cases where positive attempts to address the child's behavioural concerns do not lead to an improvement in the situation, an Early Intervention Meeting is called by the Deputy Headteacher or Headteacher. This involves the child, their parents/ carers, a governor, the Inclusion Manager and a member of the Specialist Teacher Team – usually the Specialist Teacher for Social, Emotional and Mental Health or Educational Psychologist.

The purpose of the Early Intervention Meeting is to:

- Outline clearly the nature and extent of the child's behavioural difficulties and how it is affecting the child and the life of the school.
- Try to identify the circumstances that might be causing the inappropriate behaviour.
- Agree any action that may be required, by those present at the meeting, to improve the child's behaviour.
- Make clear the consequences if the child's behaviour does not improve.
- When all these steps have been taken, and the pupil's behaviour has not improved, then it may be necessary to consider the remaining three stages on the discipline hierarchy:

9. Internal Seclusion from class for a fixed term period

Regular displays of inappropriate behaviour where, in the opinion of the Deputy Headteacher and/or Headteacher, exclusion is unlikely to affect future choices made by the child, s/he will be internally secluded for a period of between 2-5 days.

10. Suspension from school for a fixed term period

Major offences, such as a serious assault on another pupil or member of staff, may lead to fixed term suspension.

An Early Intervention Meeting will be convened before the pupil returns to school and it may be decided at this meeting that the exclusion is made permanent.

11. Permanent exclusion

Appendix 8

Lunchtime Incidents

LSAs / MDAs will record all warnings and time outs given in their note books. (These books are kept at school at all times and are written up as incidents occur.) The original is handed to the classteacher. MDAs speak to the Midday Supervisor or Classteacher and incidents are noted on MyConcern where necessary. Class teacher to ensure they keep a record of incidents and sanctions. This avoids a child having a verbal warning from two or more MDAs and not being given time out.

Low Level Incident

First: Verbal warning with clear, concise explanation of what behaviour has led to this action.
Second: Time out: child walks with member of MDA team 5 minutes + 1 minute per year of child (i.e. Y6 child = 11 minutes) Third: Sent to Office (Midday Supervisor)

Medium Level Incident

First: Time out: child walks with member of MDA team 5 minutes + 1 minute per year of child (i.e. Y6 child = 11 minutes). Child is given a clear, concise explanation of what behaviour has led to this action. Second Sent to Office (Midday Supervisor)

High Level Incident

First This results in the child being immediately removed from the playground with a clear, concise explanation of what behaviour has led to this action. The child is brought to the office and the matter is escalated to the classteacher / KS Phase Leader or Deputy Headteacher where necessary.

Lunchtime Consequences

The senior member of staff on lunchtime duty will decide an appropriate consequence. Where necessary/appropriate and following consultation, lunchtime exclusions, both formal and informal may be considered.

Appendix 9

HOUSE POINTS

Everyone in the school is allocated to a house; this includes all children and staff (with the exception of the Headteacher and Deputy Headteacher). Phase Leaders and Inclusion Manager act as House Leaders.

Children are put into houses from entry into Reception or the school – whichever comes first. Children will remain in the same house throughout their time at Thomas Willingale School.

Throughout the year there will be competitions, events and extra ways in which house points can be earned.

How can house points be earned or awarded?
Points can be awarded by all members of staff for good behaviour choices, positive attitude to self and others, neat appearance, carrying out errands and/or chores efficiently and effectively, sports, participation in activities.

House points will be awarded in multiples of 10. They can be awarded to individuals or groups of children.

House points can be taken away from house totals, not from individuals, should behaviour choices fall significantly below expectations.

Rewards
There are prizes and rewards on offer for the winning house each term and each year.

Trophy – there will be a house cup which will be awarded weekly to the house with the most house points. House colours will be tied to the cup as appropriate. The House cup will be on display in the Main Hall.

Certificates – may be given to individuals or members of teams who earn high levels of house points.

Extra Play time will be awarded in the last week of each half term for the members of the house with the most points at that time.

Games / film afternoon may be awarded to the members of the house with the most house points at the end of an academic year.

Letters home may be sent to individuals or members of teams who earn high levels of house points.

Houses
The houses have names and colours. They are named after the patron saints of the four countries of the British Isles:

St. George – red 23rd April

St. Andrew – blue 30th November

St. Patrick – green 17th March

St. David – yellow 1st March

It is intended that children will learn key facts about their patron saint and country.

House Leaders will be: Members of the Senior Leadership Team

House Captains and Vice Captains:
House Captains are chosen by staff from children in Year 6 and Vice captains from year 5 (ideally these children should not hold other responsibilities within the school e.g. School Councillor).

House Captains and Vice Captains will be supported by Phase Vice Captains - four children from Lower Key Stage 2 and four children from Key Stage 1 (Year 2).

House Captains
Duties will include:

- Representing the school at events within and outside of the school;
- Lead house teams at sporting, quiz and challenge events;
- Present at assemblies, productions;
- Set up hall for assemblies, presentations; • Show visitors around the school
- Collect and count house points.

Appendix 10

MERIT POINTS
(Tracker Cards)

Children can earn or be awarded merits for learning (work), including effort in completing or presenting learning, attitude to learning, contributing to class learning and activities, the quality of questions and answers given in class and attendance. (Merit points cannot be removed.)

Every child from Reception onwards will be given a ‘Personal Tracker Card’ appropriate to their key stage. Normally at the start of the Autumn term in any year children will be given a Bronze Award tracker. Once they have earned sufficient merits they will have earned a bronze sticker and certificate and progress to their Silver Award tracker. Once they complete this they will have earned a silver sticker and certificate and progress to their Gold Award tracker.then platinum

Children will have opportunities to collect extra stickers from their class teacher, Phase Leaders, Deputy Headteacher and Headteacher as well as opportunities to take their tracker award cards home to share with parents/carers.