



# **Relational Behaviour Policy**

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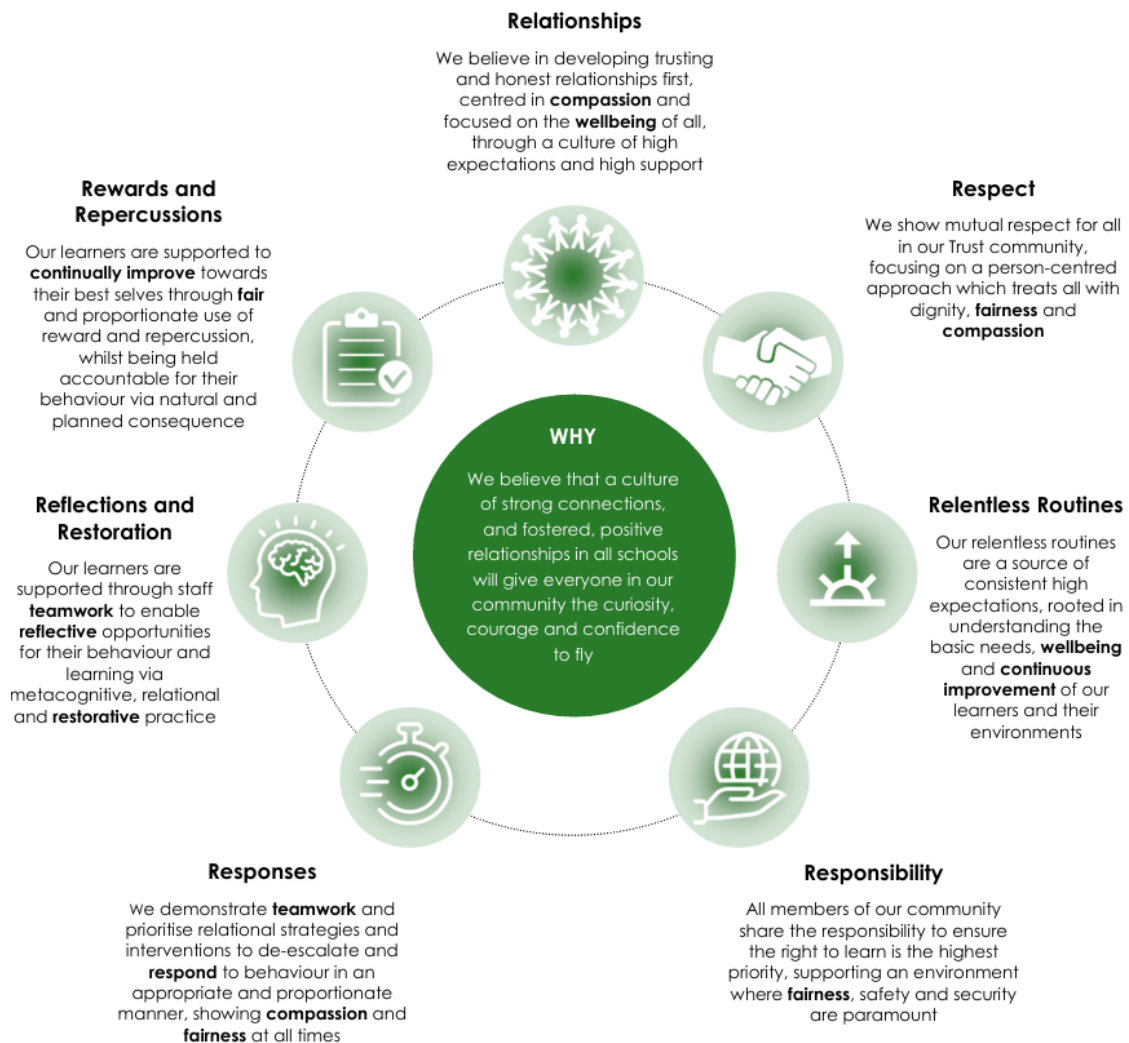
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## Key Principles

At Ruishton C of E Primary School, our key principles are underpinned by The Oak Partnership's Behaviour Principles Guidance and Trust values:

*Wellbeing Continuous Improvement Compassion Fairness Teamwork*



We believe fostering positive relationships should be at the heart of everything we do. We believe that strong connections between staff, learners, and parent carers are essential for emotional well-being, academic success, and a thriving school community. This policy outlines our commitment to building a supportive and inclusive environment where everyone feels valued, respected, and empowered to learn and grow.

Our Relational Behaviour policy is based on fostering strong relationships within a positive school culture and climate that nurtures connection, inclusion, respect and values all members of our school community. We strongly believe that parent carer engagement and involvement is crucial. This policy

also highlights the importance of providing emotional support for staff, learners and parent carers in order to help manage stress and any emotional needs, including trauma or secondary trauma.

It is our aim to combine approaches which are trauma-informed, relational and designed to support the needs of all staff and pupils, whilst equally recognising the psychological need for purpose, recognition and consequence.

The policy uses an effective combination of restorative practices, intrinsic (purpose, mastery, autonomy) and extrinsic (reward, recognition, consequence) motivational approaches and strategies to support children in understanding the concept of cause and effect behaviours, so that they are supported to flourish in the wider world.

We recognise that life experiences, behaviours and motivations are complex and individual, requiring a tailored blend of many factors to drive sustained, positive behaviours to support pupils in their personal development so that they are wholly prepared for the future ahead of them.

Our key principles for this approach can be defined as:

- **Relationships:** Putting relationships first. Our ethos promotes strong relationships between staff, learners and their parent carers as the very first step. We understand that behaviour is a form of communication and knowing this helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. We aim to take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- **Balance:** Extrinsic motivators can undermine existing intrinsic motivation and may only lead to temporary compliance. Our goal is a synergistic approach where external rewards support, rather than sabotage, internal satisfaction and identity and sit harmoniously alongside the building of relationships between adults and pupils. Consequences as an external motivator should be balanced carefully against the primary action of restoration between staff, pupils and parent carers.
- **Context:** Extrinsic motivators work best in the right context. They should not be offered, given for completion of tasks or used to reward contexts that are not accessible for all. Consequences will be used with the understanding that each incident will need to be treated individually, with the aim being to restore positive behaviour, provide opportunity for reflection and to learn from the mistakes made. We understand intrinsic motivation is linked to sustained interest, creativity, and deeper engagement and we aim to nurture this through long-term strategies linked to:
  - **Autonomy and Competence:** we aim to support individuals' basic psychological needs for autonomy (control over their actions), competence (belief in their abilities), and relatedness (feeling connected to others).

## Aims

It is our aim at Ruishton CofE Primary School to provide a school environment that is safe and stimulating for the children in our care. We have a commitment to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying. In order to ensure that this is so, we have agreed a positive approach to behaviour management to create a calm, secure and happy working environment for all. We aim:

- To develop strong and trusting relationships which are centred on compassion, wellbeing, basic needs and a culture of high support. To give pupils, staff and parents a shared sense of direction and feeling of common purpose.
- To nurture a community and culture of respect.
- To know behaviour is a form of communication. Understanding this helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and respond accordingly.
- To ensure our responses towards behaviour in a moment are non-judgmental, curious and empathic. We encourage all adults at Ruishton Primary School to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- To ensure that pupils who communicate through challenging behaviour need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- To foster responsibility and ensure the right to learn is the highest priority, underpinned by caring attitudes towards everyone where achievements at all levels are acknowledged and to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with strong parental co-operation and involvement, so that pupils are supported to be their best selves through proportionate use of reward and repercussion.
- To make the boundaries of acceptable behaviour clear and to ensure safety with relentless routines which are rooted in wellbeing and continuous improvement.
- To raise awareness about appropriate behaviour so children understand what 'this looks like', supported by opportunities for reflection and restorative practices.
- To ground all of the above upon a foundation of shared Christian beliefs, values and practice.

## Children's Responsibilities

Meet the standards of expected behaviour through:

- Respecting each other, the school environment and themselves.
- Being polite to each other at all times.
- Working to the best of their abilities, and allow others to do the same.

- Playing safely and thoughtfully.
- Striving to be good ambassadors for the school and in the wider community.
- Following the instructions of all the school staff.
- Co-operating with other children and adults.

### **Staff Responsibilities**

- To build positive relationships with every child they interact with.
- To make clear our expectations of good behaviour, teaching them how to behave by modelling and repetition.
- To treat all children fairly and with respect, recognising their individuality.
- To raise children's self-esteem and develop their full potential.
- To create a safe, pleasant and stimulating environment, physically and emotionally.
- To use 'rewards', restorative approaches and 'sanctions' clearly and consistently.
- To be a good role model.
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To be aware of a child's individual needs and refer to and use any plans they have (e.g. behaviour support plan or sensory plan) to further support their needs in agreement with parents and SENDCo (**Appendix 3**)
- To offer a framework for social education.

### **Parents'/Carers' Responsibilities**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

### **Headteacher Responsibilities:**

- Ensure all pupils and staff are supported in managing pupil behaviour and adhering to the guidance set out in the policy and that expectations of behaviour are commonly understood
- Ensure measures and targeted interventions are in place to improve behaviour where necessary, including reasonable adjustments for pupils with disabilities as required
- Support pupils and staff in ensuring that behaviour does not normally disrupt teaching, learning or school routines by ensuring effective support and action is immediately put in place to restore acceptable standards of behaviour.
- Ensure that all members of the community understand and uphold the expected standards of a safe and positive environment in which bullying, physical threats or abuse and intimidations are not tolerated.

### **Local School Committee Responsibilities**

- Support the school in the implementation of the policy
- Support the Headteacher when necessary, regarding making decisions about serious behavioural incidents
- Review the effectiveness of the policy as required.

<b>Designated Staff</b>	
<b>Headteacher</b>	Miss Hannah Collier
<b>Assistant Headteacher</b>	Miss Bethan Stacy
<b>EYFS/KS1 Phase Lead</b>	Mrs Georgina Turnbull
<b>Designated Safeguarding Lead</b>	Miss Hannah Collier
<b>Deputy Safeguarding Leads</b>	Miss Bethan Stacy, Mrs Georgina Turnbull, Miss Gemma Poulson
<b>Local School Committee Safeguarding Governor</b>	Mrs Jasmine Riches
<b>Pastoral Assistant</b>	Miss Gemma Poulson
<b>SENDCo</b>	Mrs Carly Anderson

## Our Expectations

The school has systems to support behaviour expectations throughout the school day, defined as routines, rules (behaviour values) and recognising achievement.

## Routines

In order to create a safe environment, one which our children can thrive in, we have in place certain systems and routines to support expected behaviours and aid transitions within the school day.

### Mornings

The school is open from 8.45am. Children can be dropped off from this time and will be allowed to enter class to complete a morning activity, whilst the remaining children arrive. Staff will greet children at the classroom door. Children who require additional support to transition into the day will receive a soft start as part of their agreed and devised routine. Our Pastoral Assistant, alongside other members of staff, will be available to support pupils who are struggling with the transition into school. Upon agreement with the Headteacher, some pupils can be supported with alternative access arrangements into school, to support transition and emotional regulation.

## **Playtimes**

A bell is rung at the end of playtime which signals children need to line up with their class. Teachers, and when not possible, teaching assistants, will meet the children in their designated spot to bring them into the classroom. At lunchtime, a bell is rung to signal end of lunch and children line up again, Lunchtime Supervisors remain on the playground to supervise children until their teachers arrive to collect. Pupils are expected to line up in an orderly and quiet manner.

## **Lessons**

Teachers will create a Class Charter at the beginning of each new academic year, setting out the expectations of behaviour and learning. Pupils are expected follow the routines and Class Charters of their class, as set out by the teacher, to ensure that learning is not disturbed or disrupted. Instructions given by staff must be followed. Resources must be respected and used without damage or risk of damage. Staff and pupils are expected to tidy away resources between lessons and ensure classrooms and all other spaces around the school are kept tidy and respected.

## **Movement around the school**

When moving around the school, the expectation is that all children and adults will move around the school in a sensible manner. They are expected to walk sensibly and quietly along corridors and pathways. Children will be accompanied to and from Collective Worship by an adult. Children will be encouraged to use the toilet during playtimes, however, they will also be allowed to use toilets during lesson times if necessary and will have drinks available at all times from their own personal drinks bottle or cup.

## **End of day**

Teachers will ensure the routine in their classroom allows children to end the day calmly. Chair must be either stacked or tucked neatly beneath tables and classrooms must be left tidy. Pupils who require decompression will receive a soft end to the day as part of their agreed and revised routine. Pupils and any accompanying adults are expected to leave the site safely and with respect for others. Pupils are not permitted to use the play equipment or any other school resources on the playground at the end of the day when leaving the site. Upon agreement with the Headteacher, some pupils can be supported with alternative exit arrangements from school, to support transition and emotional regulation.

## **Behaviour Values and Rules**

There are various terms used to describe the rules and learning behaviours necessary to succeed in learning at school. At Ruishton we call them **Behaviour Values**.

These values have been created by drawing upon our Church Values so that children are routinely exposed to them. They are underpinned by our determination to ensure children learn and leave Ruishton well-rehearsed in demonstrating good behaviours and human values daily. Every classroom displays the learning behaviours in the form of posters.



The twelve Behaviour Values are:

- 1. Respect**  
Respecting myself, my learning journey and its successes and failures; respecting my peers when sharing the learning environment. Respecting my teachers and the resources provided to me.
- 2. Service**  
Serving myself and my peers by giving feedback, sharing my skills and my knowledge and trying my hardest throughout the day.
- 3. Courage**  
Showing courage by trying new things, sharing my mistakes and communicating when I am struggling.
- 4. Creativity**  
Brainstorming my ideas, improvising with my teachers and peers and using my imagination. Being creative in my play whilst playing safely with others.
- 5. Trust**  
Trusting in my ability to learn and make progress, trusting my teachers and peers will help me.
- 6. Responsibility**  
Showing responsibility by planning my learning, staying focussed, monitoring my mistakes and keeping on task. Showing responsibility for my actions by making efforts to make things right.
- 7. Truthfulness**  
Being truthful with my evaluations of my learning, being truthful with what I know and what I don't know yet. Being truthful about things that might have happened when speaking with adults or my peers.

## **8. Wisdom**

Showing curiosity towards life, sharing my wisdom, asking questions, recalling my knowledge and skills. Supporting others with my wisdom when they need it.

## **9. Perseverance**

Setting myself goals, keeping going even when the work is hard and challenging myself to learn more. Persevering when things are tough or challenging and accepting support with this when I need it.

## **10. Hope**

Practicing practice positive self-talk, reflecting on my past successes, and making sure I have a hopeful attitude by being kind, respectful, and supportive of others

## **11. Friendship**

Being a good friend by being kind and respectful. Making amends when things have gone wrong. Making sure I listen and pay attention in class and not disturbing others.

## **12. Forgiveness**

Forgiving myself and others when mistakes have happened or when things have gone wrong. Knowing that forgiveness is important and can be learned from.

## **Recognising Achievement**

All pupils are encouraged to exhibit positive behaviour, take pride in their behaviour and to feel valued for their contribution to the life of the school.

At Ruishton, we believe it is important that all children regularly experience success and understand both the combination of intrinsic and extrinsic motivations. We recognise motivation is complex and individual and use a tailored blend of intrinsic and extrinsic factors to sustain a positive behaviour culture.

Staff and children should take every opportunity to celebrate individual and group success in all aspects of school life. Backed by a combination of research, we recognise success predominantly through verbal praise and encouragement, inciting intrinsic motivation in children to recognise and feel good about achievement, underpinned by our Behaviour Values. We also use some methods of extrinsic reward, recognising that this is a fact of the wider world and a positive way to celebrate demonstrations of achievement. These extrinsic rewards cannot be offered as a contingent reward.

We achieve our approach through:

- Giving positive encouragement and targeted/specific feedback, focusing on individual strengths and contributions.
- Ensuring praise is tailored to the individual so that it is specific, descriptive, and genuine. For pupils who find traditional praise challenging, we offer discreet, non-verbal forms of recognition, such as a thumbs-up, a smile, or positive eye contact.
- Providing opportunities for peers to recognise and praise each other.

- Highlighting demonstrations of our Behaviour Values either through verbal praise or by rewarding a House Point.
- Providing opportunities for pupil responsibilities (e.g. Pupil Leadership Teams, Classroom Monitor roles).
- Sharing achievements with other staff/ pupils in our Recognition Collective Worship.
- Communicating positive efforts with parents/carers.

When praise or **House Points** are given as a reward, adults are reminded to give explicit reasons and consider the language that they use carefully.

House Points are:

- Given as a 'demonstration of the Behaviour Values only (i.e. not performance based against inequitable contexts e.g. achieving 10 out of 10 for spellings)
- Not to be expected (offered beforehand) or used as a pre-motivator: "you'll get a house point if..."
- Not to be taken away or threatened to be taken away as a consequence or punishment
- Can be awarded individually, whole-class, or to groups for a collective 'performance' or demonstration of Behaviour Values.

## Approaches to behaviour

### Relational and Emotion Coaching Approaches

Ruishton Primary School staff have been trained using the guiding principles and philosophy from the Crisis Prevention Institute (CPI).



Our training incorporates trauma-informed and person-centred approaches and supports staff in managing and responding to escalating behaviour. Staff have learned to recognise signs of distress and gain a broad range of tools to help them intervene early to prevent conflict and escalation, aligned with the CPI Crisis Prevention Model:

## The CPI Crisis Development Model<sup>SM</sup>



Emotional coaching offers a range of benefits that extend far beyond just managing emotions:

- **Improved Emotional Wellbeing:** By acknowledging and validating emotions, emotional coaching helps people feel understood and supported. This fosters a sense of security and reduces stress, leading to a more positive and balanced emotional state.
- **Enhanced Emotional Awareness:** Emotional coaching helps people identify their emotions and understand the reasons behind them. This self-awareness empowers individuals to make choices and react to situations in a more constructive way.
- **Increased Emotional Literacy:** Emotional coaching equips people with the vocabulary to express their emotions clearly and effectively. This improves communication and fosters stronger relationships.

These combined benefits create a ripple effect. When learners, staff, and parent carers feel emotionally well-equipped, they can:

- **Focus better:** Reduced stress and improved emotional regulation allow for better concentration and information processing.
- **Develop stronger relationships:** Clear communication and empathy fostered by emotional literacy lead to better collaboration and a more positive learning environment.
- **Build resilience:** The ability to navigate difficult emotions effectively helps people bounce back from challenges and setbacks.

### What Emotion Coaching means in practice (how co-regulation works):

Step 1: Tuning in, empathising, soothing to calm ('I understand how you feel, you're not alone').

Step 2: Connect and normalise. (It's ok to feel like this. I have felt like this when....).

Step 3: Validating the feelings and labelling. ('This is what is happening, this is what you're feeling').

Step 4 (if needed): Setting limits on behaviour. 'We can't always get we want'.

Step 5: Problem-solving with the child/young person ('We can sort this out').

### Planned or Logical Consequences and the Restorative Approach

One of our guiding principle is not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful. Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated – i.e. a signal of 'flipping your lid'. With support to co- and self-regulate, pupils (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices'.

We also recognise that there will be times when a pupil might demonstrate a conscious negative behavioural choice and, as a result of this, there are planned and unplanned 'cause and effect' consequences.

Consequences are outcomes – negative or positive – that happen naturally or through society in response to a person's action. With any behaviours there can be consequences. Some consequences to behaviour occur naturally and some are planned. On occasions, the natural consequence of a negative behaviour is sufficient and sometimes a planned reflection is necessary in order to help teach the pupil about the result of their actions. Planned reflections are a way for a person to consider the cause and effect of their actions and take restorative steps to repair the harm that has been done and reduce the likelihood of a behaviour re-occurring. This process could be small and short lived or more serious and long term.

Our principles when putting in place planned reflections or restorative approaches are:

- **Link it to the behaviour:** The pupil needs to be supported in understanding the behaviour and the effect it has had.
- **Consider the timing:** Pupils will not have a demand placed upon them to reflect or repair relationships before they are ready. We recognise that emotional brain needs to be at baseline state to avoid any further escalation. There will of course be occasions when there is a critical or emergency situation when an action or consequence has to be planned and implemented quickly.
- **Work Collaboratively:** All staff members may issue a reflection but must do so with consistency and by referring to the graduated response chart.

The basic principle of the approach for reflection and restoration is for staff to work with pupils in resolving problems and the effects of their behaviour upon others, rather than imposing solutions on them. Engaging pupils in co-reflection and guidance is an effective way to teach valuable decision-making skills and support them in not repeating behaviours by deepening their understanding of their actions.

## Procedures and responding to behaviours

### High-level behaviours

We consider high level behaviours to be that of a child who has reached the later stages of dysregulation and their behaviour has escalated. This can include but is not limited to: shouting, swearing, physical damage or attempted damage to school property, hiding, running away, refusing to follow instructions, spitting, hitting and/or kicking or attempting to.

When dealing with escalating dysregulated behaviour staff know to apply the following 7 principles from CPI Verbal Intervention training:

1. **Remain calm** – staff being in control and keeping calm will be at the centre of de-escalation.
2. **Isolate the individual** – staff will recognise and use one-on-one intervention for a more effective approach to reduce too many voices and the risk of further escalation.
3. **Watch body language** – staff will be aware of space, posture, gesture, avoiding going into a child's space and making sure the gestures they make match the verbal message.
4. **Keep it simple**– staff will use clear and direct in messages. Jargon and complicated choices are avoided. A child who is beginning to lose rational control will not be processing information as well as they usually do. Complex messages will increase their anxiety and probably make their behaviour more difficult to manage.
5. **Use reflective questioning** – staff will put the child's statements in their own words and then check with them to see if they have understood what they meant. By repeating or reflecting the message in the form of a question, it gives them an opportunity to clarify that message
6. **Use silence** – staff will use silence to allow the child time to clarify their thoughts and restate their message. This often leads to valuable insight and clearer understanding of the true source of the person's conflict.
7. **Watch paraverbal communication** - paraverbal communication refers to the tone, volume, and cadence (rate and rhythm) of your speech. Staff will show awareness of their tone, volume and cadence and consider how could be perceived.

Staff are encouraged to seek support from a member of the Senior Leadership Team if a child's behaviour is escalating and Verbal Intervention has not supported the child in reaching Tension Reduction.

### Tension Reduction

In the context of CPI, **tension reduction** is the final stage of their Crisis Development Model, following a crisis, where the individual's physical and emotional energy is depleted. It's a critical opportunity to reconnect with the individual, provide therapeutic rapport, and debrief to prevent future escalation.

- **Reconnect:** Re-establish a therapeutic relationship with the individual.
- **Support:** Provide comfort and support, but be careful not to inadvertently reinforce the crisis behaviour through excessive attention.

- **Debrief:** Create a safe space for the individual and staff to talk about what happened, discuss feelings, and plan for the future.
- **Re-establish rapport:** Use restorative conversations to help the individual reflect on their actions and the impact they had on others.
- **Encourage positive coping:** Guide the individual to consider alternative behaviours and provide support for identifying and using new skills.
- **Offer consistency:** Maintain consistency with limits and consequences after the crisis has passed.

**Note the following serious behaviours may result in immediate escalation to steps 6 and onwards of the graduated response (Appendix 1), where necessary:**

- Physical behaviour (all types: hitting, kicking, spitting) towards others or school property putting others at risk
- Racial or abusive language
- Swearing
- Sexualised language
- Sexualised behaviour that includes unwanted contact
- Coercive control
- All forms of bullying: including physical, verbal, and psychological abuse, happening repeatedly over time

Each instance of serious negative behaviour will be responded to after analysis of the circumstances and context of the behaviour. Needs of all pupils will be taken into consideration.

More serious forms of unacceptable behaviour including: physical assault, deliberate damage to property, stealing, leaving the school premises without permission and serious verbal abuse are rare at Ruishton Primary School. The response to this behaviour will follow the graduated response, but may require escalation rapidly in order to safeguard the child/children involved.

Repeated patterns of serious unacceptable behaviour would result in an escalation of response.

### **Low-level behaviours**

We consider low-level behaviours to include, but not limited to, calling out, rocking on a chair, fidgeting with equipment, chatting when asked not to, being rude/answering back, disengagement with class work, disturbing other children from their learning.

Staff will respond to these behaviours by reminding the whole class of general expectations and by referring to our graduated response. Staff will have regard for the age and stage of the child, the nature of the incident and wider context.

Each case of negative behaviour is treated individually according to the child's specific needs but staff should look for trends and patterns. Each child does have the right to play and free time (Article 31); but children also have the right to be protected from harm (Article 21) so the response to each incident will be considered with these rights in mind.

### **Supporting children with additional needs**

Ruishton School is an inclusive, nurturing school where every child is known, valued and supported to flourish. Our approach to behaviour for children with SEND, additional needs or vulnerabilities reflects our Christian vision that every child deserves to flourish. We provide equitable, not identical, support so every pupil can thrive.

### **Principles for Supporting Children with Additional Needs**

- Recognising that some children experience difficulties with emotional literacy and self-regulation.
- Understanding that behaviour is communication of need.
- Providing needs-led and developmentally appropriate support.
- Paying close attention to triggers and patterns Influencing behaviour.

### **Reasonable Adjustments**

We make proactive, reasonable adjustments to enable full participation including:

- Alternative seating, adapted workspace or visual supports.
- Sensory breaks, movement breaks or outdoor regulating time.
- Use of sensory tools or fidget aids to support regulation.
- Flexible entry routines or supported transitions.
- Access to quiet, safe regulation spaces.
- Adjusted demands during dysregulation.

### **Adjusted Behaviour Expectations**

Expectations are sometimes differentiated for children with SEND. Behaviour is not punished when it stems from unmet need, developmental difference or emotional overwhelm. Staff scaffold success through relational support and recognise incremental progress.

### **Record-Keeping and Monitoring**

We monitor support carefully through:

- Recording patterns of behaviour on CPOMS.
- Monitoring triggers and regulation strategies over time.
- Reviewing and updating Sensory Plans and Behaviour Support Plans regularly (Appendix 3 and 4).
- Communicating updates with parents and carers in a timely manner to collaborate on strategies and approaches.
- Reflective staff discussions and debriefs when needed.

### **Equity in Consequences and Support**

Consequences are educational, restorative and adapted to the child's needs. Relational repair through therapeutic rapport is prioritised.

## Responses during unstructured times

At Ruishton we recognise that there must be a consistent approach to managing unacceptable behaviour within classrooms and outside during non-structured times (hub, break, lunchtime etc.). The relevant staff members will follow the graduated response for non-structured times ([Appendix 2](#)) and notify class teachers of its use.

Some incidents during non-structured times can be prevented by early intervention as soon as children's body language indicates a conflict may be developing. Incidents that do occur and give cause for concern should be reported to the child's class teacher and, if necessary, member of senior leadership.

Relevant staff members can report back to class teachers on positive behaviours witnessed throughout breaktimes.

## Reporting Behaviour

All forms of internalised and externalised behaviours will be recorded on CPOMs as a behaviour incident and the appropriate category selected. Key staff will be notified of logs, where necessary. Logs and incidents are monitored and reviewed by SLT to support consistency of approach.

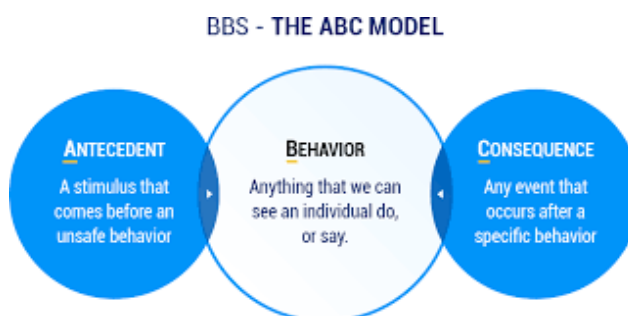
### What to record?

Staff will report using the ABC model. The ABC model supports understanding the bigger picture; including what was going on prior to the negative behaviour that may have been a trigger (Antecedent), what the behaviour looked like (Behaviour), and what happened as a result of the behaviour (Consequence). Reporting using an ABC approach can help to identify trends and patterns in behaviour, highlighting triggers.

**Antecedent** – What happened before the behaviour? Where was it? Who was there? What was happening?

**Behaviour** – What behaviour was displayed?

**Consequence** – What happened after the behaviour? What consequences were there as a direct result of the behavior i.e. not planned consequences.



## Suspensions and Exclusions

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

The headteacher can take the decision to suspend or permanently exclude a child:

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

For persistent breaches of the policy, suspension/exclusion will only occur where support and/or sanctions are not deterring the behaviour and therefore further action is needed to maintain the education and/or welfare of the children, and all the school community.

Headteachers will use their professional judgement when considering whether to suspend or permanently exclude a child. All judgements will be discussed with the school's Senior Leadership Team and an Executive of the Oak Partnership Trust. A child can be excluded from the school premises during lesson time, breaktime or during lunchtime periods. It is rare that the school resorts to exclusion.

## Searching, Screening and Confiscation

The school follows the DfE guidance "*Searching, Screening and Confiscation*" (2022).

- The headteacher and authorised staff have the legal power to search a pupil or their belongings **if they reasonably believe the pupil may be carrying a prohibited item**, as set out by the DfE.
- Searching is always carried out **safely, respectfully, and with regard to the pupil's dignity**, and never used as a punishment.
- Items that are unsafe, illegal or prohibited may be confiscated.
- Searches for prohibited items are **recorded** and parents are informed where appropriate.

## Professional Development

As indicated throughout this policy, we are committed to understanding our children's behaviour and identifying any need to be met. We will continue to work closely alongside our own specialist trained staff including: SENDCo, ELSA, and Pastoral Lead; all of whom support us to uphold and deepen our understanding of how social and emotional learning develops and can be supported, as well how best to promote positive behaviours. These staff have regular training and/ or supervision.

As well as a core of specialist staff, we are committed to provide all of our staff with training and support to ensure our approach is embedded within our school culture ethos and continue to monitor this to ensure our staff are best equipped to support our children.

Staff training includes but is not limited to:

CPI Training (Verbal Intervention and Safety Intervention)	Trauma Informed Approaches	Zones of Regulation	5 point scale approaches
PACE	Social Communication	Attachment Aware	Emotional Coaching
Autism Aware	Relational Approach	Adaptive Teaching	Emotionally Based School Avoidance
Pathological Demand Avoidance	ELSA	Nurture	Block Therapy

## Related Policies

This policy should be read in conjunction with:

- Anti-bullying Policy
- Use of Physical Intervention Policy
- SEND Policy
- Equity and Diversity Policy
- TOPT Safeguarding and Child Protection Policy

## Review Mechanisms

This policy will be reviewed every year by SLT in consultation with the Local School Committee.

## Guidance

This policy and our approach to promoting positive behaviour has considered several pieces of guidance, research and research reviews, including but not limited to:

- The Equality Act 2010
- The UN Convention on the Rights of the Child
- DfE Behaviour and Discipline in School
- 'What's the Message' principles
- Zones of Regulation: a framework designed to promote self-regulation and emotional control
- Pervasive negative effects of rewards on intrinsic motivation: the myth, Banko, Cameron, Pierce (2001)
- Restorative Justice 4 Schools:
- Emotion Coaching
- P.A.C.E.
- EEF Guidance report on Improving Behaviour in Schools, 2019
- Use of Reasonable Force in Schools
- SEND Code of Practice
- Keeping Children Safe in Education
- When the Adults Change, Everything Changes: Seismic shifts in school behaviour, Paul Dix, 2017
- Self-determination Theory, Ryan and Deci, 2000
- Visible Learning, Hattie and Clarke, 2019

## Appendices

### Appendix 1

#### Classroom graduated response:

1. Personal	<p>Making it personal by tuning in and considering the relational approach. Staff will take a non-judgmental, curious and empathic attitude towards behaviour in the moment, focussing on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Staff will ask themselves the question 'why' and 'what' questions and use the CPI Crisis development model:</p> <ul style="list-style-type: none"><li>• why might the child be behaving this way? What might the child need? What are they finding challenging? Ask them if there's something else they need/could help them. Does the child consciously understand the behaviour and the effect it might be having on others?</li></ul> <p>Staff will make reasonable adjustments to meet the child at their behaviour point and consider any needs and adaptations. They will consider any SEND and personal plans of the child and ensure they are followed and/or generally in place (e.g. sensory support plan, behaviour support plan).</p>
2. Praise and Positive Framing	<p>Where adjustments have not worked, teachers may consider a planned ignore of low-level poor behaviour and give active praise to either the child for any demonstration of behaviours which are positive, no matter how small, or to highlight other positive behaviours in class from other children. Positively framing or issuing praise can assume that some 'negative' behaviours are not always conscious on the child's part and may be a form of communicating a lack of understanding. When communicating, staff will consider any SEND and adjustments needed to communication (e.g. verbal or non-verbal strategies).</p>
3. Prompt	<p>If praise or positive framing has not corrected the behaviour and it continues, staff will give a quiet prompt.</p> <ul style="list-style-type: none"><li>• Staff will clearly communicate the behaviours they are displaying and the impact this is having on learning/play and ensure the child understands.</li><li>• Child is spoken to quietly and calmly.</li><li>• Staff will re-consider: What might the child need? What are they finding challenging? Ask them if there's something else they need/could help them.</li><li>• Be clear on what they need to do address behaviour.</li></ul> <p>When communicating, staff will consider any SEND and adjustments needed to communication (e.g. verbal or non-verbal strategies).</p>
4. Re-position	<p>Re-position the child's space in the classroom. When a prompt has not worked, a child will be asked to:</p>

	<ul style="list-style-type: none"> <li>• move to the class reflective space for 5 minutes to complete learning away from others. If they choose, they can stay there to complete their learning.</li> </ul> <p><i>This space is protected for reflection and needs to be accessible at all times to allow pupils the opportunity to self-regulate effectively.</i></p> <p>After 5 minutes, the staff member will ensure they find an opportunity to co-reflect with the child and model/prompt their thinking, so that they understand their behaviour, its impact and be supported in not repeating it.</p> <p>When communicating, staff will consider any SEND and adjustments needed to communication (e.g. verbal or non-verbal strategies).</p>
5. Reflection	<p>Time out of class.</p> <p>We recognise that some children cannot immediately self-regulate or recognise the impact their behaviour might be having on others. Where appropriate for their individual needs, a child may need to take time out of class if they cannot regulate or if their behaviour is disrupting learning. This time could take the form of:</p> <ul style="list-style-type: none"> <li>• Using sensory time to reach baseline of regulation</li> <li>• Completing their work in a different classroom</li> <li>• Reflecting with a member of the Senior Leadership Team or the Pastoral Lead.</li> <li>• A typical time out will last for 15 minutes. After this, a child can return to their classroom to complete the lesson, if they would rather remain in an alternative class, they may. Some children might require more time in order to be regulated.</li> <li>• Class teacher will inform parents of any reflection, either by phone call or face-to-face. Where this is not possible, an email will be sent.</li> <li>• Reflection and the reasons for it will be logged internally,</li> <li>• If this step is reached at a point of transition the reflective process must be completed post transition e.g. lunch, reflect in the afternoon.</li> </ul> <p><b><i>Where a child has had 4 or more reflections during one half term, parents will be requested to meet with the child's class teacher and a member of the Senior Leadership Team to discuss the child's behaviours and work together on establishing any unmet needs.</i></b></p>
6. Internal suspension	<p>Persistent disruption within classrooms or the wider school environment will not be tolerated.</p> <ul style="list-style-type: none"> <li>• If a child refuses to adhere the expectations set out in steps 4 and 5 the behaviour will be escalated to step 6.</li> <li>• The child will be internally suspended for the remainder of the day (or for an appropriate time the following day if the incident occurred end of day).</li> <li>• They will be given a designated space with the HT or member of SLT.</li> <li>• Staff may also choose to give them separate playtimes/lunchtimes.</li> </ul>

	<ul style="list-style-type: none"> <li>• A telephone call/face-to-face conversation will need to be had with parents at this point.</li> <li>• An individual Behaviour Support Plan (See Appendix 3) may need to be created with the SENDco and other relevant agencies.</li> <li>• CPOMs log must be made.</li> </ul>
7. Fixed term suspension	<p>Persistent and/or one-off serious incidents which severely disrupt the school environment, cause harm to others or school property will not be tolerated.</p> <ul style="list-style-type: none"> <li>• Headteacher issues a fixed term suspension. These can be issued for breaches of the behaviour policy.</li> <li>• Parents will be informed by phone/face-to-face with action confirmed in writing.</li> <li>• Number of days/half days will depend on an individual case by case basis.</li> <li>• Re-integration Meeting is held on return.</li> </ul>
8. Permanent exclusion	<p>For serious behaviour breaches of the behaviour policy a permanent exclusion will be used. Refer to exclusions policy.</p>

## Appendix 2

**Staff will follow Steps 1 - 4 as above during break times and lunch times, with the following adjustments**

1. Personal	As above
2. Praise and Positive Framing	As above
3. Prompt	As above
4. Re-position	<p>Due to limited numbers of staff outside, a staff member supervising may call upon a colleague to support with step 4. This might include:</p> <ul style="list-style-type: none"><li>• Asking the child to stand with that staff member for a few minutes to regulate and reflect</li></ul> <p>After 5 minutes, the staff member will ensure they find an opportunity to co-reflect with the child and model/prompt their thinking, so that they understand their behaviour, its impact and be supported in not repeating it.</p> <p>When communicating, staff will consider any SEND and adjustments needed to communication (e.g. verbal or non-verbal strategies).</p>
5. Reflection	Time off the playground. As above for in-class response, staff will guide a child to have time off the playground to regulate and reflect. Children will be asked to spend this time outside the staffroom.

## Appendix 3

A behaviour support plan is to be put in place if the school graduated response no longer effectively supports their behaviour.

### Behaviour support plan template



### Behaviour Support Plan

Pupil Name: [Text]

D.O.B: [DD/MM/YYYY]

Plan Created: [DD/MM/YYYY] Plan Reviewed: [DD/MM/YYYY]

<b>Context</b> Text	<b>Triggers</b> Text
<b>Things You Need To Know</b> Text	<b>Key Adults</b> Text

<b>De-escalation</b> Strategies that could help	<b>Zone</b> What [Name] does, says and looks like	<b>Escalation</b> Strategies that may make things worse
✓		⊗
✓		⊗
✓		⊗
✓		⊗

This plan was written/reviewed on DD.MM.YYYY in consultation with:

<b>Name</b>	<b>Role</b>	<b>Signed</b>

Review & Next Steps:

Date:

## Appendix 4

### Example Sensory Plan

	Over Responsive	Under Responsive - Passive	Under Responsive - Seeking
Auditory	22%	0%	0%
Gustatory	44%	0%	11%
Olfactory	11%	0%	22%
Proprioception	0%	0%	22%
Tactile	22%	0%	33%
Vestibular	22%	22%	0%
Vision	22%	0%	33%

<p><b>Auditory (Over-Responsive) Strategy 1:</b></p> <p>Sit the child away from auditory distractions like fans and heaters or windows.</p>	<p><b>Auditory (Over-Responsive) Strategy 2:</b></p> <p>Consider seating the child away from noisier classmates</p>	<p><b>Auditory (Over-Responsive) Strategy 3:</b></p> <p>Allow the child to work in a quiet space for focused work.</p>	<p><b>Auditory (Over-Responsive) Strategy 4:</b></p> <p>If a quiet room is not available, the student may benefit from wearing ear defenders, headphones or ear plugs. These should only be worn when there is a high level of auditory distractions, and should be part of an auditory desensitisation programme.</p>
<p><b>Gustatory (Over-Responsive) Strategy 1:</b></p> <p>Ensure mealtimes are calm</p>	<p><b>Gustatory (Over-Responsive) Strategy 2:</b></p> <p>Work together on meal preparation and food shopping</p>	<p><b>Gustatory (Over-Responsive) Strategy 3:</b></p> <p>Don't try to coerce the child into eating/trying new food</p>	<p><b>Gustatory (Over-Responsive) Strategy 4:</b></p> <p>Where introducing new food, use a consistent time for it as part of a routine.</p>
<p><b>Olfactory (Under-Responsive) Strategy 1:</b></p> <p>Practice identifying different smells using blindfolded "Sniffing" activities</p>	<p><b>Olfactory (Under-Responsive) Strategy 2:</b></p> <p>Use scratch and sniff books</p>	<p><b>Olfactory (Under-Responsive) Strategy 3:</b></p> <p>Make a smelly treasures box full of herbs, spices, coffee, tea bags, candles, soap etc.</p>	<p><b>Olfactory (Under-Responsive) Strategy 4:</b></p> <p>Use containers with cotton balls filled with essential oils.</p>
<p><b>Proprioception (Under-Responsive) Strategy 1:</b></p> <p>Try "heavy work", eg. pushing and pulling.</p>	<p><b>Proprioception (Under-Responsive) Strategy 2:</b></p> <p>Make use of a trampoline</p>	<p><b>Proprioception (Under-Responsive) Strategy 3:</b></p> <p>Gardening work</p>	<p><b>Proprioception (Under-Responsive) Strategy 4:</b></p> <p>Kneading</p>
<p><b>Tactile (Over-Responsive) Strategy 1:</b></p> <p>Offer the opportunity for different tactile experiences to explore the child's interests.</p>	<p><b>Tactile (Over-Responsive) Strategy 2:</b></p> <p>Avoid light touch activities.</p>	<p><b>Tactile (Over-Responsive) Strategy 3:</b></p> <p>Use firm touch, deep pressure instead of tickling type touch.</p>	<p><b>Tactile (Over-Responsive) Strategy 4:</b></p> <p>Allow space around the child in class.</p>