ABBEY MEAD
PRIMARY ACADEMY

TMET
The Mead
Educational Trust

Relational Behaviour Policy

Policy Monitoring, Evaluation and Review:

Version:	V.11
Date created:	07-01-2019
Author:	Melissa Cogan
Ratified by:	Local Academy Council
Date ratified:	01/06/2026
Review date:	June 2027

Revision History:

Version	Date	Author	Summary of Changes:
V0.1	07-01-2019	GA	Created
V0.2	27-08-2019	GA	Review of policy Addition of character education
V0.3	14-07-2020	GA	COVID-19 Addendum and adjustments * Dysregulation * Mental Health & Wellbeing * Personal space
V0.4	22/04/2021	GA	Addition of Appendix X
V.05	02/09/2021	GA	Review of current content
V.06	17/05/2022	GA	Rewrite & inclusion of Trauma informed practices
V.07	21/11/22	MC	Review of Rewards and Consequences Further Trauma Informed Approaches
V.08	16.1.24	MC	Review of current content Parental concern Protective Factors
V.09	17.12.24	MC	RB2L referral process Adapted behaviour process/scripted language
V.10	01.6.25	MC	Behaviour policy rewritten to reflect Abbey's relational/trauma informed approach to behaviour with focus on inclusive practice.
V.11	13.5.25	MC	To ensure full compliance regarding restrictive interventions, including use of reasonable force, in schools-April 26

The policy was developed collaboratively with children, parents, and staff, and is reviewed annually with ongoing community feedback.

Contents

1.Legislation, Statutory Requirements and Statutory Guidance ……..3

2.Linked policies ……..3

3.Our Aims, Objectives and Rationale
Our Aims …… 4
Our Policy Objectives …… 4

Our Approach
Our Rationale …… 5
Our Trauma Informed Approach …… 5
Our Relational Approach-Protect, Regulate, Relate, Reflect …… 6

Definitions ……..

Mobile Phones

Our Specific Roles and Responsibilities

The Abbey Way
Our Three Values and Character Muscles
Recognition and Rewards
Alternative Ways to Recognise Behaviour That is 'Over and Above'
In and Around School (including during assemblies, playtime and lunchtime)
In the Classroom/Teaching Space:
Our Stepped Approach to Behaviour
Dealing with Serious Misbehaviour
Further Support for Pupils-A Graduated Approach
Bullying

Dealing with Malicious Allegations

Reasonable force and/or Other Restrictive Interventions
Consideration for Pupils with Special Educational Needs and/or Disabilities (SEND)

Confiscation, Banned Items and Searching Pupils

Attendance

Exclusion

Transition

Staff Induction, Development and Support

Monitoring
Appendices

Legislation, Statutory Requirements and Statutory Guidance

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

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

DfE guidance explaining that maintained schools must publish their behaviour policy online.

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

This policy is to be used in conjunction with the following policies:
Anti-Bullying Policy
Attendance Policy
Searching, Screening & Confiscation Policy
Positive Handling Policy
Safeguarding Policy

This Behaviour Policy applies throughout the school day, including breakfast club and after-school care, as well as during any school-organised activities or visits.

Our Aims

At Abbey Mead Primary Academy, we aim to create a safe, happy, caring environment in which children develop self-confidence, relationships and independence; where they are encouraged to be considerate and show respect for others, while reaching their true potential.

Our commitment is to provide every child with an outstanding education that nurtures their academic, emotional, and social development. By identifying and addressing barriers to learning, we deliver an inspiring and relevant curriculum that supports the whole child, helping each pupil to achieve, grow, and realise their full potential.

We aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Foster positive attitudes in our pupils towards themselves and others which recognises and values achievements at all levels
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of The Mead Educational Trust (TMET) and the individual academies that are part of that family
- Outline the expectations and consequences of behaviour
- Provide an interesting, well-planned curriculum that motivates pupils to learn alongside developing the social, emotional and communication skills
- Support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.
- Provide a consistent, inclusive approach to behaviour management, based on a trauma informed, relational approach, that is applied consistently to all pupils and yet reflects the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Our Policy Objectives

- To provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.
- To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- To build a community which values kindness and empathy for others.
- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our approach with evidence-based practice and current research.
- Prevent bullying

Our Approach

At Abbey Mead, we believe that a trauma-informed, relational approach is the foundation for building resilience and fostering lifelong learning. We are dedicated to developing a trauma and mental health informed approach that promotes positive mental health and resilience, enabling **all** pupils to fully engage in both life and learning. With a growing understanding of the long-term effects of Adverse Childhood Experiences (ACEs) on mental and physical health, we aim to strengthen the protective factors within our school environment. By fostering a safe, supportive, and relationship-centred culture, we strive to create a nurturing space where every child feels valued and empowered.

Our Rationale

At Abbey Mead Primary Academy, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential. When children experience safety in their relationships they open to new learning; it is therefore vital that wellbeing is placed at the foundation of our school offer. We recognise that behaviour is a form of communication and often due to an unmet need, therefore we take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations in a positive manner so they can be ready to engage with their learning. We encourage all stakeholders to recognise both their rights and responsibilities.

Our Trauma Informed Approach

Abbey Mead Primary Academy is committed to ensuring that all develop a Trauma and Mental Health Informed Approach which will protect our school community members – staff, children and parents – alike. A substantial body of research highlights the long-term impact of Adverse Childhood Experiences (ACEs) and/or vulnerabilities on both mental and physical health. Providing an environment that has safety, connection and compassion at its heart ensures that our school environments never unwittingly re-traumatise any of our school members and act to maximise protective factors through the conscious use of our relationships.

To ensure every child develops positive mental health and resilience, our aim is to:

* support children to make sense of their experience(s)
* find ways to manage their emotions and feelings
* create an environment of safety, connection and compassion always
* build a school network of strong, positive, supportive relationships through training
* ensure children maintain the capacity to learn, despite difficult and recurrent events that may occur

We do not operate a ‘zero tolerance’ or ‘one size fits all’ approach to behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations. Our school has embraced a wide definition of Adverse Childhood Experiences (ACEs) encompassed by any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Day-to-day exposure to events such as divorce, loss of a loved one, physical or mental illness within the family,

preparing for an exam or moving to a new house can be experienced as traumatic. We recognise that both children and adults can be affected by toxic stress.
All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety (protective factors) and have the skills to respond to those who have been impacted by traumatic stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in and access their learning. This is based on the understanding that pupils best achieve, develop and reach their true potential when staff are fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at Abbey Mead Primary Academy that all staff, regardless of their role, act in this way.

At Abbey Mead, our staff, RB2L team, and Designated Safeguarding Lead (DSL) team work closely together to identify pupils who may need additional support. We are proud to have a specially trained Trauma and Mental Health Informed Practitioner who provides targeted support for these children. This support may take the form of one-to-one sessions, small group work, or in-class interventions, depending on individual needs. Our aim is to help children make sense of their experiences, manage their emotions effectively, and maintain their capacity to learn, even when facing challenging circumstances.

Pupils are identified for additional support through a variety of methods. We recognise that children don't always show visible signs of struggle, so we use a proactive screening process to ensure no child is overlooked. The RB2L team and our TISUK Practitioner hold regular meetings to discuss pupils raised by teaching staff or other members of the school community. Referrals can be made by class teachers, or pupils may be identified due to noticeable changes in behaviour, concerns raised by parents, or significant life events. These concerns are submitted via an RB2L referral form. Additionally, our DSL team reviews pupil welfare in weekly meetings, using CPOMS to monitor and track contextual information, ensuring timely and appropriate support is provided.

Our Relational Approach-Protect, Relate, Regulate, Reflect (PRRRS)

Our school is invested in supporting the very best possible relational health between:

* parent/carer and pupil
* pupil and pupil
* pupil and school staff
* parent and school staff
* school staff
* school staff and senior leaders
* school staff and external agencies.

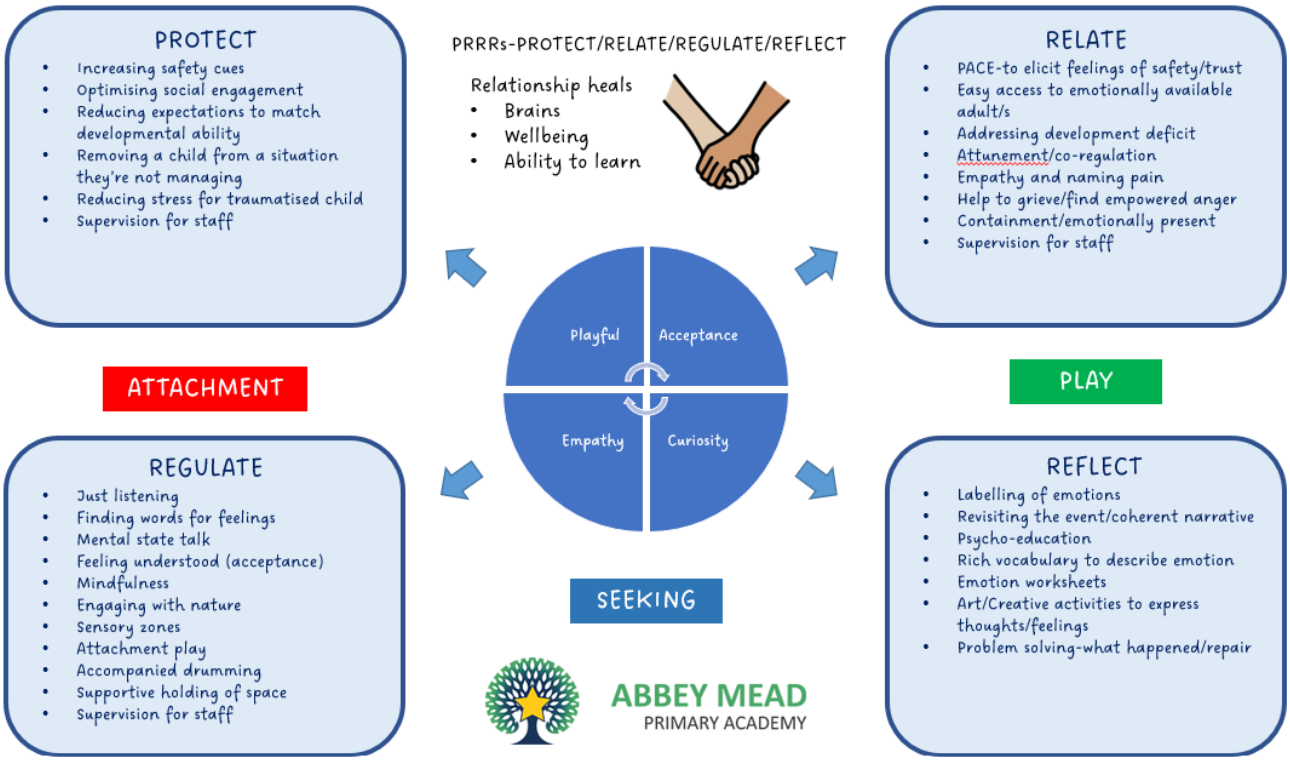
To this end our school is committed to educational practices which Protect, Relate, Regulate, Reflect when supporting our pupils in their academic, emotional and social development.

Protect

Our priority is to ensure that learners are safe. In this context that means not only physical safety but also within the relational environment. We aim to reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We endeavour to not place learners in situations that they cannot manage and focus on creating both physical and psychological safety.

We will also:

* Provide increased 'safety cues' in all aspects of the school day; 'meet and greet' at the school gate, reception and classroom and open communication with parents.
* Ensure that there are emotionally available adults/safe faces in school and that children know who they are and where to find them.
* A whole school commitment to; shouting, put downs, criticism or shaming (proven to be damaging neurologically and psychologically).



- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze/flop).
- Ensure that all learners will know 3 emotionally available adults or 'safe faces' and these are listed on their individual TI/RB2L intervention plans where appropriate.
- Ensure that adults are consistent and adjust their expectations around vulnerable learners to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. pupils who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults). This also includes pupils with neurodiversity.
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.
- Staff seek to make reasonable adjustments/remove barriers to learning that may be preventing a child making progress or moving them into state of dysregulation.

Relate

At AMPA, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness, conducive to learning. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be learners in our schools who, for many reasons, have not benefited from these positive relational experiences. Research indicates that the brain retains plasticity and repeated, positive, relational experiences can repair and reverse this cycle.

Specifically:

- All adults understand the importance of secure attachment and positive relationships/interactions.
- All adults interact with each other, with learners and with parents from a position of social engagement not social defence.
- Adults strive to ensure that learners have daily positive relational experiences to help them to become trusting, help-seeking individuals, PACE (Playful, Accepting, Curious and Empathic) is embedded in all interactions.
- Learners and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

We know that leaving learners (and adults) in a state of toxic stress can result in mental/physical ill health as well as making it impossible to engage productively in the activities/learning taking place around them.

We have a duty to support learners and adults in school to ensure that they are not left in toxic stress and a state of dysregulation. We know that one of the most powerful ways to do this is to talk to learners and help them to talk about what is bothering them. At AMPA, we are committed to doing this through the relationships we have with learners and each other. Specifically:

* Providing learners, time with an adult who they trust to help them regulate, ready to reflect.
* Teaching learner's strategies to support them in identifying emotions and self-regulation.
* Ensuring that interactions are emotionally regulating, playful and enriched.
* Ensuring that we do not engage in socially defensive behaviour with learners, especially when correcting behaviour- '**Connection before correction.'**
* Adults are aware of each other's needs and support each other through trusting and relational experiences.
* Individual Regulation Plans and relational interventions are used specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
* Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
* The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
*

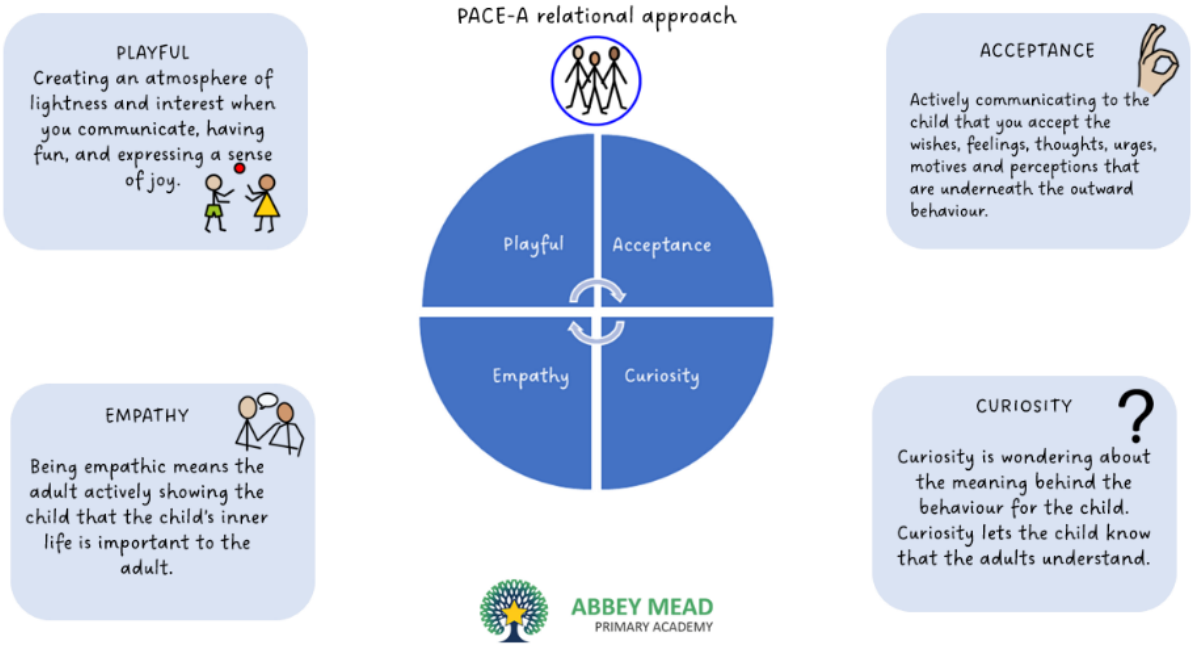
Reflect

At AMPA, we believe that learners and adults need to be able to reflect on their feelings to fully understand them and how this impacts their behaviour. Without the opportunity to do this we are far more likely to act out our feelings moving us into a state of social defence. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us.

PACE

We use the PACE model (Playfulness, Acceptance, Curiosity, Empathy) to support learners and adults to identify their emotional state and develop a language to communicate feelings. There are times following troubling incidents that learners and adults need to be helped to reflect to make sense of them and if necessary, to repair ruptures in relationships that may have occurred. Such reflection may require time and space away from the troubling incident and can only take place if a child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support. When boundaries are broken, they need to be repaired and restored.

Any consequences for inappropriate behaviour will be discussed and explored as part of a restorative conversation between the pupil and most appropriate adult (See below).



Specifically:

* Staff practise good listening with a particular focus on empathy and acceptance of the feeling and not the behaviour.
* Learners will have opportunities to work with trusted adults to make sense of painful experiences through creative therapeutic approaches such as big empathy drawings.
* Behaviour is understood to be a form of communication and adults respond to inappropriate behaviour by asking not “What did you do?” but “Help me understand what has happened to you?”
* Restorative conversations may take a variety of forms depending on individual needs, developmental age and abilities.

(See Appendix 4-Connecting/misconnecting with pupil-scripted examples of PACE in practice)

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, appropriate and proportionate, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. 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? -Repair)

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.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork where the child's decision is based on defiance rather than understanding or a social / emotional concern
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical attacks on staff members where the child is not at a point of crisis
- Verbal attacks on staff members where the child is not at point of crisis
- Any form of bullying including cyberbullying, prejudice-based and discriminatory bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Deliberate goading to intentionally annoy, provoke, or upset someone, aiming to elicit a strong negative reaction or get the target into trouble
- Inappropriate online searches
- Sexual Violence and Sexual Harassment. It may include (but is not limited to):
    - Sexual comments, such as those about someone's appearance, clothing, or sexualised name-calling
    - Sexual jokes or taunting, which create an intimidating, hostile, or offensive environment
    - Physical behaviour, including deliberately brushing against someone or interfering with their clothing
    - Online sexual harassment, such as sending unwanted sexual messages, making sexual comments via social media, sharing of nude or semi-nude images and/or videos, or distributing explicit content without consent
- Vandalism
- Theft
- Fighting
- Smoking
- Swearing. racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited (banned) items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Mobile Phones

Personal mobile phones and other smart technology with similar functionality are prohibited for pupil use during the school day. Some children are permitted by parents to bring a mobile phone to school for use to and from the school site. Where this is the case, children must hand their phone to the class teacher (or other appropriate staff member) at the beginning of the day where it will then be handed to the office to be stored safely. It must be collected from the office at home time. If children are found to have a mobile phone (or similar technology) at an unauthorised time, it will be confiscated and returned only to a parent or carer. Any children with a medical or pastoral condition whose personal intervention plan requires contact with families during the school day, will be supported to do so using school phone lines.

Specific Roles and Responsibilities

The Directors of the Trust/The Academy Council are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The AC supports the Headteacher in ensuring all adults are adhering to the policy.

The headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure the recommended ways of working, rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data relating to behaviour logged onto CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Senior Leadership Team are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

The member of staff who has the strongest relationship with the child is best suited to address the behavioural incident.

SLT will:

- Meet and greet children at the beginning of the day on the gate and / or building entrances.
- Be a visible presence around the school, especially at transition times.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.
- Model PACE and use of PRRRs in their interactions and when supporting children, staff and parents.
- Regularly share good practice.

- Support staff in managing children with more complex distressed behaviours.
- Regularly review provision for children who fall beyond the range of written policies.

Teachers are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.
- Build relationships using PACE, meet and greet and check ins.
- Adopting an attitude and culture of 'botheredness' – the daily acts of care and genuine interest in children's lives that matter.
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms.
- Using PRRRs when supporting children with their behaviour
- Planning lessons that engage, challenge and meet the needs of **all** children.
- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seeking both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Promoting and modelling attributes associated with our character muscles.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents promptly on CPOMs.
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us.

Non-Teaching Staff

Teaching Assistants/Support Staff are responsible for:

- Maintaining a calm and safe environment for pupils.
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.
- Build relationships with pupils using PACE, meet and greet and check ins.
- Build effective relationships with parents.
- Adopting an attitude and culture of 'botheredness' – the daily acts of care and genuine interest in children's lives that matter.
- Fulfilling roles and following guidance outlined in Individual Regulation/Behaviour Plans/Pupils Passports/EHCPS.
- Providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- Allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion.
- Responding to children's needs swiftly and able to make reasonable adjustments/remove barriers to learning to activities/environment.
- Observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- Encouraging respectful attitudes for others, the environment, property and equipment

Lunchtime Supervisors are responsible for:

- Being friendly and approachable
- Maintaining a calm and safe environment for pupils.
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.

* Build relationships using PACE, meet and greet and check ins.
* Adopting an attitude and culture of 'botheredness' – the daily acts of care and genuine interest in children's lives that matter.
* Being aware of relevant and accepted expectations, reinforcing them and acting consistently and fair when giving rewards or imposing agreed sanctions.
* Knowing the children as individuals, recognising their characters and taking this knowledge into account when interacting with them.
* Providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
* Support children's development of behaviour skills and self-regulation.
* Having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour.
* Encouraging respectful attitudes for others, the environment, property and equipment
* Support children with SEMH/SEND using agreed strategies outlined by teacher.

Parents and carers, where possible, should:

* Get to know the school's relational behaviour policy and reinforce it at home where appropriate.
* Support their child in adhering to the school's behaviour policy.
* Inform the school of any changes in circumstances that may affect their child's behaviour
* Discuss any behavioural concerns with the class teacher promptly.
* Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions/parent workshops).
* Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
* Ensure that school attendance doesn't negatively impact their child's ability to cope.
* Take part in the life of the school and its culture.

We believe that our parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school. We aim to develop positive, non-judgmental working alliances with all our parents, keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following:

* The expected standard of behaviour they should be displaying at school
* That they have a duty to follow the behaviour policy
* The school's key rules and routines – ("Always Ready", "Be kind to myself, others and my environment" and "Try my best".)
* The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
* All feelings and views are important and will be heard.
* The pastoral support/emotionally available adults that are available to them if support is needed.

The Abbey Way-Whole School Strategies

How our staff behave:	* Positively * Calmly * Consistently

All members of the school community will show respect for:	* Themselves * Other people * The environment
All staff, everyday will:	* Will promote a positive culture * Praise in Public and Remind Discretely * Provide early intervention/remove barriers to learning to support children's behaviour (see stepped process) * Act with PACE (Playful, Acceptance, Curiosity and Empathy) * Playful- warm, calm welcoming presence, humour if appropriate. * Acceptance-Accept explanation/apology with acceptance positively. Remember it is the behaviour which is unacceptable not the child. * Curiosity-Remain curious about behaviour * Empathy-Listen with empathy * Use the PRRR model-(Protect, Regulate, Relate, Reflect) * Protective Factors-remove any factors that might be contributing to behaviour/learning/unmet need? * Regulate-Allow/support the child to regulate before addressing the behaviour. * Relate-Maintain role of EAA, warm, accepting/empathic. Seek to build relationships with all pupils * Reflect-Allow opportunities to reflect and repair following incident.
SLT will:	* Will meet and greet, walk around and be visible in their phase and at transition times * Will go into lessons to catch children being positive * Engage in learning time and wellbeing walks to see positive behaviours, provide support and coach and model expectations * Will ensure restorative conversations take place after incidents have occurred
Support Beyond the Classroom: (to be used for change of face or to support the restorative conversation.)	* Phase Lead, same year group team member or another year group team member * Wellbeing behaviour mentor * SLT * RB2L team/Trauma Practitioner/Behaviour Lead/SENDCo
Alternatives to exclusion	* Graduated RB2L/Trauma informed approach inc. Individual Regulation/Relational Behaviour Plan to be used * Meeting with child, parents and school staff to agree outcomes and reflect on difficulties and successes * Assigning a mentor to the child to offer support and a positive role model * Positive School Community payback i.e. helping with an afterschool/lunch club; support for other children
All staff will avoid:	* Humiliating – it breeds resentment * Shouting – it diminishes you * Shaming * Overreacting or failure to acknowledge and validate emotions-the problems grow * Blanket punishments – the innocent will resent them * Over punishment – never punish what you cannot prove

	* Sarcasm and disrespectful language * Leaving pupils alone to regulate * Taking something away from the child they have earned e.g. dojo points/belongings * Rushing or escalating situations-staying calm is the priority * Ignoring individual needs and differences * Talking about a child in a negative way to others

Our Three Values and Character Muscles

At Abbey Mead Primary Academy, we have three values that underpin the behaviour we expect to see in school from all staff and children. In the classroom, teachers will work with children so that everyone fully understands the expectations.

Character Muscles and Values



In addition to our three core rules, a central part of our school ethos is the development of our 12 Character Muscles, for we believe developing a child's character is equally as important as the academic education they receive. We not only believe these qualities provide children with the opportunity to build essential characteristics that not only support their success across the curriculum but also prepare them for future challenges in all areas of life. We teach character through all aspects of daily life and this is incorporated within lessons. The Character Muscles are displayed in all classrooms and referred to regularly when supporting children with their behaviour and learning.

At Abbey Mead Primary Academy, we have **three values** that underpin the behaviour we expect to see in school from all staff and children. In the classroom, teachers will work with children so that everyone fully understands the expectations.

These are:

* **Always be ready**
* **Be kind** to myself, others and our environment
* **Try my best**

Character Muscles

In addition to our three core rules, a central part of our school ethos is the development of our 12 Character Muscles, for we believe developing a child's character is equally as important as the academic education they receive. We not only believe these qualities provide children with the opportunity to build essential characteristics that not only support their success across the curriculum but also prepare them for future challenges in all areas of life. We teach character through all aspects of daily life and this is incorporated within lessons. The Character Muscles are displayed in all classrooms and referred to regularly when supporting children with their behaviour and learning. (See Appendix 1)

Recognition and Rewards for Effort

We always recognise, praise and reward children for positive choices and to help motivate and engage children promoting positive learning behaviours. As we recognise that sometimes one size does not fit all, we use a blended approach of both extrinsic and intrinsic rewards to help motivate and engage all children.

Class Dojos:

Class Dojo is our whole-school reward system, used to recognise and celebrate positive behaviour and personal development. Staff can award Dojo points to pupils for showing effort, going above and beyond, or demonstrating any of the "character muscles". As points accumulate, pupils receive the following rewards to celebrate milestones being reached:

- 50 points-bronze sticker
- 100 points-silver sticker
- 150 points-a gold badge and certificate with reference to a particular character muscle that has been demonstrated to be presented during our weekly celebration assembly where parents are invited to attend.
- Platinum Award-When a child has received 10 gold awards, they will earn a platinum badge.

Alternative Ways to Recognise Behaviour That is 'Over and Above':

- Dojos-these may be linked to the Character Muscles
- Acknowledgement in Celebration Assembly
- Publishing of work on school communications inc. X
- Positive praise/encouragement-written on work and/or verbal
- Visible recognition boards in every classroom
- Individual and adaptable class reward systems e.g. marbles/
- Achievements shared with parents via Dojo/end of day/phonecall
- A visit to another member of staff, SLT or the Principal
- Inviting parents / carers in to share/celebrate good work

In and Around School (including during assemblies, playtime and lunchtime)

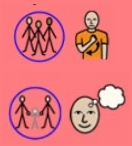
Children will be rewarded for making positive behaviour choices throughout the day. This might be through verbal praise and acknowledgement or through awarding Dojo points. All adults working at the school are involved in giving Class Dojo Rewards. When the child returns to class, these are added to the online Class Dojo reward chart.

In the Classroom/Teaching Space:

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms i.e. "Thank you for listening." It is vital that knowledge of the child's social and emotional development is considered as well. When using the stepped approach (see below), steps should always be gone through with care and consideration, taking individual needs into account where necessary and it may be that due to neurodiversity/SEND/trauma, a more personalised approach is taken. All children must be given time for processing in between steps to make good choices. It is not possible to leap or accelerate steps for repeated low-level disruption. i.e. jump steps.

The Abbey Rules, Character Muscles and Stepped Approach must be displayed in all classrooms to be referred to. (See Appendix 2)

Our Stepped Approach to Behaviour

Steps	Action	Possible Scripts	Possible RB2L/Consequences
Please note: Steps 1 & 2 may be missed if pupil is demonstrating 'serious' or unsafe behaviours. Consequences given must always be appropriate to the incident and the individual child considering needs.			
1 **Relate** **Remind** 	Check in with the child Notice the behaviour Reminder of rule/expectation	"Child's name, are you ok?" "I'm noticing that you're …" "Remember we ….." "Thank you for …."	At this point, a check in and reminder is sufficient.
2 **Relate** **Remove** **Remind** 	Check in with the child Notice the behaviour Remove barrier to learning	"Child's name, are you ok?" "I'm still noticing that …." "I'm wondering if …." "Do you need …?" "Let's …." "Remember we …"	Classroom Sensory break Change of seat/position Support from adult with task Playground Change of environment/activity Adult support with game/peers
3 **Relate** **Regulate** **Consequence** **Reflect** 	Check in with the child Notice the behaviour Help child to regulate Issue appropriate consequence to behaviour Support child to reflect on behaviour and any further reparation that needs to take place	"Child's name" "I'm still noticing that …and you are struggling to …(rule)" "This means you need to …" "This means I need to …" Reflect/Repair "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?-Repair)	Change of seat/position Change of environment Cleaning up of mess If behaviour impacted others-apology/reparation Additional time to complete work if needed Time with adult for co-regulation/reflection. (This may be during or after lesson)
4 **Relate** **Regulate** **Consequence** **Reflect** 	Check in with the child Notice the behaviour Help child to regulate Issue appropriate consequence to behaviour Support child to reflect on behaviour and any further reparation that needs to take place	"Child's name" "I'm still noticing that …and you are struggling to …(rule)" "Right now, you are not keeping yourself/others safe." "This means you need to …" "This means I need to …" Reflect/Repair "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?-Repair)	Not allowed to participate in sport events/after school club Time with Phase Lead/SLT for co-regulation/reflection Time with Welfare mentor at break/lunch to reflect on behaviour Parents informed Incident reported on CPOMS If pattern of reoccurring behaviours, Behaviour Lead/RB2L team put further support in place

To ensure there is a consistent approach, staff will use our stepped approach to address behaviour across the school. We want children to be aware that for poor behaviour choices, there are consequences. Sometimes for a variety of reasons, a child will continue to find it difficult to behave in an expected manner. Where possible, staff will act with curiosity to explore the possible route cause behind the behaviour so that protective factors/reasonable adjustments can be put in place using our stepped approach. Further supportive strategies and appropriate consequences related to the behaviour will be used by staff to encourage the child to develop greater self-esteem, self-discipline & thought for others, maintaining a safe and positive learning environment.

Important:

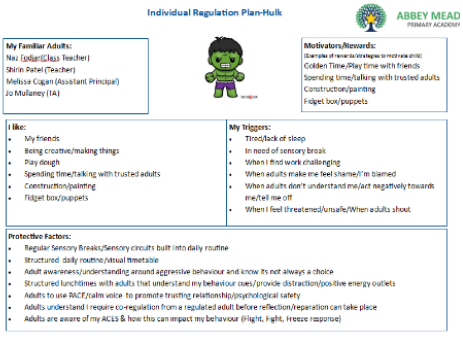
All behaviour incidents are recorded on the school's CPOMs system and are viewed by the DSLs, phase Leads, Vice Principal & Principal. These are discussed weekly at the DSL meeting and additional support is commissioned where necessary.

Praise in Public and Remind Discretely Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children in classroom/hall/playground/corridors delivered discretely to the child.

Refusal of Consequence at Steps 3 & 4-If the consequence is refused then no issue is made of this, simply a calm reminder that if the child refuses the consequence, then there is a clear consequence that will be followed up at a time convenient to the teacher, who then remains calm and continues to teach the children in the class. Language of choice is always used so that child is not backed into a corner.

Other Contributing Factors? -For consistent low-level disruption that is not resolved through our stepped approach, it may be that the child is unable to regulate due several possible reasons. These may include SEND, a Mental Health issue, Trauma/ACES and/or struggling to access work set. These factors can make it harder for the child to comply with the behaviour policy than other pupils and should not be held to the same standard of behaviour. Punishing a child because of behaviour caused by SEN or a mental health issue that amounts to a disability is considered discrimination under the Equality Act 2010.

In this case, the class teacher will work with the phase leader to implement additional strategies and in addition seek support from RB2L team, SENDCo and/or Behaviour Lead/Trauma Informed Practitioner to explore further explanations for behaviour and put reasonable adjustments/trauma informed strategies in place. An Individual Regulation and Relational Support Plan will be created to support pupil and staff.


Individual Regulation Plan-Hulk

ABBEY MEAD PRIMARY ACADEMY

My Familiar Adults:
Nav (pillar/Class Teacher)
Shirin Patel (Teacher)
Melissa Cagan (Assistant Principal)
Jo Mullaney (TA)

Motivators/Rewards:
(Examples of rewards/strategies to motivate child)
Golden Time/Play time with friends
Spending time/talking with trusted adults
Construction/painting
Fidget box/puppets

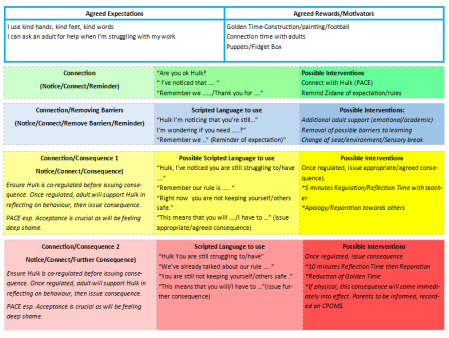
I like:
- My friends
- Being creative/making things
- Play dough
- Spending time/talking with trusted adults
- Construction/painting
- Fidget box/puppets

My Triggers:
- Tired/lack of sleep
- In need of sensory break
- When I find work challenging
- When adults make me feel shame/I'm blamed
- When adults don't understand me/act negatively towards me/tell me off
- When I feel threatened/unsafe/When adults shout

Protective Factors:
- Regular Sensory Breaks/Sensory circuits built into daily routine
- Structured daily routine/visual timetable
- Adult awareness/understanding around aggressive behaviour and know its not always a choice
- Structured lunchtimes with adults that understand my behaviour cues/provide distraction/pos-itive energy outlets
- Adults to use PACE/calm voice to promote trusting relationship/psychological safety
- Adults understand I require co-regulation from a regulated adult before reflection/reparation can take place
- Adults are aware of my ACES & how this can impact my behaviour (Flight, Fight, Freeze response)



State of Regulation	What this looks like?	Relate	Regulate	Reflect	Scripts
Calm	*Focused on my work/on task *Able to take turns/play with others *Shows patience/empathy towards others *Uses humour/sarcasm	*Regulated adult *Provides attunement/praise *Adult interactions- *Commenting on actions/ interests/supportive *Uses humour/challenges	Regulated adult Calm voice Fully attuned and responsive to comm unication, interests	What needs are being met? Environmental? Emotional? Physical? Come down?	*"Are you ok?" *"Do you need some help?" *"You're doing a really good job, I love how ..." *"You are being so kind to your friends- well done."
Mild Stress	Classroom: *Struggles to focus on task *Disengages/head down *Gets out of seat/distracts others Playground: *Kicks/throws objects *Pushes/trips/bangs into others	*Initial check in with child (PACE) *Regulated adult to provide co-regulation/empathy *Adult to name emotion/ possible unmet need. *Adult to redirect/provide unmet need if able to.	*Calm voice *Co-regulation from adult *Provide Sensory Break *Support with task using humour/set competitive challenges to re-engage	What basic needs are not being met? Environmental? Physical? Emotional? Adult & Ziv to reflect on:	*Are you ok? I'm noticing that.... I wonder if you need...? Let's .... go for a walk/try this together? *Remember we use ..." *Remember, we don't ...." * I need you to ..."
Dysregulated	Classroom: *Struggles to focus on task *Disengages/throws *Gets out of seat/distracts others Playground: *Kicks/throws objects *Hits/trips/kicks others	*Further check in with child (PACE) *Regulated adult to provide co-regulation/empathy *Adult to name emotion/ possible unmet need. *Adult to redirect/provide unmet need if able to.	*Change of activity/ environment *Provide positive energy/ anger outlet *Name it to tame it-label emotion/unmet need	What happened next? How did that make me feel? How did I react? What do I need to do next time?	*Are you ok? I'm noticing that.... I wonder if you need...? Let's .go for a walk/try this together?' *Remember we ask ..." *Remember, we don't ....". * I need you to keep you and your friends safe..."
Crisis	*Bangs fists on table *Cries/screams *May try to leave room/run *Throws objects/push/ punches. *Ignore adults	*Regulated adult to provide co-regulation/maintain neutral face *Continue to act with curiosity , acceptance, empathy (Don't mention incident until fully regulated as still cause further dysregulation when trying to calm.)	*Calm /soothing voice *Move to quiet space if able *Remove children/hazards from area *Provide sensory experience- water, sand *Wait for child to regulate before implementing consequences or asking him to reflect on behaviour		*Name- I'm going to wait with you until you're calm." *Right now, you are not keeping yourself/others safe, so we're going to wait here." *You're ok, I'm here." *I'm going to help you be come calm then we will figure out together what to do next."



Agreed Expectations	Agreed Rewards/Motivators
I use kind hands, kind feet, kind words I can ask an adult for help when I'm struggling with my work.	Golden Time-Construction/painting/Football Connection time with adults Puppets/Fidget Box

Connection (Notice/Connect/Reminder)	*"Are you ok Hulk? * " I've noticed that .... " *"Remember we ...../Thank you for ..."	**Possible Interventions** Connect with Hulk (PACE) Remind Zidane of expectation/rules
Connection/Removing Barriers (Notice/Connect/Remove Barriers/Reminder)	**Scripted Language to use** "Hulk I'm noticing that you're still..." I'm wondering if you need ....?" "Remember we ..." (Reminder of expectation)"	**Possible Interventions:** *Additional adult support (emotional/academic) Removal of possible barriers to learning Change of seat/environment/Sensory break
Connection/Consequence 1 Notice/Connect/Consequence) *Ensure Hulk is co-regulated before issuing consequence. Once regulated, adult will support Hulk in reflecting on behaviour, then issue consequence.* *PACE esp. Acceptance is crucial as will be feeling deep shame.*	**Possible Scripted Language to use** "Hulk, I've noticed you are still struggling to/have ..." *Remember our rule is ....." -Right now you are not keeping yourself/others safe." "This means that you will ....I/ have to ..." (issue appropriate/agreed consequence)	**Possible Interventions** Once regulated, issue appropriate/agreed consequence). *5 minutes Regulation/Reflection Time with teacher *Apology/Reparation towards others
Connection/Consequence 2 Notice/Connect/Further Consequence) *Ensure Hulk is co-regulated before issuing consequence. Once regulated, adult will support Hulk in reflecting on behaviour, then issue consequence.* *PACE esp. Acceptance is crucial as will be feeling deep shame.*	**Scripted Language to use** "Hulk You are still struggling to/have" "We've already talked about our rule ... " "You are still not keeping yourself/others safe ." "This means that you will/I have to ..."(issue further consequence)	**Possible Interventions** *Once regulated, issue consequence. *10 minutes Reflection Time then Reparation *Reduction of Golden Time *If physical, this consequence will come immediately into effect. Parents to be informed, recorded on CPOMS

(See Appendix 3)

Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported. Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system-CPOMS

Dealing with Serious Misbehaviour

Serious misbehaviour, in or out of the classroom will be referred to the Principal or Head of School.

Serious misbehaviour includes stealing, child on child abuse, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded on CPOMS following the schools's agreed recording proceedures by member of staff who witnessed/had involvement with child. The pupil's parents will be informed as well as their Phase Leader/relevant staff. SLT and/or Head of School may choose to carry out further investigation if needed. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Further Support for Pupils

For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets (see Pupil Passport) and building in steps to success are key.

If required, further support will be given to child through our RB2L team inc. SENDCO, Behaviour Lead, Trauma Practitioner. An Individual Regulation and Relational Support Plan will be created to support pupil and staff. (See Appendix 3)

Where a child's behaviour has not improved following the weeks of targeted support or there are repeated incidents/patterns of behaviour observed, school will engage outside agencies to assist us.

Agencies involved could include:

- School nurse – provides access to support the health of every child by triaging each case that is referred and referring to Child and Young People's Mental Health Service
- SEMH Team
- (CAMHS) – An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- Specialist Teaching Service (STS) dedicated to providing in school advice and guidance in managing the needs of a specific child.
- Referrals e.g. paediatrician, educational psychologist.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive and the needs of the child will dictate which support is required.

Following the referral and with parental consent, the agency will work with school to offer advice on behaviour. This advice is often extended to parents so that school and parents can work together in partnership.

Serious one off breaches or repeated breaches of the school rules may lead to a suspension (fixed term exclusion).If property has been damaged, then school may ask parents to provide replacements.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group with the intention to annoy, provoke or upset someone, where the relationship involves an imbalance of power. Bullying is, therefore:

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

Type of Bullying	Definition
Emotional/psychological	Being unfriendly, excluding, tormenting and goading.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: * Disability based * Racial * Faith-based * Gendered (sexist) * Homophobic/biphobic * Transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or in-direct verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Incidents of bullying MUST be reported to the Phase Leader/Principal immediately and staff must follow the guidance set out in the school's Anti Bullying Policy.

Dealing with Malicious Allegations

Where a pupil makes a malicious claim against a member of school staff and that allegation is shown to have been deliberately invented/malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

Where a pupil makes a malicious claim of harmful sexual behaviour against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

In all cases where a malicious allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the local authority designated officer (LADO), will consider whether the pupil who made the malicious claim needs support themselves. If so, a further referral for support may be required.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Reasonable force and/or Other Restrictive Interventions

At our school, the safety and wellbeing of pupils and staff is our highest priority. In line with Department for Education (DfE) guidance, all members of staff have a legal power to use reasonable force where necessary to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Committing a criminal offence
- Causing serious disruption to good order and discipline

The use of reasonable force is always a **last resort**, used proportionately, and for the **shortest time necessary**. It is never used as a form of punishment. For further guidance, please see our Physical Intervention and Restrictive Interventions Policy AMPA – Physical Intervention and Restrictive Intervention – Abbey Mead Primary Academy | TMET Leicester MAT

Appropriate Physical Contact

There are occasions when staff may have appropriate physical contact with pupils for a variety of reasons, including:

- Comforting a pupil who is distressed (appropriate to age and needs)
- Gently guiding or directing a pupil
- Providing first aid or intimate care (see Intimate Care Policy)
- Supporting pupils in activities such as PE or Drama
- Responding to an emergency to prevent harm

Where physical contact is used to guide or support movement, staff are encouraged to use least intrusive approaches, such as **offering an arm for the pupil to hold**, rather than direct handling, wherever possible. Any physical contact must be appropriate, respectful and in the pupil's best interests.

Use of Reasonable Force

Reasonable force may be used, where necessary, to:

- Remove a pupil from a classroom or situation where they are refusing to follow an instruction and are disrupting learning
- Prevent a pupil from leaving a classroom or the school site when doing so would risk their safety or that of others
- Prevent behaviour that disrupts a school event, trip, or visit
- Stop a pupil from physically attacking others or engaging in a fight
- Restrain a pupil at risk of harming themselves
- Prevent serious damage to property

Reasonable force **must not be used as a punishment** and must always be proportionate to the circumstances.

Recording and Reporting

All incidents involving the use of reasonable force will be recorded in line with school procedures. Serious incidents will be:

- Reported to senior leaders
- Communicated to parents/carers as soon as possible
- Reviewed to identify any learning or changes required

Principles of Safe Practice

In all cases:

- Force is used only when absolutely necessary
- The least restrictive option is always chosen
- The amount and duration of force is kept to a minimum
- The pupil's dignity, age, size, medical needs and individual circumstances are taken into account
- Staff communicate calmly and clearly with the pupil throughout

Staff are trained in de-escalation and behaviour support strategies (e.g. Team Teach), with a strong emphasis on prevention and early intervention.

Consideration for Pupils with SEND

We recognise that pupils with Special Educational Needs and/or Disabilities (SEND) may respond to overwhelming situations in ways that communicate distress. Behaviour should always be understood as a form of communication.

Possible triggers may include:

- Pain or discomfort
- Sensory sensitivities (e.g. noise, light, environment)
- Anxiety, fear, or changes in routine
- Communication difficulties

Staff are expected to respond with **understanding, patience, and appropriate support**, rather than punitive measures.

Preventative and Proactive Approaches

We take a proactive approach to minimise the need for restrictive intervention by:

- Developing a strong understanding of individual pupil needs
- Making reasonable adjustments to the environment and teaching approaches
- Using consistent, evidence-based de-escalation strategies
- Providing access to safe spaces or regulation strategies

Individual Risk Assessments and Behaviour/Regulation Plans

Where there is an identified risk of behaviour that may require restrictive intervention, the school will implement a **graduated approach** in line with the SEND Code of Practice. This may include:

- Individual risk assessments
- Personalised behaviour or regulation plans
- Clear identification of triggers and early warning signs
- Agreed strategies to support regulation and communication
- Defined responses, including when physical intervention may be necessary

These plans will be developed **in partnership with parents/carers and relevant professionals**, and reviewed regularly, particularly following any incident.

Legal Duties and Reasonable Adjustments

In line with the **Equality Act 2010**, the school has a duty to make reasonable adjustments to ensure pupils with SEND are not placed at a disadvantage and can participate fully and safely in school life.

Where there is a foreseeable risk of restrictive intervention:

- Preventative strategies must be clearly in place
- Staff must be appropriately trained
- Interventions must be proportionate, reasonable, and necessary
- All actions must be recorded and open to scrutiny

Key Principle

The use of reasonable force is always a **last resort**, used only to prevent harm, and carried out in a way that preserves the pupil's dignity, safety, and individual needs at all times.

Physical Disputes

Through the implementation of this policy, we expect physical disputes between children to be an extremely rare occurrence. However, if a child does lose his / her temper and become involved in a physical altercation it will be taken extremely seriously. If a member of staff witnesses this, they must remember:

- Our first duty is to prevent any harm to any pupil
- To set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally instruct other children to move away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the altercation
- It is the school policy to intervene and physically prevent a pupil form hurting him / herself or anyone else (see the school's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the event
- We will always listen to children.

If a pupil leaves the classroom without consent, we will establish where he or she has gone. Teachers may be unable to follow them due to the adult ratios and; if so, will send a message to another class for additional support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds; unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk.

Confiscation, Banned Items and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Only the Principle-Gary Aldred, Head of School-Rebecca Pickard, and Vice-Principle-Emma Tuffey respectively, have the right to search any pupil or pupil's belongings with the pupil's consent if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff, from the ones named above, will seek cooperation from the pupil and both will be present for the search. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

* alcohol
* illegal drugs
* stolen items
* knives
* weapons
* cigarettes, tobacco paper, e-cigarettes and vapes.
* pornographic images
* anything else perceived to pose a threat to pupils at the school.
* Fireworks

Any article that the member of staff reasonably suspects has been, or is likely to be used:

* to commit an offence, or
* to cause personal injury to, or damage to property of; any person (including the pupil)

Discipline beyond the school gate

* When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

* continued bullying of a pupil outside of school.
* use of cyber bullying outside of school
* inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
* behaviour that poses a threat to another pupil or member of the public

- behaviour that could have repercussions for the orderly running of the school.
- behaviour that could adversely affect the reputation of the school.

Attendance

The school is committed to regularly monitoring and analysing attendance and absence data to identify individual pupils or groups who may need additional support. Where concerns are identified, tiered and graduated strategies are implemented to improve attendance, tailored to the needs of each pupil. The impact of interventions is continuously reviewed and adjusted where necessary, in collaboration with the pupil, their family, and any relevant external partners. We work closely with parents and carers to remove barriers to regular attendance, fostering strong, trusting relationships and ensuring appropriate support is in place. Attendance is prioritised across wider school strategies relating to attainment, behaviour, bullying, special educational needs, medical conditions, safeguarding, wellbeing, and support for disadvantaged pupils.

Exclusion

Exclusion

Exclusion is not a decision taken lightly and will always be used as a last resort. In line with Department for Education (DfE) guidance, all decisions to exclude will be lawful, reasonable, and fair, taking into account the individual circumstances of the pupil and the wider context of the school community.

Wherever possible, alternatives to exclusion will be explored, such as positive school community contributions (for example, assisting with a lunch club or activity, shadowing the Welfare Mentor, or engaging in structured alternative arrangements during unstructured times of the school day). An internal exclusion will normally be issued in preference to a suspension, where appropriate. This may take place within the school or at an alternative TMET setting.

The school may decide to implement an internal exclusion where there are persistent incidents of serious misbehaviour or a one-off incident deemed to be of a serious nature. A graduated response will be applied to ensure that appropriate interventions, support strategies, and reasonable adjustments have been implemented and reviewed prior to such a decision being made.

Any decision to internally exclude a pupil must be made in consultation with a member of the Senior Leadership Team (SLT). Parents or carers will be invited to attend a meeting with a member of the SLT, the Class Teacher, and the pupil to reflect on the incident(s), review progress, and agree next steps.

Where a pupil is excluded, consideration will be given to the appropriate level of monitoring and support required upon their return to lessons. In cases of fixed-term exclusion, or following referral to external agencies, any reports or recommendations received will inform the targets and actions for the pupil's next steps. This may include consideration of an alternative provision.

The school remains committed to ensuring that every exclusion decision upholds the principles of proportionality, consistency, and safeguarding, and that all pupils are supported to successfully reintegrate following any period of exclusion.

Pupil Transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. The Trauma Practitioner/RB2L team will ensure that meetings take place at the stary of academic year with new teachers to ensure that teachers are aware of any individual support needed.

Staff Induction, Development and Support

New staff will have a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

All staff are provided with regular training on the needs of the pupils at Abbey Mead Primary Academy so behaviour can be managed consistently. The school ensures adequate training is provided for staff on certain special educational needs, disabilities, or mental health needs (which may at times affect a pupil's behaviour). Ongoing collaboration with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams are used to support all staff.

In addition, our RB2L team and SENDCo offer ongoing support for staff when guidance is needed on supporting individual pupils. Our Trauma Practitioner meets half termly with teaching staff to provide updates/changes to support for vulnerable pupils.

Monitoring

- The Head Teacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and. If necessary, makes recommendations for further improvements.
- Incidents of misbehaviour are recorded on CPOMS
- The Head teacher keeps a record of any pupil who is internally excluded, suspended or permanently excluded.
- It is the responsibility of the Academy Council to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.
- The Academy Council reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Appendices

Appendix 1-Character Muscles

Guy Claxton's metaphor of seeing these characteristics as 'muscles' is very helpful as it conveys a number of key points that the teaching phase needs to help children understand…

• We all have all necessary character qualities to a greater or lesser extent.

• Through conscious exercise and focus they can be strengthened. • A characteristic that is built in one context is transferable to a different context.

• The correct combination of muscles applied to the task at hand is the route to success.

• If we have areas that are perceived as weaker - the best response is not to avoid this 'muscle' but to make yourself exercise it to strengthen it (confidence, self-control, etc.)

• Successful people are a combination of these basic muscles. Whilst it may not be possible to play football all day, there are plenty of opportunities to strengthen teamwork, creativity, self-control, perseverance and the many other qualities that combine into success. These are then transferred from one activity to another.

• It is important that children internalize the idea that we each possess the full range of characteristics celebrated, and that they can strengthen all of these capacities through sustained effort. School is a great opportunity to explore new ways to develop these transferable, and valued, human traits.



If I'm struggling to follow our values .....

Check in & Remind

The adult will check I'm ok and remind me of the values



Connection/Reminder

*Adult to check I'm ok
*Reminder of values

Check in, Support & Remind

The adult will check I'm ok, support me, remind me of the values



Connection/Remove Barriers/Reminder

*Adult to help me
*Support given
*Reminder of values

Check in, Consequence & Reflect

The adult will check I'm ok, give a consequence and help me to reflect on my behaviour



Connection/Regulation/Appropriate Consequence/Reflection

*Time with adult in/after lesson
*Appropriate Consequence
*Reflection with adult

Check in, Consequence & Reflect

The adult will check I'm ok, give me a further consequence and help me to reflect on my behaviour



Connection/Regulation/Further Consequence/Reflection

*Time with adult in/after lesson
*Appropriate consequence
*Parent's told
*Phase Leader told
*Reflection with adult

Appendix 2-Our Stepped Approach for pupils

Appendix 3-Individual Regulation/Relational Support Plan

Individual Regulation Plan-Hulk

ABBEY MEAD PRIMARY ACADEMY

My Familiar Adults:
Naz Fodjar(Class Teacher)
Shirin Patel (Teacher)
Melissa Cogan (Assistant Principal)
Jo Mullaney (TA)



Motivators/Rewards:
(Examples of rewards/strategies to motivate child)
Golden Time/Play time with friends
Spending time/talking with trusted adults
Construction/painting
Fidget box/puppets

I like:
- My friends
- Being creative/making things
- Play dough
- Spending time/talking with trusted adults
- Construction/painting
- Fidget box/puppets

My Triggers:
- Tired/lack of sleep
- In need of sensory break
- When I find work challenging
- When adults make me feel shame/I'm blamed
- When adults don't understand me/act negatively towards me/tell me off
- When I feel threatened/unsafe/When adults shout

Protective Factors:
- Regular Sensory Breaks/Sensory circuits built into daily routine
- Structured daily routine/visual timetable
- Adult awareness/understanding around aggressive behaviour and know its not always a choice
- Structured lunchtimes with adults that understand my behaviour cues/provide distraction/positive energy outlets
- Adults to use PACE/calm voice to promote trusting relationship/psychological safety
- Adults understand I require co-regulation from a regulated adult before reflection/reparation can take place
- Adults are aware of my ACES & how this can impact my behaviour (Flight, Fight, Freeze response)

State of Regulation	What this looks like?	Relate	Regulate	Reflect	Scripts
Calm	*Focused on my work/on task *Able to take turns/play with others *Shows patience/empathy towards others *Uses humour/sarcasm	*Regulated adult *Provides attunement/praise *Adult Interactions- *Commenting on actions/ interests/supportive *Uses humour/challenges	Regulated adult Calm voice Fully attuned and responsive to communication, interests	What needs are being met? Environmental? Emotional? Physical? Contextual?	"Are you ok?" "Do you need some help?" "You're doing a really good job, I love how ..." "You are being so kind to your friends- well done."
Mild Stress	**Classroom:** *Struggles to focus on task *Disengages/head down *Gets out of seat/distracts others **Playground:** *Kicks/throws objects *Pushes/trips/bangs into others	*Initial check in with child (PACE) *Regulated adult to provide co-regulation/empathy *Adult to name emotion/ possible unmet need. *Adult to redirect/provide unmet need if able to.	*Calm voice *Co-regulation from adult *Provide Sensory Break *Support with task using humour/set competitive challenge to re-engage *Change of activity/ environment *Provide positive energy/ anger outlet *Name it to tame it-label emotion/unmet need	What basic needs are not being met? Environmental? Physical? Emotional? Adult & ZN to reflect on: What has happened before? What happened next? How did that make me feel? How did I react? What do I need to do next time?	"Are you ok? I'm noticing that ..... I wonder if you need...? Let's ..... (go for a walk/try this together)" "Remember we use ..." "Remember, we don't ....". "I need you to ..."
Dysregulated	**Classroom:** *Struggles to focus on task *Disengages/frowns *Gets out of seat/distracts others **Playground:** *Kicks/throws objects *Hits/trips/kicks others	*Further check in with child (PACE) *Regulated adult to provide co-regulation/empathy *Adult to name emotion/ possible unmet need. *Adult to redirect/provide unmet need if able to.			"Are you ok? I'm noticing that ..... I wonder if you need...? Let's (go for a walk/try this together)" "Remember we use ..." "Remember, we don't ....". "I need you to keep you and your friends safe..."
Crisis	*Bangs fists on table *Cries/Screams *May try to leave room/run *Throws objects/push/ punches. *Ignore adults	*Regulated adult to provide co-regulation/maintain neutral face *Continue to act with curiosity , acceptance, empathy. (Don't mention incident until fully regulated as will cause further dysregulation when trying to calm.)	*Calm /soothing voice *Move to quiet space if able *Remove children/hazards from area *Provide sensory experience- water, sand *Wait for child to regulate before implementing consequences or asking him to reflect on behaviour.		"Name- I'm going to wait with you until you're calm." "Right now, you are not keeping yourself/others safe, so we're going to wait here." "You're ok, I'm here." "I'm going to help you become calm then we will figure out together what to do next."

Agreed Expectations	Agreed Rewards/Motivators
I use kind hands, kind feet, kind words I can ask an adult for help when I'm struggling with my work.	Golden Time-Construction/painting/football Connection time with adults Puppets/Fidget Box

Connection **(Notice/Connect/Reminder)**	"Are you ok Hulk? " I've noticed that …. " "Remember we ……/Thank you for …."	**Possible Interventions** Connect with Hulk (PACE) Remind Zidane of expectation/rules
Connection/Removing Barriers **(Notice/Connect/Remove Barriers/Reminder)**	**Scripted Language to use** "Hulk I'm noticing that you're still…" I'm wondering if you need ……?" "Remember we .." (Reminder of expectation)"	**Possible Interventions:** *Additional adult support (emotional/academic)* *Removal of possible barriers to learning* *Change of seat/environment/Sensory break*
Connection/Consequence 1 **Notice/Connect/Consequence)** *Ensure Hulk is co-regulated before issuing consequence. Once regulated, adult will support Hulk in reflecting on behaviour, then issue consequence.* *PACE esp. Acceptance is crucial as will be feeling deep shame.*	**Possible Scripted Language to use** "Hulk, I've noticed you are still struggling to/have …." "Remember our rule is …… " "Right now you are not keeping yourself/others safe." "This means that you will …./I have to …" (issue appropriate/agreed consequence)	**Possible Interventions** Once regulated, issue appropriate/agreed consequence). **5 minutes Regulation/Reflection Time with teacher* **Apology/Reparation towards others*
Connection/Consequence 2 **Notice/Connect/Further Consequence)** *Ensure Hulk is co-regulated before issuing consequence. Once regulated, adult will support Hulk in reflecting on behaviour, then issue consequence.* *PACE esp. Acceptance is crucial as will be feeling deep shame.*	**Scripted Language to use** "Hulk You are still struggling to/have" "We've already talked about our rule …. " "You are still not keeping yourself/others safe ." "This means that you will/I have to …"(issue further consequence)	**Possible Interventions** *Once regulated, issue consequence.* **10 minutes Reflection Time then Reparation* **Reduction of Golden Time* **If physical, this consequence will come immediately into effect. Parents to be informed, recorded on CPOMS.*

Appendix 4-

Connecting and misconnecting with children and their feelings-The words to say it using PACE (acceptance, curiosity, empathy)

Ways of Discounting a child's feelings	Examples of lacking empathy & curiosity	Underlying psychological message to the child, where there is no acceptance, curiosity or empathy	Responses that are accepting, curious & empathic
Disapproving	* "Stop crying." * "Come on, don't make a fuss." * "Don't get angry." * "Now just stop that right now."	* You are wrong to have that feeling. * I'm not comfortable dealing with your feelings. * This is a bad feeling to have.	* "I can see you are really angry/upset/disappointed by this." * "It's really fine for you to feel like this." * If the child is not behaving in a safe way and need to use limit setting: "It's really fine to feel this but I need you to be safe so I'm going to stop you doing …"
Dismissing	* "Come on now cheer up." * "Don't be silly." * "Its nothing to worry about." * "Let's have a smile from you." * "Just forget about it/move on."	* Don't have the feeling you are having. Have a nicer feeling instead. * Your feelings are not important. * You are a burden, you need to change your feelings to suit me. * You're not worth listening to.	* "I can see that you are really angry with me for doing x" * "So X is really painful for you." * "So X makes you mad." * "No wonder you are feeling X. Its hurtful when …"
Defensive	* "Don't you dare …" * "Don't talk to me like that!" * Guilt inducing responses… "I've spent all morning with you	* You are someone who makes others feel bad. * Feel ashamed. * Feel guilty. * It's your fault.	* "I am sorry I raised my voice. I needed you to stop (hurting x) but I should have found another way." * "I realise I got triggered by you doing X. I apologise." * "I can hear just how cross and angry you are with me."

	and then you go and …..” *	* Feel bad about who you are.	* Empathising with the negative transference: “So you are seeing me as someone who is being really unfair …. And if you see me like that, I can imagine you are feeling pretty angry with me right now.” * Parent: “I will come back in 5 minutes when I’ve thought of a good way to solve this problem.” (Essential time for adult to self-regulate)
Deflecting/distracting	* Changing the subject. * “Don’t worry, let’s look at this book.” * “Shall we go and play in the garden?” * “Be brave.”	* Stop feeling what you’re feeling. * In deflecting, the child’s behaviour can escalate-as they don’t feel heard.	* Validating empathy: “No wonder you’re feeling x. It’s painful when ….”
Diminishing the child’s experience by comparing it to that of another, or to your own experience	* “Its not that bad, Bobby has had much worse that that and he’s ok.” * “I know just what you are feeling because it happened to me.” * “You are making a mountain out of a molehill.”	* You are just making a fuss. * You shouldn’t be feeling this. * Your painful feelings aren’t really that painful.	* “Thank you for having the courage to let me know just what you are feeling right now.” * “So you’re letting me know you’re feeling really miserable right now. I can understand that.” *

Ways of Discounting a child’s feelings	Examples of lacking empathy & curiosity	Underlying psychological message to the child, where there is no acceptance, curiosity or empathy	Responses that are accepting, curious & empathic
Patronising	* “Look, when we feel angry what we need to do is X.” * “You are just tired.” * “Now, come on, pull yourself together.”	* I know better than you. * What you feel is irrelevant/unimportant. * Your feelings are not warranted given the situation.	* “Will you help me to understand what that felt like for you…?“ (curiosity) * “Will you let me know what might help you right now? If I was really helping you in the way you need, what might I be saying/doing right now?”
Advice giving, lecturing, solution focusing	* “Now what you need to do is…” * “You should’ve, you could’ve …” * “Just don’t think about it anymore.”	* Don’t feel what you are feeling, just act or think instead. * You always get it wrong, other children know how to do things better.	* Wait until they are calm: “Let’s think together about what might be best to do now.” * “I’m wondering if we can think together of a new way to deal with X as it’s not ok to X.”
Cliches	* “Life is hard, life’s not fair. Man up.” * “Big boys don’t cry, welcome to the real world. You need to be the man of the house now.”	* I am all wrong, my feelings are all wrong. * Shame	* Model a full range of feelings with vocabulary to match intensity of the child’s feelings “So I guess you feel heart-broken.” (Instead of a bit sad) * “Sounds like you are furious with me.” (Instead of a bit cross)
Questioning	* “Why did you do this?” * Why do you feel like this?”	* Think about your feelings, stop feeling them. * Stress inducing & drives disconnection.	* Curiosity “Will you help me understand what you were feeling when/How it felt when X happened?”

	* Why do you feel angry?" * "Are you angry now?" (requires yes/no) * "Are you sad now?" (requires yes/no)	* 'Why?' questions move the child away from what they are feeling into thinking. Questions without empathy are never therapeutic.	
Overwhelming, over-involved, Merging	* "Oh my poor baby." * "Oh this is dreadful, see now I'm crying too." * "I feel frightened by what you are saying."	* Look after my feelings as well as your own. * Take care of me now.	* Show or say your are moved. Tears are fine, sobbing uncontrollably is not! Don't say you are scared by what they are saying otherwise they now have to deal with your feelings as well as their own. * 'We must suffer the child's pain without getting lost in it.'(Grotstein, 2005) * 'The (child) is dependent on the adult's courage to experience what he cannot experience so its safe to experience it.' (Grotstein, 2005) *

Ways of Discounting a child's feelings	Examples of lacking empathy & curiosity	Underlying psychological message to the child, where there is no acceptance, curiosity or empathy	Responses that are accepting, curious & empathic
Ignoring	* No response or minimal response.	* Your feelings don't matter. * I will only pay attention to you if you stop feeling what you are feeling. * Ignored feelings can become part of what is known as *unvalidated unconscious* (feelings that are never felt because in infancy they have never been validated by the parent). So these children end up not knowing what they feel. (Stolorow and Atwood, 1989) * Children for whom broad areas of (felt) experience failed to evoke validating attunement in caregivers and, consequently, perceptions remain ill defined and feelings tend to be felt as diffuse bodily states. (Robert Stolorow, 1989) * That which becomes off limits in the communication with the parent eventually becomes off-limits (for the person themselves)-even in the privacy of their inner life. (Diana Fosha, 2000) * These unvalidated feelings then can transform into challenging behaviour or become psychosomatic symptoms because they have never evolved from bodily sensations to being symbolised in words (via the adult's accepting, empathising use of mental state talk.)	