

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour and Relationships Policy
Statutory Policy



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Signature 	Date: September 2026
Head Teacher	
Signature  	Date: September 2026
Chair of Governors	

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1. Vision

At Summercroft, we believe that our expected behaviours should be both modelled and taught, just like any curriculum subject. The staff in our school aim to build strong relationships with other staff and pupils through consistently modelling respect, kindness and good manners, and our Behaviour Policy and Behaviour Curriculum work alongside this to support children in becoming respectful, polite, considerate members of the school community who are grateful and positive towards others.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Ensure staff explicitly teach expected behaviours, and model expected behaviours across the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour that is applied equitably to all pupils
- Define what we consider to be detrimental behaviour, including bullying and discrimination

3. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained school, academies, and pupil referral units in England](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

4. Summercroft's Approach to Behaviour

At Summercroft, we take a relational and therapeutic approach to supporting behaviour. We recognise that strong, trusting relationships form the foundation for positive behaviour and a safe, thriving school community.

Our therapeutic practice is rooted in the understanding that all behaviour is a form of communication. We aim to understand the feelings, needs, or experiences behind a child's actions, responding with empathy, curiosity

and consistency. Through relational connection and therapeutic support, we help children develop the skills to regulate their emotions, make positive choices and repair harm when difficulties arise.

We prioritise positive experiences for all members of our community - children, staff, and families - and strive to create environments in which everyone feels respected, valued and emotionally safe. A range of strategies used to promote expected behaviours can be found in **Appendix 2**.

At Summercroft, we teach behaviour by

- Building strong relationships across all areas of our community
- Valuing individuals
- Role modelling (adult:adult, pupil:adult, pupil:pupil)
- Explicitly teaching expected behaviours through our behaviour curriculum
- Being consistent
- Using scripts and routines
- Using positive phrasing
- Planning responses
- Use of rewards and positive reinforcement
- Giving feedback and recognition
- Offering comfort and forgiveness

Children learn best when they feel safe, valued and respected. All adults in our school recognise that they can greatly influence the positive ethos of the learning environment. Staff meet children at the door with a warm, friendly greeting in the morning to set the tone for the day.

Classroom routines are established and consistent. A visual timetable is displayed in every classroom to ensure all children are aware of the day's learning. Behaviour Expectations and class rules (established with the children) are displayed across the school and referred to frequently.

BEHAVIOUR EXPECTATIONS

A shared understanding of our Behaviour Expectations is achieved through explicit teaching of our Behaviour Curriculum, including lessons, whole-school assemblies, PSHE and SCARF materials, Talking Groups and responsibilities, as well as modelling by all adults in our school community.

Pastoral Care and Concerns (PCC) briefing meetings on Friday mornings share information with staff which may help to understand how children are feeling and how this may influence their behaviour. Notes are kept in both staff rooms and in the main office. Staff read this weekly to keep informed and discuss any further details with the adult sharing the information.

Pupils are expected and reminded to exhibit our Behaviour Expectations in the following ways, both in and out of school:



Where appropriate and reasonable, adjustments may be made to ensure all pupils can meet the expectations of our Behaviour Curriculum.

5. Bullying

Ready	Respectful	Safe
▪ Sitting quietly in an appropriate space ▪ Having equipment or resources ready ▪ Listening to others ▪ Following instructions ▪ Wearing appropriate uniform ▪ Completing work at the appropriate time ▪ Lining up quietly ▪ Moving around the school quietly	▪ Being honest ▪ Saying please and thank you ▪ Being kind with your words and actions ▪ Listening to others ▪ Following instructions ▪ Helping others ▪ Holding doors open for others ▪ Thinking of others when moving around the school ▪ Asking polite questions ▪ Taking care of property and resources ▪ Keeping the school presentable ▪ Welcoming visitors politely ▪ Respecting others' identities and beliefs	▪ Being gentle with your actions and words ▪ Walking inside the school ▪ Walking along pathways ▪ Remaining in the areas you should be in ▪ Telling an adult if you need to leave the classroom ▪ Using equipment and tools appropriately and safely

At Summercroft, we have adopted the Anti-Bullying Alliance's definition of bullying:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which is available on the [school website](#). This includes a zero-tolerance approach to abuse or harassment linked to the protected characteristics, sexual harassment or malicious allegations.

Part of our PSHE Curriculum includes teaching children strategies to be assertive.

These include:

- Encouraging children to use assertive statements using a strong voice – Stop it!, Go away!, I don't like it!
- Encouraging the use of body language e.g. eye contact, shake head, move away, standing tall
- Encouraging awareness of helping others, seeking help and not being a bystander
- Encouraging the child to confide in a trusted adult if being bullied or hurt

6. Roles and Responsibilities

6.1 The Governing Board

The governing board is responsible for monitoring this Behaviour Policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this Behaviour Policy
- Ensuring that the school environment encourages expected behaviours
- Ensuring that staff deal effectively with detrimental behaviours
- Monitoring how staff implement this policy to ensure rewards and consequences are applied equitably to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Child Protection Policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour logs on Arbor is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.3 Teachers and Staff

Staff are responsible for:

- Modelling expected behaviour and positive relationships
- Creating a calm and safe environment for pupils
- Following a relational and therapeutic approach to children's behaviours and seeking to understand the motivation behind these
- Implementing a positive approach by celebrating expected behaviours
- Establishing and maintaining clear boundaries of expected pupil behaviours
- Implementing the Behaviour Policy consistently
- Teaching behaviour expectations explicitly in line with the Behaviour Curriculum
- Communicating the school's expectations, routines, values and standards through teaching behaviour and modelling this in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly using Arbor and resolving cases where appropriate
- Challenging pupils to meet the school's expectations

The senior leadership and pastoral teams will support staff in responding to behaviour incidents.

6.4 Parents and Carers

Parents and carers, where possible, should:

- Read and understand the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following detrimental behaviour (for example, attending reviews of specific behaviour interventions, contributing to the development of and reviewing of risk reduction plans)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviours and the school's policy and working in collaboration with them to resolve behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected behaviours they should be presenting at school
- That they have a duty to follow the Behaviour Policy
- The school's Behaviour Expectations and routines
- The recognition they can earn for meeting our expected behaviours, and the consequences they will face if they don't meet these
- The pastoral support that is available to them to help them meet our expected behaviours
- Our expectations regarding mobile phones: children may only bring mobile phones into school if they are in Year 6 and walking home from school without an adult. This must be agreed by the class teacher. Phones must be switched off before entering the school site and should only be switched back on after leaving the school site. Phones must be given to the class teacher on arrival each morning and they will be stored in the school office until the end of the school day. The school accepts no responsibility for loss or damage to mobile phones

Pupils will be supported to meet our Behaviour Expectations and will be provided with regular teaching and modelling in line with our Behaviour Curriculum, as well as repeated induction information wherever appropriate.

Pupils will be supported to develop an understanding of the school's Behaviour Policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

7. Responding to Behaviour

7.1 Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Teach expected behaviours explicitly in line with our Behaviour Curriculum
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour both verbally and using non-verbal cues
 - Highlighting and promoting expected behaviours
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption

- Using positive phrasing
- Using positive reinforcement
- Display the Behaviour Expectations and their own classroom rules
- Make reasonable adjustments to support behaviour for individuals in line with Ordinarily Available Provision (OAP), Individual Support Strategy Checklists (ISSC) and other supporting documents

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's detrimental behaviours may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection Policy for more information which can be found on the [school website](#).

7.3 Responding to Expected Behaviours

When a pupil's behaviours meet or go above and beyond our expectations, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements will be applied clearly and equitably to reinforce the routines, expectations and norms of the school's behaviour culture.

Expected behaviours will be recognised with:

- Non-verbal/verbal praise
- House points
- Stickers
- Sharing work or achievements with members of the leadership team
- Recognition in Golden Folder assemblies
- Communicating praise to parents in person, via a phone call or inviting them in to look at a piece of work
- Positions of responsibility, such as house captain, sports leader, play leader, librarian, PTA rep, playtime monitors, in-class responsibility
- Whole-class or year group rewards, such as a popular activity

Positive touch: for example, patting a shoulder, high 5s, fist bumps, giving a hug and responding to a hug initiated by a child. Permission from children should be sought before giving a hug in recognition of children having rights over who touch them.

7.4 Responding to Detrimental Behaviours

When a pupil's behaviours fall below our expectations, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of detrimental behaviours.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of our expectations, and by responding in a consistent, equitable and proportionate manner, so pupils know with certainty that detrimental behaviours will always be addressed.

Our approach is that it is the certainty that there are consequences for detrimental behaviours that is important – not the severity.

De-escalation techniques can be used to help prevent further detrimental behaviours arising, such as the use of pre-arranged scripts and phrases (**Appendix 3**).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Behaviour management should always begin with the nearest member of staff and all members of staff have shared responsibility to celebrate expected behaviours and challenge detrimental behaviours. The school may use one or more of the following consequences in response to detrimental behaviour:

- A non-verbal reminder of the expectations of behaviour
- A verbal reminder of the expectations of behaviour using positive phrasing (**Appendix 2**)
- Use the de-escalation script (**Appendix 3**)
- Reflection time to understand why the behaviour occurred and the impact on them and others (**Appendix 5**)

This may be:

- Reflection time in a designated place in the classroom
 - Reflection time in a parallel year group classroom
 - Reflection time with the Head or Deputy Headteacher
 - Reflection time at break or lunchtime (protective consequence)
- Restorative justice process with an adult
 - Expecting work that hasn't been completed to be completed at break, lunchtime or at home
 - Loss of privileges – for instance, the loss of a prized responsibility
 - Educational consequences e.g. apologising, cleaning up a mess they have made
 - Phone call home or meeting with parents from class teacher
 - Risk reduction plans implemented for individual children
 - Confiscation of items if necessary
 - Internal suspension
 - Suspension
 - Permanent exclusions, in the most serious of circumstances

Staff at Summercroft have the right to confiscate any item from a pupil that is considered dangerous or illegal, or items that are detrimental to school discipline. Where carrying such items may be a crime, the items will not be returned to their original owner or parent/carer, but passed as soon as possible to the police. Items not deemed to be illegal or dangerous will be returned to parents/carers after discussion with senior leaders, if appropriate.

When using behaviour consequences, staff will also consider what support could be offered to a pupil to help them process the detrimental behaviour, or to meet expected behaviour standards in the future. These may include the following:

- Social stories
- Comic strip conversations
- Drawing for talking
- Restorative justice process
- Therapeutic activities e.g. sand tray, lego
- Social, emotional and mental health (SEMH) interventions e.g. 1:1 or group support from ELSA
- Thoughts and wishes (**Appendix 4**)
- Early help and support from outside agencies e.g. behaviour support, educational psychologists, speech and language, health visitor, school nurse or counselling.

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

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded via CPOMs and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Break and lunch time behaviour

Our Behaviour Expectations encompass all aspects of the school day, including break and lunch times and while on offsite visits. Staff will engage and lead children in social and play activities and follow the ranging guidance as explained in the Play Policy to effectively monitor behaviour at break and lunch times. Children are recognised for showing expected behaviours and care towards their peers and other children.

If children display detrimental behaviours, they will be given a reminder of our Behaviour Expectations to enable them to reflect and make a positive change. If the detrimental behaviours continue, one or more of the following consequences may be used:

- Distract or re-direction
- Educational consequence such as:
 - reflection time during break or lunch time
 - Shadowing a member of staff to identify expected behaviours modelled by peers
 - Completion of a restoration task
- Protective consequences such as:
 - Removal from a game or activity
 - Missing a break or lunchtime
 - Supportive plan to enable success on the playground e.g, 20/20/20. An example of this would be 20 minutes on the playground, 20 minutes eating lunch and 20 minutes completing a structured indoors activity
- Recording the behaviours using Arbor – this will assist in identifying if a regular pattern of detrimental behaviours is emerging and support to be put in place.
- Parent or carer involvement

7.7 Off-site detrimental behaviour

When children go off-site on educational visits and represent the school in public places, high standards of behaviour are always expected, and safety is paramount. This is achieved by:

- Outlining behaviour expectations before leaving the school site
- Ensuring there are appropriate adult:children ratios

- Carefully planning groupings of children
- Ensuring all adults know what is expected of them and the children to ensure consistency and equity
- Planning tasks that are purposeful and appropriate
- Use of the school's rewards and consequence system

Consequences may be applied where a pupil has not met our behaviour expectations off-site when representing the school. This means detrimental behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has not met our behaviour expectations off-site, at any time, whether or not the conditions above apply, if the detrimental behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises, or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online detrimental behaviour

The school can issue behaviour consequences to pupils for online detrimental behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises, or elsewhere when the pupil is under the lawful control of a staff member. Please see our [Online Safety Policy](#) for further information.

7.9 Suspension and permanent exclusions

The school can use suspension and permanent exclusion as a protective consequence in response to serious incidents or in response to persistent detrimental behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to the [suspension and permanent exclusion from maintained schools, academies and pupil referral units in England](#) for more information

8. Responding to detrimental behaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of detrimental behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of detrimental behaviour will be connected to their SEND. Decisions on

whether a pupil's SEND had an impact on an incident of detrimental behaviour will be made on a case-by-case basis.

When dealing with detrimental behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of detrimental behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This may include examples such as:

- Short, planned sensory circuit breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe skin conditions
- Training for staff in understanding conditions such as autism
- Providing children with time and space to regulate their emotions when necessary

8.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- Whether the agreed support strategies and routines have been followed prior to the incident
- Whether the risk reduction plan has been followed (where applicable)
- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess which educational or protective consequence is most appropriate to use and whether any reasonable adjustments need to be made.

8.3 Considering whether a pupil displaying detrimental behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits detrimental behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will plan support programmes for that child and liaise with external agencies where appropriate. We will work with parents and carers to create the plan and review it on a regular basis.

9. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including:

- Reading our Behaviour Policy, Behaviour Curriculum, Anti-Bullying Policy and other linked policies
- Behaviour training for new staff
- Annual behaviour refresher training for existing staff
- Specific behaviour modules from National College where appropriate
- Regular meetings to review the needs of the pupils at the school including considering SEND and mental health needs

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

10.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, suspension and permanent exclusion
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the Senior Leadership Team and Full Governing Board.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

11. Links with other policies

This behaviour policy is linked to the following policies:

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England](#)
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Reducing the Need for Physical Intervention Policy
- Online Safety Policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in discussions about behaviour to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Strategies to promote expected behaviours

Modelling behaviour and building relationships	❖ Model the behaviour you want to see – both with children and other adults ❖ Establish a positive culture which celebrates expected behaviours ❖ Notice children getting it right and comment positively ❖ Take time to understand your children - build positive and trusting relationships, find out about their interests and likes ❖ Show children they are respected and valued ❖ Be consistent and calm in your approach ❖ Set clear expectations and boundaries ❖ Use positive touch, where appropriate
Start of the day routines that create a positive and welcoming environment where children feel happy, safe and ready to learn	❖ Be prepared and ready in class on time to greet children ❖ Smile and welcome children by name ❖ Have positive interactions with children and parents, including through body language ❖ Have tasks and learning ready to go ❖ Ensure your visual timetable is up to date ❖ Establish a calm and quiet atmosphere ❖ Ensure children know where they need to go and where they need to put things– cloakroom, drawers, seats etc ❖ Brief all support staff in advance and share planning ❖ Have clear morning and registration routines ❖ Communicate any pupil responsibilities to pupils ❖ Set clear boundaries and expectations for behaviour and work ❖ Begin and end sessions with positivity, focus on what went well
Visual support to promote expected behaviours	❖ Behaviour Expectations and class behaviour charter ❖ Visual timetable ❖ Learning walls ❖ Visual behaviour prompt cards if required ❖ Children's work valued and displayed ❖ Organised and clearly labelled resources ❖ Reward systems/charts/prompts
Ensuring movement around the school is calm and orderly including walking to and from the playground	❖ Establish and model expectations and practise at the beginning and throughout the year ❖ Set clear routines for start of the day, cloakroom access, assemblies, break and lunch times, PE, home time ❖ Supervise children to and from classrooms ❖ Staff lead their line with all children walking quietly behind ❖ Staff escort children out to the playground and stay with them until supervision in place ❖ Staff on duty to be on time ❖ Staff on time to collect children at the end of break and lunchtimes ❖ Encourage toilet visits to be restricted to break and lunchtimes where possible ❖ Establish systems for lining up with a line order ❖ All staff proactive around the school in modelling expected behaviours and challenging detrimental behaviours ❖ Ensure independent movement in small groups ❖ Ensure children walk around the school ❖ Positive re-enforcement and reminders
Classroom organisation that supports expected behaviours	❖ Keep environments clear, tidy and clean ❖ Establish defined classroom areas ❖ Ensure resources are clearly labelled and easily accessible ❖ Organise classroom layout to facilitate ease of access and movement ❖ Organise and adhere to clear, consistent classroom routines ❖ Plan clear seating plan arrangements – consider who/what works? ❖ Position teacher and support staff when teaching and working with small groups to ensure all children can be seen ❖ Ensure clear guidance and routines for transition within the classroom. Encourage

	- independent learning and organisation ❖ Provide working walls and other concrete resources for children ❖ Be well prepared and organised ❖ Ensure support staff have a clear understanding and expectations of the day ❖ Establish time and routines for tidying up ❖ Share responsibility with all children through roles and jobs ❖ Prepare appropriate extension activities ❖ Establish a clear system for gaining attention ❖ Establish a calm and quiet environment ❖ Use effectively an assertive voice and voice modulation ❖ Ensure consistence
Use of positive language	❖ Model Behaviour Expectations at all times including being polite and respectful ❖ Praise for children displaying expected behaviour ❖ Clear and precise instructions ❖ Open ended questioning ❖ Model learning behaviours e.g. learning from mistakes, being a lifelong learner etc. ❖ Non-verbal communication techniques ❖ Use quiet volume or silence to effectively manage whole class behaviours ❖ For detrimental behaviours, use a calm voice with appropriate tone for the situation (quiet/firm and assertive) ❖ Reinforce and remain consistent and fair, considering children's individual needs ❖ Distraction ❖ Give children space when needed ❖ Give fixed options which are both desirable outcomes ❖ Seek to understand feelings or experiences behind the behaviours
Planning of learning to enable success and confidence	❖ Clear communication of high expectations ❖ Plan for fun, engaging and stimulating lessons ❖ Provide a rewarding curriculum with a real context and clear outcomes ❖ Plan to allow all children to succeed through effective adaptations and support ❖ Develop supportive and positive learning climate and attitudes ❖ Set clear expectations for learning behaviours ❖ Model and share examples ❖ Create an ethos of praise and appreciation ❖ Encourage risk taking ❖ Vary your teaching strategies ❖ Use a child's name to cue them in if they appear unfocused ❖ Use peer and self-assessment ❖ Ensure a balance of individual, paired and group work ❖ Use a range of oracy strategies during class discussions ❖ Develop a culture of growth mindset ❖ Offer a range of challenge and extension work ❖ Share and celebrate of excellent work, effort and behaviour
Strategies to support a dysregulated child	❖ Give the child physical or emotional space to allow them to self-regulate if necessary ❖ Remain calm and use the child's name before giving instructions ❖ Use 'thank you' rather than 'please' when giving an instruction (e.g. 'Pick up the book, thank you') ❖ Use positive phrasing (e.g. 'Walk with me', 'Put the pen on the table') ❖ Give fixed choices (e.g. 'Would you like to talk in the classroom or the library?') ❖ Allow take-up time after giving choices ❖ Ignore secondary behaviours (e.g. eye rolling, muttering, stamping etc) during the initial incident and deal with them at a later point ❖ Use Behaviour Expectations to explain why the behaviour is detrimental ❖ Clearly explain consequences to the child and, if detrimental behaviours continue, ensure the consequences are carried out ❖ Disempower the behaviour (e.g. 'You can listen from there', 'You can come and talk to me when you are ready')

	❖ Identify instances where you need to 'swap out' with another member of staff, or involve a member of the pastoral team or SLT ❖ Create individual reward systems where appropriate ❖ Create an Individual Risk Reduction Plan if needed ❖ Record any incidents on Arbor using ABC format
Strategies to support consistency with other colleagues in the classroom	❖ All staff in year group involved in decision making, routines and shared expectations ❖ Share weekly planning and timetable ❖ Daily briefing time ❖ Use of assembly time for discussion ❖ Modelling respect to all members of the team ❖ Shared and consistent behaviour strategies and expectations ❖ Identified system for handovers between job shares ❖ Use electronic school communication systems
Strategies to support behaviour at break and lunchtimes	❖ Ensure that Behaviour Expectations are followed outside ❖ Ensure that staff are positioned around the playground/field and are following the ranging guidance as explained in the Play Policy so that all children can be seen ❖ Provide children with a range of activities and games ❖ Be consistent, calm, assertive and fair ❖ Look for children who may be struggling at lunchtime and offer support ❖ Intervene in any incidents before they escalate ❖ Investigate any behaviour incidents which have been reported to you and put immediate consequences in place when possible, such as reflection time ❖ Ensure information about any incidents and resulting consequences are handed over to the class teacher ❖ Allow children time to tidy up ❖ Reinforce expectations around end of play (tidying up, collecting all items, walking to lines, lining up quietly) ❖ Read notes from PCC meetings weekly to stay informed on key information
Approaches used to work in partnership with parent carers and communicate expectations	❖ Greet parents positively ❖ Actively support parental involvement ❖ Informal discussions as required ❖ Ensure parent/carers are informed quickly (the same day if possible) of concerns ❖ Arrange formal meeting times when necessary ❖ Include other adults and agencies when appropriate ❖ Annual Meet the Teacher meetings ❖ Parent/carers consultation meetings ❖ Annual written school progress reports ❖ School electronic communication system ❖ Sharing of topic webs ❖ End-of-topic presentations ❖ Sharing of policies ❖ Use of website ❖ New parent meetings ❖ Consistently follow school policy for poor attendance and lateness

Appendix 3: De-escalation framework

De-escalation Framework

When a child is dysregulated our de-escalation framework of regulation, validation and restoration must be followed. The scripts below can be used as a tool to support this process.

Objective: To regulate the child and ensure they are in a safe space

1. Regulation Phase

Gauge the energy needed to engage with the child and select **Script A** or **Script B** depending on the behaviours. Script A would be used if a child is dysregulated but not showing the more challenging behaviours. Script B would be used if the child is displaying more challenging or dangerous behaviour e.g. damaging property, hurting others or trying to leave a safe space.

<u>Script A (calm, neutral voice)</u>	<u>Script B (firm, low/deeper tone)</u>
[Child's name], I can see something has happened I'm here to help Offer fixed choices e.g. <i>Are you ready to talk now or do you need 5 minutes?</i> <i>Would you like to talk here or in the library?</i>	[Child's name], I can see something has happened I'm here to help Firm feedback linked to the challenging behaviour which states the limit and offers a reason why e.g. <i>I cannot let you break the [item]. My job is to keep the room safe.</i> <i>I cannot let you hit [Name]. My job is to keep everyone safe.</i> <i>When the chair is on the floor, we can talk.</i> <i>I need you to stay where I can see you. It is my job to keep you safe.</i> (If they continue): I am moving the other children/items to keep everyone safe. I'll be right here when you're ready to use your words.
<u>Validation / Acknowledgement</u> During the regulation phase, it can be useful to acknowledge the child's feelings/trigger e.g. <i>It makes sense that you're frustrated. It's really hard when things don't go the way we expected.</i> <i>I can see how much you care about this.</i>	

2. Restoration Phase

Once child is regulated (this may be a long period of time after the event) discuss how to start putting things right.

What do you think we can do to start making things better?

Restoration should be relevant to the behaviour that has been displayed e.g. picking up chairs that have been knocked over or writing an apology to a child that has been hurt. The Summercroft Reflection Sheet can be used to support this discussion if appropriate.

Appendix 4: Thoughts and Wishes

MY THOUGHTS AND WISHES

Pupil:	Adult:	Date:
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SCHOOL (LEARNING)

THOUGHTS	WISHES

SCHOOL (FRIENDS AND TEACHERS)

THOUGHTS	WISHES

HOME

THOUGHTS	WISHES
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OTHER

THOUGHTS	WISHES
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Behaviour Reflection Sheet

Name: _____ Class: _____ Date: _____

Which behaviour expectation did you not meet? *(Tick)*

Ready


☐

Respectful


☐

Safe


☐

How were you feeling? *(Tick)*



SAD

☐


CONFUSED

☐


WORRIED

☐


BORED

☐


ANGRY

☐


DISTRACTED

☐


UNSAFE

☐


OTHER

☐

What happened?

Who was affected? *(Tick)*



ME

☐


MY TEACHER

☐


ANOTHER MEMBER
OF STAFF

☐


OTHER PUPILS

☐


WHOLE CLASS

☐


MY FAMILY

☐

How do you think they felt? (Tick)

							
SAD	CONFUSED	WORRIED	BORED	ANGRY	DISTRACTED	UNSAFE	OTHER
☐	☐	☐	☐	☐	☐	☐	☐

How could you make things better? (Tick)

☐ Apologise (say sorry)	☐ Make a plan
☐ Clean up	☐ Problem solve
☐ Complete my work	☐ Do something nice
☐ Forget about it	☐ Other _____

How are you feeling now?

What strategies could you use next time? (Tick)

☐ Happy breathing	☐ Find something else to do
☐ Move somewhere else	☐ Think about something calming or happy
☐ Ignore	☐ Other: _____
☐ Talk to an adult	

What have you learned?

Pupil Signature: _____ **Adult Signature:** _____

Appendix 6: Individual Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Expected / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Coordinator..... Date

Signature of Parent / Carer..... Date