



Heritage Coast Federation

Behaviour Policy



School	Designated Safeguarding Lead	Safeguarding Governance Lead
Fylingdales	Helen Thompson / Alison Dykes	Gareth Phillips / Alicia Hogarth
Hawsker	Helen Thompson / Katrina Dixon	Gareth Phillips / Alicia Hogarth

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
Helen Thompson / Alison Dykes	Governors	16/2/22	1	Feb 2023
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Flourish, Succeed, Let Your Light Shine

Behaviour Policy Statement of Intent

At Fylingdales and Hawsker-cum-Stainsacre C of E Primary Schools we are proud of the way our children behave. They care for others and know that they are expected to make positive choices in order that school is a calm and happy place to be. Care represents both our academic attitude as well as our emotional ethos, as we feel that positive relationships form the foundations of both. Children who care and have been taught to care will have the ability to form meaningful and caring relationships, which will provide the foundations to becoming well-rounded members of society. The school understands that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will support these needs via an individualised graduated response.

It is important that all staff, children and parents work together in order to support the positive and supportive ethos of our school. This policy should be followed by all members of staff and supply teachers consistently.

Our policy has relationships and restorative practice at its core and has been written following discussions with staff, parents, children and governors. It is informed by training and research undertaken in emotion coaching, attachment and trauma informed practice and reflects the collective principles and shared values of the school. As part of this review, the school also considered the Department for Education guidance: "Behaviour in Schools: Advice for headteachers and school staff" (February 2024) as part of this review.

"So in everything, do to others what you have them do to you" (Matthew 7:12) firmly roots our approach within the Heritage Coast Federation. It underpins all actions taken by children, staff, governors and families. Our school values are rooted deeply in the teaching of Jesus Christ. The Church of England's Vision for Education references whole heartedly the aspiration to educate the whole child:

"I came that they might have life, and have it abundantly and in all its fullness" (John 10:10)

The same Vision articulates the principle of education for dignity and respect, referencing:

"the basic principle of respect for the value of preciousness of each person, treating each person as a unique individual of inherent worth" (Church of England, Vision for Education)

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The school is committed to:

- Creating an environment where all staff, pupils and stakeholders feel safe, cared for and enjoy a sense of belonging, while encouraging individuality
- creating a school community that is supportive, accountable and respectful, promoting positive learning behaviour and positive relationships based on mutual respect
- create a culture of respect, empathy and inclusion, which promotes safe and positive relationships between all members of our school community
- encouraging children to develop positive behaviours for learning and equip them with the skills to become life-long learners
- developing an understanding of responsibility for one's own actions and their impact on others and using restorative practice effectively to resolve and repair relationships in a timely manner
- understanding how feelings, thoughts and emotions are linked to behaviours and know that behaviour is often a form of communication and expression of an underlying need
- seeking to ultimately respond to underlying causes of behaviours, rather than only the presenting behaviours themselves
- providing a clear, fair and consistent approach to behaviour, that takes into account any personalised need that may arise
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Ensuring equality and fair treatment for all.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.

Leaders regularly evaluate behaviour data, attendance, safeguarding information and pupil voice to ensure that behaviour systems remain fair, inclusive, effective and responsive to emerging needs.

Our School Vision

We believe in developing confident learners through a nurturing child centred approach with community at the heart of all we do. With our values of hope, community, trust and respect we will enable each child to flourish and succeed within our secure, caring Christian family.

“Flourish, succeed, let your light shine.”



“In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.”

Matthew 5:16

Our School Values



Trust

“Trust in the Lord with all your heart” Proverbs 3:5-6

The Bible teaches us that God is good, powerful and wise; he loves everyone more than they can imagine. He has made a way for everybody everywhere to become close friends with him he will never leave those who trust in him on their own. Our behaviour policy is built on the foundations of trust, dignity and respect for our children. Children are trusted to ‘do the right thing’ and staff are equally trusted to offer fair, dignified treatment for all children. At The Heritage Coast Federation, we establish environments and relationships based on trust to treat each other as we would wish to be. Furthermore, children trust that their problems are dealt with, their voices heard and they can see things improved and supported for them.

Community

“All the believers were one in heart and mind” Acts 4:32



Community is at the heart of everything we do at The Heritage Coast Federation. It is about belonging, shared responsibility and caring for one another. Our Christian foundation reminds us that we are all part of one body, and that unity and compassion should shape our daily lives. The members of our school family are interdependent: all are needed and valued and each person is important to the whole. We are working together to ensure all feel included and valued. We, at The Heritage Coast Federation, believe the value of community encompasses our other values of hope, trust and respect.

We teach our pupils that community is built on the small acts of kindness and inclusion that make others feel seen and valued. Whether in class, on the playground or beyond the school gates, we encourage children to look out for one another, celebrate each other's successes, and stand up for what is right.

The Church of England Vision for Education emphasises educating for community and living well together. This principle underpins our relational approach to behaviour, where repairing harm, rebuilding trust and restoring peace are central. We aim to create a school where every child, regardless of background or ability, knows they are a vital and valued part of our shared journey.



Hope

**“Those who hope in the Lord will renew their strength.”
Isaiah 40:31**

Hope is a powerful force for resilience and growth. True hope is much more than a general idea that things will get better. It is more than a belief in progress, which sees the world and people getting better all the time, growing away from violence, ignorance and confusion. At The Heritage Coast Federation, we teach children that hope can be found even in life's challenges. It helps them believe that their efforts will lead to progress, that change is always possible, and that brighter days are ahead.

Hope means holding on to the belief that every child has the capacity to learn from mistakes, restore relationships and grow into the person they are meant to be. The Church of England Vision for Education speaks of nurturing “hope and aspiration,” which is central to our behaviour approach. Children are given opportunities to start again, to be heard, and to build trust.

We understand that for some children, hope may be hard to hold onto because of past experiences or unmet needs. As a school, we hold hope on their behalf—offering them safety, connection, and the consistent message that they are not defined by their behaviour, but by their potential.



Respect

“In everything, do to others what you would have them do to you. . . .” Luke 7:12

Respect has different meanings but all play a part in how Christians value themselves and the lives of others. Respecting those that love and care for us, our parents, carers and those in the local community is an important value at The Heritage Coast Federation. We should appreciate what is done for us, finding cooperation not conflict and take responsibility. The Church of England Vision for Education outlines a desire for children to be educated with dignity and respect. This is a key driver for this behaviour policy, as we believe that children deserve both dignity and respect when learning about behaviour. In turn, respect for all adults within the school community is promoted. We recognise that for some children, there could be a number of barriers to positive behaviour and it is our role as a school to identify these and implement strategies to remove these.

Rationale

“So in everything, do to others what you have them do to you” (Matthew 7:12) firmly roots our approach and teaching at The heritage Coast Federation. It underpins all actions taken by children, staff, governors and families. Our school values are rooted deeply in the teaching of Jesus Christ.

The Church of England’s Vision for Education references whole heartedly the aspiration to educate the whole child: “I came that they might have life, and have it abundantly and in all its fullness” (John 10:10) The same Vision articulates the principle of education for **dignity and respect**, referencing:

“the basic principle of respect for the value of preciousness of each person, treating each person as a unique individual of inherent worth” (Church of England, Vision for Education)

The key principle and rationale of this policy is to outline, within the teaching of Jesus and the Church of England’s Vision for Education how positive behaviour is promoted and inappropriate challenged across Hawsker-cum-Stainsacre and Fylingdales Church of England (Voluntary Controlled) Primary Schools.

In line with the teaching of Jesus and the Vision for Education, we believe that it is essential that all children are shown that they are cared for and respected across school. Educating the whole child also includes teaching children about behaviour.

Aims

It is a primary aim of The Heritage Coast Federation that every member of the school community feels valued, nurtured, respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school’s behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community preparing them to be good citizens in the wider community. The school recognises and promotes good behaviour, as it believes that this will develop

an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Creating a Positive Behaviour Culture

At The Heritage Coast Federation, behaviour is everyone's responsibility.

We strive to create a culture where:

- children feel safe
- adults are calm and consistent
- mistakes become opportunities for learning
- relationships are repaired
- everyone belongs
- kindness is expected
- dignity is protected.

Our Christian vision of *Flourish, Succeed and Let Your Light Shine* underpins every interaction and every response to behaviour.

Our statement of behaviour principles

Our behaviour policy is built on the principles that every child is well behaved, enjoys learning and thrives on positive reinforcement in a safe, trusting and respectful learning environment. We actively seek to promote this culture across our whole school learning environment.

A key understanding for all staff, children, governors and families at The Heritage Coast Federation in relation to behaviour is that it is all a form of communication. While we recognise that behaviour communicates need, we also maintain consistently high expectations for every pupil. Staff will always seek to understand the reasons behind behaviour whilst ensuring that children are supported to take responsibility for their actions. Responses will always balance compassion with accountability, ensuring that pupils learn from mistakes and develop the skills to make positive choices in the future. Careful consideration must be made to identify what a child is telling us by the way in which they are presenting. Our understanding is underpinned by the belief that to: "See a child differently, is to see a different child"

With this in mind, we view aspects of challenging behaviour as barriers for children. Our belief is that all children will behave well if they know how and that no child will not, it just may be that they can't yet. It is the role of those around them, therefore, to identify barriers and remove them. With the analogy of an iceberg, we can identify that what is seen above the surface and how a child presents is very different to the feelings and concerns under water.

How our Approach Works

Behaviour at The Heritage Coast Federation is consistently good. Children know the expectations well and rarely deviate from these. However, a clear process for addressing any inappropriate behaviour is in place. Our approach offers both dignity and respect for all involved and ensures that behaviour expectations are taught and understood by children, in line with the Church of England's education of the whole child.

We view behaviour not just through the lens of rules and routines, but as an opportunity for deep personal and spiritual growth. Rooted in our Christian ethos, we use the metaphor of **Windows, Mirrors and Doors**—a Church of England framework for supporting children's spiritual development—to help pupils reflect on their choices and understand their behaviour in a meaningful way.

- **Windows** – *Looking out into the world*

Children are encouraged to observe and learn from the experiences of others. We invite them to look out through the "window" to consider how their actions affect the community around them. In restorative conversations, we ask:

"How did your actions affect others?"

"What do you notice when you see how others are feeling?"

This develops empathy and a wider understanding of justice, compassion, and consequence.

- **Mirrors** – *Looking inward and reflecting*

Behaviour is seen as a form of communication. Through guided reflection, children are supported to

look into the “mirror” and examine their own feelings, motivations and responses.

“What was going on for you when that happened?”

“How did that choice make you feel inside?”

This helps children grow in self-awareness, emotional regulation and moral responsibility, grounded in our Christian belief that all are loved, known and capable of change.

- **Doors – Choosing a way forward**

The final stage is action. Doors represent the opportunity to step into something new: to restore relationships, make amends, and take positive steps forward.

“What do you need to do now?”

“What would you do differently next time?”

“How can you show that you’re ready to move on?”

In keeping with our Gospel values, we believe in forgiveness, fresh starts, and the power of transformation.

This reflective process forms part of our relational and restorative approach to behaviour. It is used during Circle Time, in reflection spaces, in one-to-one discussions, and during worship. By embedding spiritual reflection into our behaviour work, we help our pupils to grow not only in character, but in faith, wisdom and compassion.

In summary, our approach to tackling inappropriate behaviour is:

1. Inform child of inappropriate behaviour “I have noticed that” Explain expectations and offer a chance to improve.
2. Behaviour continues, remind child of expectations and offer a positive as encouragement. Warn child that if behaviour does not improve, they will receive a time out (this will vary in approach across school, depending on age)
3. Time out has not addressed behaviour, see the Headteacher
4. Restart a fresh start for the next session.

Restorative Practice

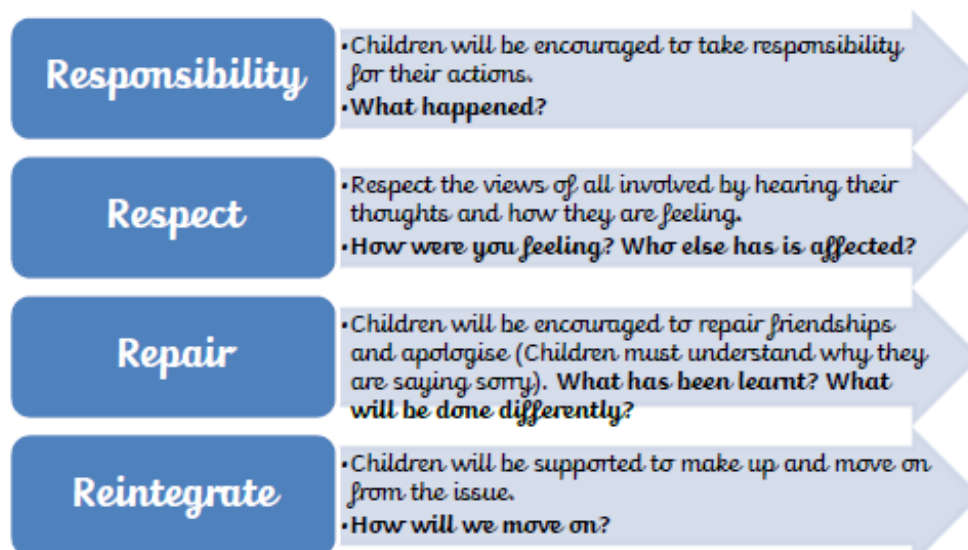
We use restorative practices to support our approach. This approach enables questioning and exploration of issues to support children’s understanding, forgiving and making it right. Traditionally, this approach is used for conflict resolution, but the same principles are applied to any inappropriate behaviour incidents.

It is important that behaviour is approached in the same manner, using four key aspects of restorative practice:

Responsibility

- Respect
- Repair
- Reintegrate

These four key questions should guide any response to address incidents or inappropriate behaviour in the classroom.





How Our Behaviour Approach Works



Rooted in our Christian values, we help every child Flourish, Succeed and Let Their Light Shine. ♥



WINDOWS
Understand Others

♥ We look out and think about how our actions affect others.



MIRRORS
Take Responsibility

♥ We look inward and reflect on our choices and how they make us feel.



DOORS
Restore & Move Forward

♥ We choose how to make things right and take steps to move forward.



CONSEQUENCES
Fair, Restorative and Proportionate

♥ We use fair and thoughtful responses to help us learn and grow.



REPAIR
Make amends and rebuild relationships

♥ We say sorry, forgive and rebuild trust so everyone feels safe and valued.



FLOURISHING CHILDREN
Confident, Kind and Ready for Life

♥ We grow together in a caring community where everyone can Flourish, Succeed and Let Their Light Shine.



Love • Trust • Hope • Community • Respect



Behaviour and Safeguarding

Staff recognise that changes in behaviour may indicate that a child is experiencing abuse, neglect, exploitation, trauma, mental ill-health or other safeguarding concerns. Where behaviour causes concern, staff will consider whether safeguarding procedures should be followed in addition to behaviour procedures. Behaviour incidents may constitute child-on-child abuse and will always be considered through a safeguarding lens. The Designated Safeguarding Lead (DSL) will be informed where appropriate, and concerns recorded on CPOMS in line with Keeping Children Safe in Education.

Records should identify:

- antecedents
- behaviour observed
- response taken
- restorative action
- safeguarding considerations
- protected characteristics where relevant
- follow-up support.

Staff Responsibility

The best way to share and reinforce our values and behaviour expectations is by quality first teaching. Staff are encouraged to regularly employ opportunities during lessons and collective worship to reinforce positive behaviour. Where appropriate, staff will organise responsive PSHE sessions to address emerging issues in their classes. This approach is encouraged. Our PSHE curriculum, which is based around the Connect scheme of learning, helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society. As well as this they develop the knowledge, skills and understanding to prepare them to play an active role in society and for life and work in modern Britain. At the Heritage Coast Federation, we know that children often need personalised approaches to behaviours to support their well-being and personal development. Although we adopt and encourage shared values, a consistent approach does not mean that responses are the same for every child or every behaviour. Staff use their discretion and professional knowledge of the pupils involved to determine how best to implement this approach and who to involve. Consistency is about persistently responding to behaviours in line with the values of this policy. Being fair and consistent is not about giving everyone the same, but about giving everyone what the need in order to thrive.

We employ 'The Relational Approach' to behaviour management (See Appendix 3). There are three principles to this model of behaviour management, which we encourage all staff to employ: Developing Relationships; Responding and Calming and Repairing and Restoring.



Relational behaviour management is the responsibility of all staff at The Heritage Coast Federation.

All adults working in school are expected to act as exemplary role models - using praise, encouragement and positive reinforcement whilst offering guidance to children and providing conscientious supervision of pupils at all times. At the Heritage Coast Federation, we have high expectations of conduct and learning behaviours. We promote outstanding behaviour by celebrating success and reinforcing positive behaviour, especially when children have demonstrated 'above and beyond' actions or attitudes. The children are praised for being good role models and are encouraged to take responsibility for their own actions. This is further reinforced by our Pupil Respect Ambassadors.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff in their understanding and implementation of the policy.

The Headteacher keeps records of all reported serious incidents including bullying, racism, sexual harassment and derogatory incidents.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

It is the responsibility of staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

The Role of the Teacher

It is the responsibility of class teachers to ensure that the school behaviour policy is adhered to, and that all classes behave in a responsible manner during lesson time and through-out the school day.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Class teachers understand that it is not only the children within their own class, but they have a responsibility to promote and support the behaviour of all children, all the time.

The class teacher must be a role model for the children and treat each child fairly, and consistently. The teachers treat all children in their classes with respect and understanding. The class teacher should ensure that parents are aware of repeated low level negative behaviour so that we can work together to support the child to make positive choices. The class teacher may seek help and advice from the Senior Leadership Team (SLT). The Senior Leadership Team (Head Teacher, Assistant Head Teacher and Teacher-in-Charge) agree with staff, those children who need to be supported through an individual plan.

It is the responsibility of staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed. Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child who is experiencing difficulties in managing their behaviour.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any incidents. It is the responsibility of staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

The Role of Parents and Carers

The school works collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school. Parents and Carers agree to reading this policy when enrolling their child at the school. We expect parents to support their child's learning, and to work collaboratively with the school to achieve the best possible education for their child. We try to build a supportive dialogue between home and the school, and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour.

Parents are expected to respect and support the actions of the school but they are able to address any queries or concerns firstly to the class teacher, If the concern remains, they should make an appointment to speak with the Assistant Headteacher / teacher-in-Charge and then the Headteacher and at this point the problem is usually resolved. However, if these discussions cannot resolve the problem, they should follow the procedure as outlined in the school's Complaints Policy.

Responsibilities of the Governors

The governing body has the responsibility of setting down the principles and guidelines for the policy and reviewing their effectiveness. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may support and give advice to the Headteacher about particular disciplinary issues.

To enable them to monitor the effectiveness and equity of behaviour systems, Governors will receive anonymised half termly reports regarding:

- behaviour
- suspensions
- permanent exclusions
- bullying
- discriminatory incidents
- attendance trends and links to behaviour
- child-on-child abuse
- harmful sexual behaviour
- use of reasonable force
- patterns affecting vulnerable groups
- Safeguarding themes

On induction, all staff are trained in the implementation of this policy. Regular training for staff on behaviour also takes place through training days, including:-

- de-escalation and restorative approaches
- trauma-informed practice
- safeguarding
- child-on-child abuse
- online safety
- harmful sexual behaviour
- unconscious bias
- Equality Act duties
- specific training opportunities, such as Restrictive Physical Intervention (in which 4 members of staff are currently trained).
- positive handling

School Expectations

The main expectations were generated by the children for everybody. The expectations are put up in each classroom. They should be revisited with the children at the beginning of each term and at other times when necessary. Class teachers work with their class at the start of the school year to personalise the expectations to meet the needs of their individual class.

Expectations apply equally:

- in classrooms
- around school
- on educational visits
- before and after school provision
- whilst travelling to and from school
- online where behaviour may impact the welfare of members of the school community or bring the school into disrepute.

Mobile Phones, Smart Devices and Digital Conduct

Pupils are expected to use technology responsibly. Mobile phones, smart watches capable of communication, recording devices and other internet-enabled devices must be used in accordance with the school's Acceptable Use Agreement.

The misuse of technology, including:

- cyberbullying
- recording others without consent
- sharing inappropriate images
- accessing harmful content
- AI-generated abusive material
- deepfake images or videos
- impersonation online

will be treated seriously and may be dealt with through both behaviour and safeguarding procedures. The school has lockable pouches in school and all pupil mobile devices are stored in these during the school day as part of our safeguarding procedures.

The school may apply sanctions for behaviour online where it:

- causes harm to another pupil
- damages relationships within school
- disrupts learning
- threatens staff
- constitutes bullying
- amounts to child-on-child abuse
- could adversely affect the reputation or safe operation of the school.

Promoting Positive Behaviour

We believe that recognising and praising positive behaviour is the most effective behaviour management strategy. Part of our caring ethos includes ensuring pupils feel a sense of accomplishment and pride in their work. We recognise the positive effect of praise on children's self-esteem. Small achievements are recognised with the use of house points, weekly star of the week certificates and Reading Superstar suitcases. At the end of every half term, children are selected from across the school to receive our special Shining Light Awards, with each class selecting one award linked to our values and one linked to learning.

Positive behaviour we celebrate and recognise:

- Effort/Determination (with reference to the school's Christian Values)
- Excellent ideas
- Making a link
- Asking great questions
- Challenge
- Persevering
- Risk taking
- Learning from mistakes
- Showing the school Christian Values being lived out.

Promoting Intrinsic Motivation

At The Heritage Coast Federation, we have adopted a 'Growth Mindset' approach and use principles of this to inform our promotion and praising of positive behaviour across school. The key principles for positive behaviour management seek to build intrinsically motivated learners, who are committed to achieving well for their own growth, not necessarily for a materialistic reward or prize.

Giving Praise

When praising positive behaviour and promoting intrinsic motivation, we adopt five key approaches:

1. Praise effort, not ability
2. Praise specifics, not general
3. Praise privately
4. Praise authentically (not too much)
5. Praise the behaviour (not the child)

How else do we positively promote behaviour at The Heritage Coast Federation?

- Verbal or written feedback (in line with the principles above) Verbal praise will be given to children to recognise their manners.
- Each week one child from each class is nominated to receive a certificate in our celebration assembly, to celebrate good behaviour, attitudes and achievement. This is then shared with parents at the end of each week via social media channels and Class Dojo.
- Each half term two children receive a 'Shining Light' award for their class. This is shared with parents and carers through a celebration assembly in which they will be invited to attend.
- At the end of each half term, the House with the most house points will have a treat with the Head Teacher to celebrate their hard work.

- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.
- Christian Values Award –certificates presented in worship to celebrate the school values being lived out.

We also praise and reward children for positive behaviour in a variety of ways including:

- congratulating children.
- Team points
- Movement on the class ladder
- Stickers / certificates

Pupils may be sent to another member of staff to re-enforce the praise.

Circle Time

All classes use Circle Time as a tool for promoting positive behaviour. Circle Time may be combination of games, debate and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Walking around school, Manners and Safeguarding Systems

At The Heritage Coast Federation we aim to ensure that an ethos of positive behaviour is adhered to at all times and this incorporates moving around school. We ask the children to line up quietly and move around school in an orderly way. This ensures that the teacher can periodically stop the children to count them, give instructions or remind them of expectations. Children and adults should be keen to hold doors open for others as a way of showing good manners and consideration for others. Children are expected to leave all communal spaces in an orderly condition, including the toilets.

We expect respectful behaviour from children towards teachers and other members of staff and we have a zero tolerance towards rude or derogatory attitudes. Children who are not following this procedure will be moved to amber or red of their behaviour ladder and their parents or carers will be informed at the end of the day.

For more information about Safeguarding procedure please read our Child Protection and Safeguarding Policy.

Lunchtimes/Playtimes

We do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Assistant Headteacher and the Headteacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff.

All children should feel safe outside and must be made aware of the playground expectations and the importance of informing an adult if they have been hurt or are being harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground expectations are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the Senior Leadership Team for further investigation. A range of activities are supported at lunchtime by the pupil sports leaders to engage children's interest, develop positive social interaction and promote physical fitness.

Any child not upholding our school values and expectations at lunch time or break time will be dealt with in the same way as in the classroom. They will be sent to a member of the SLT if they need removing from the playground. The MSA will ensure that after lunch time, any incidents are reported to the class teacher.

Supporting Positive Behaviours – Age Appropriate Actions

The Heritage Coast Federation expects school expectations to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis. We understand that all behaviour is a way of communicating, but the safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and the child may not be able to take part in the rest of that session. It is important to note that we value praise in public, but any restorative discussion must be in private.

All adults working in school are expected to act as exemplary role models, using praise, encouragement and positive reinforcement when offering guidance to children and providing conscientious supervision of pupils at all times. Our aim is to enable pupils to self-regulate their emotions and have strategies to de-escalate situations. This approach can be different for every child, and taught strategies may vary considerably. Our curriculum is designed to address restorative approaches and support teaching children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the restorative approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

Occurrences of negative behaviour are dealt with in a fair, respectful and appropriate way. Staff will focus on individuals taking responsibility for their behaviour, repairing any harm done as well as rebuilding and restoring relationships. All people involved in the incident will become actively involved in the process, although for some children this may need to be after a 'regulating' period. When using consequences, the child(ren) should always be involved in a restorative conversation to allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Children involved in an incident are taken through a restorative dialogue (see appendix 1) and supported in coming to understand the harm that has been caused to all parties. Children are encouraged to reflect on their behaviours and practise their restoration skills.

Sanctions and Responses

The government states that a school's behaviour policy should include a range of possible sanctions clearly communicated to and understood by pupils, staff, and parents. Therefore, we have created a graduated series of consequences. This will be displayed as a flow-chart for all staff to refer to as required – see appendix

In addition to the consequences detailed in the graduated response, following Department for Education guidance, examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour
- the setting of written tasks such as an account of their behaviour, letter of apology etc.
- loss of privileges – for instance, the loss of a responsibility, losing the chance to represent school in sporting fixtures, etc.
- appropriate use of school-based community service, such as tidying a classroom
- being placed a period of behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Age- Appropriate Consequences

The key to the success of our behaviour policy is the consistency of application. To this end, the behaviour of our children is monitored throughout the school day using our class ladders and the expectation of behaviour of our children remains high in every element of the school day. Children can aspire to moving to bronze, silver or gold which are publicly praised or may move to yellow (think about it), amber (action) or red (Parent contact) which is recorded for the staff view only.

We know that consequences for behaviours should be natural and suit the behaviours represented. All consequences should repair the relationships and never seek to shame or ostracize children from their peers, school community and family, as this could lead to further negative behaviours. All adults are responsible for managing behaviours of all children and we have a whole school approach to managing behaviour. We have

categorised behaviour into yellow, amber and red which have clear consequences for incidents of each category.

Where a child is showing signs of significant dysregulation, they may need to be moved away from the rest of the class until s/he is regulated and able to return to working in line with the school expectations. The restorative work is with support for the Senior Leadership Team in these instances. If a child refuses to engage with adults either in an activity or in being asked to move the teacher/staff member should tactfully ignore, giving the child space and time to make appropriate choice, then if still refusing, give warning and move to next level.

- **Yellow (think about it)**

If behaviour is inappropriate, then a verbal warning is given to the child and the class teacher should discuss with the child how this is not in line with our ethos and the impact it has on others using the pupil friendly class ladder. The child is given the opportunity to correct their behaviours. The unacceptable behaviour and the expectations should always be communicated to the child when a warning is given. Warnings can be given by the class teacher, TA or MSA.

- **Amber – (Reflection Time)**

If the chosen behaviour persists, a child may receive a consequence. They will be given a short period of reflection time to talk / think about their actions and talk through the restorative actions needed. Once a child had fulfilled a consequence, the session should 'start afresh'. Children should always be given the opportunity to correct their behaviours as the day progresses so that they end the day on green or above. 'Sessions' will be chunked according to the need of the child.

Consequence – A natural, appropriate and restorative consequence is given by a class teacher, TA or MSA – to be recorded on CPOMS. Examples could include moving places, missing part of a break or redoing a task.

- **Red (Parental Contact) –**

For higher level incidents or repeated behaviours a more formal sanction may be required and this may be supported by SLT where necessary.

A member of SLT will be informed of incident as soon as possible. Staff to agree consequences. Parents will always be informed over the phone to discuss the details of the incident – if necessary SLT will escalate to behaviour monitoring.

All incidents to be reported on CPOMS

If a child repeatedly acts in a way that disrupts or upsets others, the teacher will contact the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Should the child continue behave in a way that is potentially harmful to themselves or others then there may be the need for an adult to make safe use of physical restraint.

All members of staff are aware of the regulations regarding the use of force by school staff, as set out by the DfE. However, in exceptional situations, they may need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or if the use of such physical contact or restraint is clearly in the best interests of the safety of pupils or other members of the school community.

The actions that we take are in line with government guidelines on the restraint of children. The aim is always to use de-escalation techniques, but where needed the purpose of restraining a pupil is to get them to a safe space to allow them time to cool down after an incident.

Following any incident involving reasonable force, leaders will review whether risk assessments, behaviour plans or additional support require updating. In addition the school will:

- ensure the child is medically safe
- provide opportunities for emotional regulation
- undertake restorative discussion when appropriate
- inform parents promptly
- record the incident on CPOMS
- review whether additional support or risk assessment is required.

Please see our Physical Intervention policy for more information.

Approach incidents of inappropriate behaviour – script/agreed approach

1. Privately and calmly, speak to the child at, or lower than, eye level. Adults should display calm tone and body language.
2. Use language such as “I noticed that...” rather than asking “Why are you...?” (some children may not know) Make reference to our core values and offer a reminder to the child about applying these values to make the situation right again. E.g. “I have noticed that you have not started your work today and you are distracting the children around you. You know we are all working hard to be respectful. I need you to try harder to do this”
“Do you remember when you put in lots of effort and concentrated hard yesterday with your maths? That is what I need to see again now.”
3. Give the child a chance to make it right (time is needed here)
4. If behaviour is not improving following time and positive praise, a second reminder will be needed in order to clarify expectations and explain that if an improvement is not seen, a time out will be given.
5. Follow through with the sanction. It is important that if a child protests, references to positive examples of behaviour are given, e.g. Do you remember when you put in lots of effort and concentrated hard yesterday with your maths? That is what I need to see again now.
6. If inappropriate behaviour concerns, the child will receive a timeout. This will vary across school, depending on a child's age and task. For example, in Early Years, the timeout may involve simply moving away from an area, where as in other classes, this may involve moving to another space in the room to work.
7. If the timeout has not resolved the inappropriate behaviour, the Headteacher should be informed. The child may go to the Headteacher, or the Headteacher called for in the classroom. This stage may involve the child being removed from the classroom to work in an alternative space. This will be communicated with the child's family. This period of time is intended to be short and is unlikely to extend beyond a school day session (equivalent of half a school day).

Behaviour Monitoring

Where a child is persistently failing to uphold the school values or there is continued and repeated high-level misbehaviour there will be discussions between the SLT and parents and the development of a personalised behaviour plan or behaviour monitoring.

Behaviour monitoring will include regular review of:

- attendance patterns
- safeguarding concerns
- SEND support
- wellbeing
- reasonable adjustments
- external agency involvement.

The purpose of monitoring is to identify unmet need as well as improving behaviour. Behaviour monitoring will usually take the format of a home school book and will include targets which the child will need to work towards. Behaviour monitoring will be for a set period of time and will be reviewed. If a child needs more continuous behaviour monitoring, a personalised positive behaviour plan will need to be written, and the SLT and SENDCO may consult outside agencies. Personalised positive plans are for specific children identified as having a higher level of support need. They are usually part of an ‘All about me’, and are written in conjunction with the class teacher, SENDCO and Parents. Plans are regularly reviewed and monitored in line with a child's changing needs.

Parents will be contacted if their child is involved in an incident deemed a ‘red behaviour, but may also be contacted at any time if staff have ongoing concerns about developing or changing behaviour patterns. As a

school we endeavour to communicate positive messages to parents at appropriate intervals. This may take the form of a note in the child's learning journal, or possibly a positive phone call or Dojo message from the class teacher.

Early Years Foundation Stage:

Teachers and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.

During both carpet and free flow sessions children are reminded about the expectations for positive learning behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they move their name.

Staff meet on a regular basis to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO and Senior Leadership Team.

Challenging Discrimination and bullying

As a school, we will identify and challenge all forms of behaviour that is seen as discriminatory. We will ensure that people are not discriminated against on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination, in line with the single equality scheme. All racial, LGBT and homophobic incidents must be recorded as 'higher level' and reported by the Headteacher to the Governing Body of the school. The LA is required statutorily to monitor such incidents and the Headteacher will remain involved throughout.

The National Anti-bullying alliance define bullying as being the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online – this is unacceptable behaviour and will not be tolerated within the Heritage Coast Federation. Bullying and the moral issues surrounding it are discussed both in collective worship and class time and we seek to create a climate where the victims feel confident to seek our help in circumstances which are often very difficult for them. Please read our Anti-bullying policy for further details. The same systems of consequences are used to deal with bullying as with all other inappropriate behaviour.

Children with Specific Special or Behavioural Needs

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEND or SEMH needs, the system may be altered and adapted to meet their needs. Some pupils require reasonable adjustments in accordance with the Equality Act 2010. Behaviour expectations remain high for all pupils, however responses may be adapted to reflect individual need, developmental stage, SEND, communication differences or identified SEMH needs. Education, Health and Care Plans or Individual Behaviour Plans will indicate the actions planned to address and support their needs. These are monitored by the SLT and SENCO and all staff working with the pupil should know and implement the agreed strategies for that pupil.

Harmful Sexual Behaviour (HSB)

Behaviour incidents involving another child may constitute child-on-child abuse. This includes, but is not limited to:

- bullying
- cyberbullying
- sexual harassment
- sexual violence
- harmful sexual behaviour
- discriminatory behaviour
- initiation or hazing behaviours
- abuse within intimate friendships.

Such incidents will always be considered as safeguarding concerns and managed alongside this Behaviour Policy and the Child Protection and Safeguarding Policy.

At The Heritage Coast Federation, we recognise that sexual behaviour exists on a developmental continuum and that some behaviours expressed by children may be inappropriate, problematic or harmful. In line with Keeping Children Safe in Education and the updated DfE Sexual Violence and Sexual Harassment guidance (2025), we take all concerns seriously and respond promptly. HSB is defined as sexual behaviour expressed by children or young people that is developmentally inappropriate, coercive, abusive, or violent. Therefore it is any sexual behaviour that is beyond what would be expected developmentally and that may cause harm, distress or exploitation. We follow the NSPCC's Harmful Sexual Behaviour Framework and Assessment Tool to assess and categorise behaviours, and ensure that staff are trained to identify and respond in a consistent and proportionate manner. All concerns are reported immediately to the Designated Safeguarding Lead (DSL) and logged securely on CPOMS with appropriate tags. We conduct risk and needs assessments for all parties involved, engage with parents/carers appropriately, and refer to external safeguarding partners where necessary. Our approach balances safeguarding with education and restoration, offering support to both those harmed and those who have displayed HSB. Through our RSHE and PSHE curriculum, children are taught about consent, personal boundaries, respectful relationships and seeking help—empowering them to recognise and report unsafe behaviour ensuring children have the knowledge and confidence to keep themselves and others safe..

Exclusion and Suspension

On very rare occasions, the school may suspend or exclude a child from school as a sanction to extreme behaviours.

Types of Exclusion

- **Suspension** will be for a fixed number of school days. An individual fixed period suspension should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupil to reintegrate back into the school afterwards. They must not exceed 45 school days in an academic year either as a single suspension or a number of shorter suspensions added together.
- If a pupil receives more than 15 days of suspensions in a term, governors must meet to review the suspension. A school can suspend a pupil for lunchtimes but the school should make efforts to resolve any difficulties before using an suspension. In exceptional cases, a further suspension or a permanent exclusion can be issued to follow the initial suspension. If this happens, the headteacher must write to the parent/carer to give reasons for the change.
- **Permanent Exclusions (PEX)** are issued when the headteacher believes a pupil should never return to the school because they have seriously or persistently breached the school's behaviour policy and that allowing them to remain in school would seriously harm their education or welfare (or that of others in the school).
This type of exclusion must be reviewed at a meeting by a panel of governors. The pupil and parent/carer will have the opportunity to put their case at the meeting, can be represented by someone who can speak on their behalf and can be supported by a friend, if they wish. If governors agree with the Headteacher's decision to permanently exclude the pupil, pupil and parent/carer have a legal right to a further opportunity to challenge this decision via an Independent Review.

Exclusion as a Last Resort

A pupil will be excluded from school only as a last resort and as a result of serious and/or persistent breaches of the school behaviour policy and where allowing them to remain in school would be of serious detriment to the education or welfare of the pupil or others in school.

Other options should be investigated before resorting to an exclusion. The NYC Ladder of Intervention provides structured, step-by-step guidance for schools to support individual pupils who have social and emotional needs manifesting in challenging behaviour that could lead to an exclusion. The guidance details a graduated response to ensure early help is in place to support children and young people with social, emotional and mental health needs, including those that are at risk of exclusion.

Before taking the decision to exclude, the Headteacher will consider the following:

- **What whole-school approaches and provision are in place to support this pupil?** e.g. whole school behaviour policy and inclusive practice to support behaviour for learning, quality first teaching, etc.
- **What measures or strategies has the school put in place to support this specific pupil?** e.g. behaviour plan, specific learning support, mental health and wellbeing advice
- **If there have been multiple, repeat exclusions for similar reasons** (e.g. abusive behaviour, drug use, etc.) what has been put in place to successfully address the causes? Where the school is repeatedly excluding for the same reason, this could indicate unmet needs.
- **What support has been sought from outside agencies, including the Local Authority?** Through its universal and targeted provision, the LA provides access to a range of services. Has school accessed any of the following?
 - SEND guidance (for pupils with Special Educational Needs or a Disability)
 - Ladder of Intervention
 - SEND Assessment (leading to an Education Health and Care Plan)
 - Local Behaviour Collaborative or the Pupil Referral Service (PRS)
 - Referral to the Locality Hubs to support additional educational and/or social, emotional and mental health needs
 - Advice and support from an Educational Psychologist, the Early Help Service, Child and Adolescent Mental Health Service (CAMHS), Youth Justice Service or Children's Social Care
 - An Early Help (EH) Assessment and Action Plan

Grounds for Exclusion

In line with paragraph 16 of the statutory guidance, before excluding a pupil permanently, the Headteacher must be convinced that there is sufficient evidence that the pupil has committed a disciplinary offence and that allowing the pupil to remain in school would seriously harm the education or welfare of that pupil or others in the school.

Protocol – Investigation

Before deciding whether to exclude a pupil the Headteacher should:

- make sure that a thorough investigation has been carried out, consulting others if necessary;
- give the pupil a chance to say what happened;
- think carefully about the evidence available;
- ensure that the exclusion is for the shortest time necessary;
- take into account the school's Behaviour and Equality Policies and, if appropriate, the Race Relations Act and Disability Discrimination Act;
- check whether bullying or racial or sexual harassment (or any other coercion) led to their actions

Protocol – Decision

The decision to exclude (either for a fixed-term or permanently) can only be taken by the Headteacher. Upon coming to the decision to exclude, the school must inform the parent/carer by telephone as soon as possible and follow this with a formal letter. To ensure statutory returns can be made to the DfE and so that alternative education can be put in place (in the event of a permanent exclusion), the school should also inform the Local Authority.

Before and After School Club

Before and after school club will operate the same systems outlined in this policy. There will be a dialogue between club staff and class teachers about behaviour within club time. This will also be recorded on CPOMs and mentioned to parents and carers at pick up.

Lunch Time and Playtime

It is the responsibility of the on duty staff to follow the procedure set out in this policy. There will be a dialogue between on duty staff and class teachers about behaviour within these times. This will also be recorded on

CPOMs. Any behaviour incidents will need to be dealt with by the child's class teacher in the first instance who will then make an assessment as to whether to involve a more senior staff member.

Banned items

There are legal provisions in place which enable school staff to confiscate items from pupils. This includes the power to search without consent for 'prohibited items' including; knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Statutory legislation sets out what must be done with prohibited items found as a result of a search. Weapons and pornographic images must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

The Power to Discipline Beyond the School Gate

When children are in public wearing school uniform, they are seen as representing the school and are still expected to uphold the school values. The school may apply sanctions where behaviour outside school, including online behaviour, could adversely affect the welfare of members of the school community or the orderly running of the school. When considering whether the school will implement a sanction for reported misbehaviour out of school, the headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. In cases involving children's online safety, even though incidences may occur outside of school time, school will liaise with parents and intervene in order to safeguard the children and ensure they understand how to stay safe.

AI

The school recognises the increasing availability of Artificial Intelligence (AI). Pupils must not use AI to create or share harmful, abusive, discriminatory or misleading content. Any misuse of AI which places another child at risk, damages relationships or undermines the safe running of the school will be managed in line with this policy and safeguarding procedures. This includes using AI to create abusive messages, fake images, deepfakes, impersonation, discriminatory material or other harmful content.

All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Working in partnership

Our vision at The Heritage Coast Federation is based upon the vision to "Flourish, Succeed and Let your light Shine." We will always try to work with school families to ensure that pupils behave well both at school and at home. If any pupil lets his or her standards of behaviour fall, we will inform parents and invite them into school to discuss any problems. Similarly, if a child's behaviour is particularly good, or improves significantly, contact will be made with parents to inform them of this.

Equality

The Heritage Coast Federation is committed to ensuring equality of opportunity for all members of the school community. Behaviour will never be judged through assumptions or stereotypes. Staff will make reasonable adjustments where appropriate and will actively challenge discrimination relating to protected characteristics including:

- disability
- sex
- race
- religion or belief
- pregnancy and maternity
- sexual orientation
- gender reassignment.

Incidents motivated by prejudice will always be investigated thoroughly, recorded appropriately and responded to in accordance with safeguarding procedures.

Our school has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school is committed to gender equality and does not differentiate between the sexes in any aspect of the education, care or welfare of its pupils or staff. We fully support the

Valuing All God's Children guidance from the Church of England and are committed to educating our children about loving and respecting ourselves and each other. Life in modern Britain is to live well together with people of different race, sexual orientation or belief and we are committed to eliminating any discrimination on these grounds.

Review

The Governing Body will review this policy annually, or sooner if there are changes in legislation, statutory guidance or local procedures or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 – Our Pupil and Adult versions of the Behaviour Ladder

The pupil version of our behaviour ladder was developed in conjunction with the School Council. The colours from green and above are displayed in public. Yellow, Amber and Red are retained by staff only.

Are you ready to learn?



Behaviours	Team Points
Being the very best that you can be.	5 Team Points
Being a great role model to others.	
Being consistently respectful and working exceptionally hard.	3 Team Points
Ready to learn and work hard.	
Reflect on your choices. You're not working to the best of your ability or showing your values.	2 Team Points
Continuously not engaged in learning.	
Not treating others how you want to be treated.	
Continuously making bad choices. Intentionally hurting others in anyway.	

THE HERITAGE COAST FEDERATION

Adult version was developed by the full staff team

Are you ready to learn?



Behaviours	Team Points
- Consistent silver behaviour - Going above and beyond expectations - Being a role model - Showing exemplary behaviour every day - Being an outstanding member of the class	5 Team Points
- Consistent bronze behaviour - Taking risks with learning - Consistently challenging yourself - Making independent choices - Showing resilience and not giving up - Showing other children what 'amazing' looks like	
- Consistent green behaviour - Being kind, polite and considerate to others - Working especially hard - Contributing in all lessons - Always doing what is asked	3 Team Points
- Active listening - Follows school rules - Follows routines and instructions - Is ready to learn - Working hard	
- Making poor choices - Distracting others from learning - Not working to the best of our ability - Not following instructions - Not following school rules	2 Team Points
- Repeated yellow behaviour - Disrupting learning or the play of others - Not engaged in learning - Calling others unkind names - Intentionally damaging property	
- Repeated orange behaviours - Persistent poor behaviour - Inappropriate language - Hurting others intentionally - Bullying of any kind (including cyber bullying)	

THE HERITAGE COAST FEDERATION

Rewards and Sanctions

Children will receive 3 team points and a certificate in our weekly celebration worship. A gold stamp will also be recorded in a child's journal. Once 3 golds have been recorded, a headteacher's certificate will be rewarded.

This is for exceptional learning and or behaviour.

Children will receive 2 teams points and a note will be made in the child's journal. The class will congratulate the child at the end of the day.

Children will be rewarded 1 team point. The class will congratulate the child at the end of the day.

The class will congratulate the child at the end of the day.

A warning will be given and children will be offered strategies to make positive behaviour choices. Children moving onto yellow, will be carefully monitored to identify persistent low level disruptive/poor behaviour.

Children moving onto Orange will be given some 'Reflection Time' which will be record by the class teacher. The child will apologise for their behaviour to those involved.

Children moving onto red will be given some 'Reflection Time' with a member of SLT, parental contact will also be made. In extreme circumstances of persistent poor behaviour, the school may consider whether it is appropriate for children to attend school visits and events. In extreme cases, internal or fixed-term external exclusions may be used.

Appendix 2 - Developing Self-Regulation Skills

The 3 R's: Regulate, Relate and Reason.

Poly-vagal Theory:

When a child is overwhelmed we need to first help them to regulate before we can get to the reasoning part, we are working with their brain. We should always aim to look beyond what we see and aim to identify what the underlying reasons are for the 'anger'. Only then, can we hope to help the child and make longer term changes.



Co-regulation is a biological imperative, it is a need which must be met to sustain life. It is through reciprocal regulation of our autonomic states that we feel safe to move into connection and create a trusting relationship (Porges in Dana, 2018) Is the child's behaviour chosen? When very dys-regulated e.g. because of trauma history, the child's behaviour is automatic and functional (no thought / meets a need), generated by the ANS (autonomic nervous system) well below the level of conscious awareness (e.g. running / anger is not chosen). These are deeply rooted patterns of survival and protection.

While these coping mechanisms may have enabled survival in the past, in school they are less adaptive and the child will need to learn how to manage these feelings, with some co-regulation of the adult. This is a skill which needs practice.



What happens when I flip my lid?

Sheffield Children's NHS
NHS Foundation Trust

Understanding brain states can help emotional regulation



FLIPPING YOUR LID
BIG FEELINGS
UPSTAIRS BRAIN
DOWNSTAIRS BRAIN

MAKING GOOD CHOICES
USING YOUR UPSTAIRS BRAIN TO GENTLY HUG BIG FEELINGS

- Notice feelings
- Name feelings
- Learn strategies to help

We can use our hand to show what happens to our brain. Our fingers are our upstairs brain and our thumb and our palm is our downstairs brain.



Our brain works best when the upstairs (thinking) and downstairs (emotion) brain work together by sending messages to each other.



When we experience big emotions, our upstairs thinking brain flips up and our downstairs brain is in charge! This means that it is hard for our upstairs brain to help our downstairs brain to stay calm.

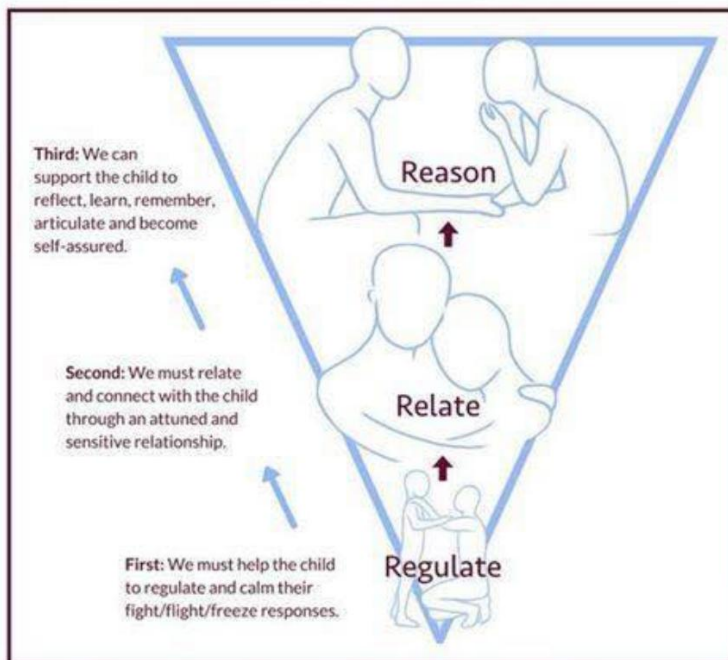


When we flip our lid, we need to get our upstairs and downstairs brain talking to each other again so that our upstairs brain can calm our downstairs brain down. We need our upstairs brain to hug our downstairs brain!

Further resources: Dan Siegel - books and YouTube - Teenage Brain, Whole Brain Child & Hand Model of the Brain
Kids Want to Know *Why do we lose control of our emotions* <https://www.youtube.com/watch?v=3bKuoH8CkFc&app=desktop>

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Tune in to the young person / observe / attune

Step One

- Empathise, validate and normalise (I understand how you feel, you're not alone. You are ok.)

- Label the feelings

(This is what is happening, this is what you're feeling)

- Locate in the body if possible

(This is how it feels inside)

Step 2 if needed

- Set limits on behaviour e.g. What's the expectation? ('We can't always get what we want')

Step 3

- Problem solve – you are developing coping strategies and thinking skills ('We can sort this out together')

The child's perception / interpretation of the situation is often inaccurate but the feelings are real and must be heard. This does not mean that you agree with the interpretation of events.

Focus on the emotion first to connect.

Connect before correcting/ Rapport before Reason / To understand you have to be understood

Connect with the emotion / feeling / this deepens connection and relationship – genuine / congruent i.e. more than a strategy Adult Body language Here you are regulating or co-regulating a child back into connection (ventral vagal state)

- Stay calm in your body - keep your breath calm, rhythmic, slow
- Tone of voice – Rhythmic, slow, low
- Body position – non confrontational
- Movement – calm

Practising the Language: developing your scripts

How does it feel if someone dismisses your feelings, or tells you how you should feel?

Tune in to the young person / observe / attune

Step One

- Empathise, validate and normalise (I understand how you feel, you're not alone. You are ok.)
- Label the feelings (This is what is happening, this is what you're feeling)
- Locate in the body if possible (This is how it feels inside)

Step 2 if needed

- Set limits on behaviour e.g. What's the expectation? ('We can't always get what we want')

Step 3

Problem solve – you are developing coping strategies and thinking skills ('We can sort this out together')

- Don't tell the child how they feel

- Attune : observe
- Empathising, naming the feeling – tentative, curious, listening, exploring
- I wonder if you might be feeling...
- I am not sure but...
- I might be wrong, and you know yourself best but...
- If I was in a situation like that I might be feeling...
- Tell me if I have this wrong but it looks to me like you might be feeling...

Normalising

This is human. You are respecting their humanity and the human survival response. Normalising can help the child to change state and pull away from the big emotion. This is emotional containment. Embodiment – mind / body links You are recognising and noticing the autonomic state of the individual. Avoid shaming as much as possible. Explore the reasons why and step them through this. Do not assume logical cause and effect thinking or understanding. The likelihood is that the environment may have been such that this is under developed. Emotional thinking skills of many children who have difficulties with self-regulation are under developed or under practised. The skill needs to be developed.

- e.g. If that happened to me I might feel like that
- yesterday I ...
- this made me feel worried...
- Small example, a story doesn't have to be real but you are demonstrating that you get this feeling too.
- I notice that your hands are tensing and you are breathing fast...
- When you say that you are feeling... jiggly..., where in your body do you feel that feeling?
- Sometimes if I panic, if I lose my keys my heart is like a runaway train... we all feel this emotion sometimes... where do you feel...
- Setting the limits / boundary – This may happen at a different time and not just after the event. Use your judgement.
- Example - So do we usually... Hit others? Why is that? And then what would happen? And then what would happen? Would you like that? (Tip don't get too complicated i.e. exploring the feelings of everyone else involved)

Problem Solving

Start with an open question and reject no answers but step them through the logical consequences of their answers, without judgement.

- So what else might you do instead? If they can't do this or are struggling, you can couple up with a couple of ideas but make sure that you put these ideas to the child, so that they choose what they will go for.
- • OK what about a or b? What do you think?

Buy in

Example - How easy do you think that this will be? Can you think of anything which might help this or a friend who might help?

- Agree a plan and to monitor how this goes if needed. People will forget what you do and forget what you say, but they don't forget how you make them feel - Maya Angelou
- Remember that empathy and sympathy are not the same Attributes of empathy (from: Brene Brown's 'Dare to Lead')
- Perspective take 10
- Stay out of judgement
- Recognise the emotion
- Communicate emotion
- Be mindful

Appendix 3 Supporting Children with SEMH needs Special Educational Needs

Where a child has an identified social/emotional/mental health barrier to learning that impacts on behaviour, where appropriate, they may have a personalised behaviour plan which is created in consultation with teachers, parent/carers and the child. This may use strategies such as the Zones of regulation of a Five Point Scale (see examples below).

THE ZONES OF REGULATION™

BLUE ZONE (Calm): Bored, Hurt, Exhausted, Sick, Tired, Sad. Tools: Stretch.

GREEN ZONE (Happy): Calm, Happy, Proud, Okay, Focused, Relaxed. Tools: Drink water.

YELLOW ZONE (Nervous): Nervous, Worried, Frustrated, Excited, Silly, Anxious, Overwhelmed. Tools: Deep breaths.

RED ZONE (Angry): Overwhelmed, Elated, Wild, Terrified, Mad, Angry, Out of Control, Furious. Tools: Take a break.

Five Point Scale:

	Feels like	Looks like	I can
5	Screaming, Hitting, Kicking, Running away	Go to break area, Take deep breaths, Go back to a 4	
4	Yelling, Not being in my space, Arguing	Drink water, Take a break, Go back to a 3	
3	Loud voice, Not following directions	Take deep breaths, Ask for help, Go back to a 2	
2	Listening to others, Calm words & body, Doing my best	Earn stars & have a great day!	
1	Tired eyes, Lying on floor, Not listening	Get a drink, Stand & Stretch, Get fresh air	

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel? sad tired bored moving slowly	How might you feel? happy okay focussed ready to learn	How might you feel? nervous confused silly not ready to learn	How might you feel? angry frustrated scared out of control
What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Where identified, children will have access to protective interruptions, which include movement breaks, brain breaks, access to a quiet space and fidget toys.

Specific intervention programmes are used to support children to aid SEMH skills.

Examples of interventions school uses are:

- Nurture
- Zones of regulation
- Lego therapy
- Five point Scales
- 'It's good to be me'
- Play therapy
- There's a volcano in my tummy
- Circle of Friends

Appendix 4 – The Relational Approach

The guidance describes a relational approach to teaching and learning which influences whole school ethos and systems as well as everyday teaching practice and targeted support.

It seeks to support schools to develop Relational Behaviour Policies where behaviour is seen as the communication of a need and which take into account current research and theory from the fields of attachment and trauma and on effective support for personal development.

The guidance was written in response to well documented concerns regarding young people's mental health and well-being and long standing national trends which show the disproportionate exclusion of children from vulnerable groups.

Establishing and maintaining systems and practice in line with Relational Policy will involve whole school approaches and ongoing commitment.

This will include:

- Establishing consistent thinking, understanding and beliefs and values across all school staff, parents/ carers and partner agencies.
- Whole staff training, continual professional development and induction for new staff in relational theory and practice. Ongoing staff support through regular meetings and individual supervision and coaching to support the development and maintenance of skills.
- The consistent implementation of relational practice by all staff which is supported through clear systems and processes as well as active support and modelling by line managers and senior leaders.
- Systems and provision to support a clear graduated response to supporting children's needs which is child centred and involves parents and external agencies.

There are three main components to the model, Developing Relationships, Responding and Calming and Repairing and Restoring. For each of these the guidance explores implications for whole school universal support and also targeted support for those most in need.



Developing Relationships

Developing Relationships involves Building Relationships, Supporting Inclusion and Setting Boundaries.

In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging in school. This is done through providing relational support in the form of Protection, Connection, Understanding and Care.

In order to be fully included some children need additional support to enable them to access learning and to be included in all aspects of school life. It is important to consider whether children's SEN and wider needs have been recognized and supported.

In order to learn together we need to have a shared understanding of our rights, roles and responsibilities and how these manifest themselves as expectations of behaviour, agreements and rules. Boundaries should be clearly communicated and regularly discussed.



Responding and Calming

Responding and Calming involves Keeping Calm, Regulating Emotions and Managing Crisis.

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment.

Most children will at some point overstep a boundary and will need reminding about agreements and expectations.

We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries.

Children who experience strong emotions that lead to harmful or challenging behaviour will need skillful co-regulation to enable them to be calm and develop their capacity for regulation. How we respond in a crisis should be coordinated, clear and communicated to ensure the safety of all students.



Repairing and Restoring

Repairing and Restoring involves Resolving Conflict, Repairing Harm and Supporting Change.

Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused.

Applying a restorative framework following conflict or when incidents have taken place can be far more

successful in supporting understanding and learning than a punitive approach.

Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills.

Restorative work involves regular conversations, class meetings, peer mediation, conflict resolution as well as more formal restorative meetings and enquiries.

Appendix 5 – Graduated Response to behaviour

Low-Level Disruption/Classroom Behaviour

Behaviour in groups, around school or in other locations

All staff should always listen to each child's point of view before implementing sanctions

Response	Consequence	Recording/Reporting	Actions by Staff
Reminder of expectations		Recorded on Class Behaviour chart	The child is verbally reminded, <i>in a calm manner</i> , of appropriate 'on-task' behaviour for the current activity, including reference to "the school values"
Warning	At this point, this may mean asking the child to move to another space in the classroom if appropriate	Recorded on Class Behaviour chart: Children can be moved back to green for continuously making the right choices.	If there is a continuation of this behaviour during the lesson, or attitude towards the current task does not improve as a result of a 'verbal reminder', a warning should be given, stating that if the current behaviour continues there will be a consequence of reflection time (2-5 minutes) at the end of the session. The child will be asked, <i>in a calm manner</i> , to make the right choice. At this point it may be appropriate to give the child the chance to work more effectively by relocating in the classroom.
Consequence 1	Reflective conversation with teacher, loss of 5 minutes playtime	Logged on CPOMS and reported to parents if appropriate and/or repeated behaviour	If a 3rd warning has to be given, the child spends 2-5 minutes of playtime as 'reflection time' before going out to play – this takes the form of a restorative conversation with the class teacher/HLTA prior to the child going out to play. (In the event of this happening in an afternoon with no play time, there may be a short conversation at the end of the school day, or, if appropriate, the reflection time and conversation may take place the following morning playtime.)
Consequence 2	Loss of playtime or part of lunchtime (15 minutes)	Must be logged on CPOMS Reported to parents if appropriate	If there is no improvement in attitude, task-performance or displayed behaviour following all preceding warnings and sanctions, the child spends a whole playtime, or 15 minutes of lunchtime, as ' reflection time ' either in the classroom (including a conversation with class teacher) or in the area by the office, or with a class from alternate Key Stage.
Consequence 3	Asked to leave the classroom or spend time in different location – all staff to contact SLT using walkie-talkies if necessary	Must be logged on CPOMS Reported to parents	A child can be sent to another room to complete their work for an appropriate amount of time. This can be beneficial for the child and for the rest of the class. The teacher should make sure, from a safeguarding point of view, that the child is consistently supervised throughout and accountable for work completed.
Referral to the Headteacher	The Headteacher (or AHT) will decide an appropriate consequence. This may include; - a verbal reprimand and reminder of expectations of behaviour - phone call to parents - a period of using a daily report card for behaviour monitoring - loss of privileges - appropriate use of school-based community service - spending time away from their class in a supervised, safe space - Time spent working in the Headteacher's room - suspension - in the most serious of circumstances, exclusion		The SLT/Headteacher will be involved as appropriate to support and reinforce the actions of colleagues, including any persistent behaviour or isolated incidents. This includes; Pre-meditated physical violence or fighting, bullying, homophobic/racial abuse, willful damage to school equipment or property.

Warnings may also be given for break/lunchtime behaviour (use of bad language, rough play etc.) by Class Teachers following discussion with staff on break-time duty and midday supervisors. (MSA's to report to Classteachers at 1.00pm)	Recorded by Classteachers on CPOMS if appropriate/repeated	At any point in the procedure, staff should call for SLT support if they think it is needed.
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Use of Positive Handling Plans, Risk Assessments and Individual Behaviour Plans

At the discretion of senior leadership, the following documentation may be used to offer support to individuals and families, as well as providing evidence of school using a range of alternative strategies:

Positive Handling Plan
Individual Risk Assessment
Individual Behaviour Plan

Contacting Parents

If a child's behaviour, attitude or task-performance leads to frequent referrals to SLT or lesser sanctions have been needed on a frequent basis, or an isolated, serious incident warrants a stronger response, then the teacher/headteacher may contact the child's parents asking them to come into school immediately to discuss their behaviour. This is in addition to the class teacher being visible and available at the end of the school day.

Outside agencies

Some children may need positive behaviour management systems advised by outside agencies, such as Educational Psychology or Behaviour Support, in line with SEND Policy and legislation.

Stopping an activity

The safety and safeguarding of children's welfare is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Extra Information:

Communication with Parents/Carers

Class teachers will be pro-active in communicating with parents and carers – this includes being accessible to parents/carers at the end of a school day, being proactive with phone calls and seeking an initial conversation to address any concerns in a timely, non-confrontational manner.

CPOMS (our cloud-based recording system) will be used by any member of staff, to keep a brief note of children's ongoing behaviour as appropriate. This is in addition to CPOMS being used to log serious incidents.

Unacceptable Standard of Work

If, in completing a task, a child produces an unacceptable standard of work, we may ask them to redo a task. This might be during a playtime, lunchtime or sent to complete at home. A child will also be expected to complete any tasks or activities missed as a result of unacceptable behaviour.

Persistent or Serious Misbehaviour at breaktimes

Children are frequently reminded to direct any problems to the teachers and other staff on duty. The graduated response will be used in discussion with the child's Classteacher, if necessary. In extreme cases, a child may be asked to go inside and report to a member of teaching staff for the remainder of a breaktime to keep themselves and others safe.

Persistent or Serious Misbehaviour at lunchtimes

Children are frequently reminded to direct any problems to Midday Supervisors or Teaching Assistants who may be on duty.

Any incidents will be reported to the Classteacher who will deal with the situation accordingly, using the graduated response warning system, logging the incident if necessary. The incident may be referred to SLT or the Headteacher if necessary. In extreme cases, a child may be asked to go inside for the remainder of a lunchtime, or to report to a member of staff to keep themselves and others safe.

The Midday Supervisors will be made aware of any subsequent sanctions or monitoring of behaviour to be undertaken and will report/liase with the Classteacher and/or Headteacher accordingly. *In extreme situations, where the safety of pupils and staff and the smooth running of school are persistently threatened, the headteacher has the power to exclude a pupil for the duration of the lunchtime period.*

Restraint/Positive Handling/Use of Reasonable Force

We have an additional policy for "The Use of Reasonable Force/Physical Restraint/Positive Handling to Care for Pupils" which directs staff to only use physical interventions when the risks involved of doing so are outweighed by the risks of not doing so, and then for the minimum length of time possible and using the least possible force. In all

circumstances other methods should be used (such as distraction, withdrawal of attention, humour) if appropriate and effective positive handling should be a last resort.

Following any use of reasonable force, the school will:

- ensure the child is medically safe
- provide opportunities for emotional regulation
- undertake restorative discussion when appropriate
- inform parents promptly
- record the incident on CPOMS
- review whether additional support or risk assessment is required.

Exclusion

Exclusion, whether fixed period suspension or permanent, will be used only as a last resort when other strategies have not been successful. Please see separate '***Suspension & Exclusion Policy***' for more information.

Positive Handling Plan - Template

<u>Positive Handling Plan</u>							
<u>Name</u>		<u>DofB</u>		<u>Date:</u>			
<i>Triggers, behaviours, situations likely to result in physical intervention: What is the behaviour like? When does it occur? Where does it occur?</i>							
<i>Strategies to be used (where possible before any physical intervention)</i>							
Quiet time		Distraction		State alternatives, consequences, limits,		Praise partial compliance	
Give space		Success reminder		Other staff intervening		Repeat request	
Talk calmly		Give a count		Planned ignoring		Remove stimulus	
Verbal advice/support		Negotiation		Contingent touch		Use humour	
<u>Other strategies:</u>							
<u>Preferred handling strategies to be used (highlight or tick)</u> Friendly hold (arm round shoulder) Walking Single elbow Standing Wrap Double elbow Chairs/sitting Other:							
<u>De-briefing process following incident:</u> What care to be provided, space, time, talk through etc.							
<u>Signatures:</u> Child (where appropriate) Parent Headteacher Date: Review Date:							



Risk Assessment & Individual Behaviour Plan - Template

Name of child/young person:

Date of birth

Date of assessment:

Date of review:

Information provided by:

Risk assessor(s):

Simon England, Marie Parkins

Identification of risk

Clear and detailed description of high-level challenging behaviour

Who is affected by the behaviour (injured or harmed)?

--

In which situations does the behaviour occur/not occur?

--

What kinds of injuries or harm are likely to occur?

--

What relevant records, reports or other documents are already in place? (e.g. IEP, PSP, lesson planning, General Risk Assessment, Health Care Plan, Statement of SEN)

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Risk rating matrix

Severity [S]	Severity (Emotional) N.B could be on the victim or the person who is subject to the risk assessment
5. Death/Disability	5. Death/ suicide, severe depression, long term mental health issues
4. Major injury	4. Long term/ repeated deliberate risk-taking. Emotional impact severe enough to trigger referral to another service e.g. CAMHS/GP/EP and/or significant medical intervention e.g. attempted suicide/ anorexia/ school refusal
3. >3 day injury	3. Emotional response that results in deteriorating/ erratic attendance, withdrawing/ not engaging, anxiety, fear, worry; impacts on behaviour of others (e.g. negativity, irritability, negative emotions, lack of concentration, lack of motivation)
2. Minor injury	2. Significant distress or upset that can be addressed or resolved within a few days i.e. has no lasting negative impact
1. Property damage	1. Upset/ distress that subsides relatively quickly and with minimal additional support i.e. within a day or
Likelihood [L]	
5. Very Likely	
4. Likely	
3. Possible	
2. Unlikely	
1. Very unlikely	

[S]					
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25
X	1	2	3	4	5

Score

1 – 8 = LOW RISK

9 – 15 = MEDIUM RISK

16 – 25 = HIGH RISK

High-level challenging behaviour (examples)	Degree of risk Severity x likelihood										Risk rating		New risk rating (further measures)		
	1	2	3	4	5	X	1	2	3	4	5	Score	Hml	Score	Hml
Physical behaviour towards other pupils						X									
Refusing to go to a safe space or supervised location						X									
'Taking flight' from a supervised place						X									

Behaviour management plan

Interventions	Measures in place	Further measures (if required)
Proactive interventions to prevent risk	1.	
Reactive interventions to respond to adverse outcomes		

Communication of risk assessment and behaviour management plan

Shared with	Communication method	Date actioned and by whom

Review of risk assessment and behaviour management plan

Any significant changes since last assessment? (Consideration needs to be given to the impact of measures on behaviour in the review)	(Initial risk assessment)
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Notes: As a result of the review an up-dated risk assessment should be completed and recorded.

parents/carers should always be actively involved in the planning/monitoring and reviewing process.

CYP should always be actively involved. Their level of involvement should be judged by key staff, according to the CYP's age and social/emotional maturity.