

Haytor View Community Primary School & Nursery

Relational Behaviour Policy 2023 – 24 [V5]



Learning together - enjoying success - aiming high - celebrating difference – enriching community

Rationale

'There can be no keener revelation of society's soul than the way in which it treats its children.'
Nelson Mandela (1995)

We have a reputation of being a highly inclusive school and are proud of our diversity which creates a rich, cohesive learning environment. We work to support all pupils to ensure they have the best foundation on which to reach their full potential. Our School Values underpins our relationships with children:

1. Learning together
2. Enjoying success
3. Aiming high
4. Celebrating difference
5. Enriching community

At Haytor View Community Primary School and Nursery we have a whole school relational approach to behaviour which is consistently and fairly implemented with all staff working to the same expectations. We are committed to providing a calm, safe, and supportive environment in which pupils can learn and thrive. We use a relational approach in all of our interactions with children and adults, it is this approach which supports children in managing their responses to situations. We are committed to supporting all children in developing effective relational approaches in managing their emotional responses and resulting behaviours. We understand that behaviour is a primary form of communication.

"I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood" (Louise Bomber 2007)

"As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context" (Louise Bomber 2012)

We are committed to:

- Supporting children in managing their emotional responses;
- Promoting behaviour which is supportive of the child and those around them;
- Fostering self-efficacy;
- Supporting children in having positive relationships with peers and adults;
- Providing a safe environment for all children;
- Teaching children the expectations of behaviour;
- All children having access to learning in a safe, calm and supportive environment;

We recognise that:

- Having secure relationships with the children in our care supports their emotional awareness and regulation
- High-quality teaching promotes effective learning, pupil wellbeing and positive behaviour;
- Behaviour is a form of communication and can suggest unmet need;

'If we aspire to be relational in our approach to behaviour management, then we must start with kindness. Kindness can mean being tough and fair – exposing frailties and weaknesses but doing it with warmth and compassion. To remain kind in difficult and challenging environments takes courage and strength.'
(Dave Whittaker 2021)

We understand that 'adverse childhood experiences' can lead to an emotional response that is beyond a child's control, being deep rooted in a 'fight, flight or freeze' response. Children are supported to understand how their brain works in such situations and how this leads to making them feel and resulting responses / behaviours. Adults use a relational approach to support co-regulation through: attunement, validation, containment and soothing to support children who are experiencing emotional dysregulation.

As a result of 'adverse childhood experiences' some children may find it difficult to trust adults. It is the experiences they have with adults which support their development of relationship with others – this can begin by allowing adults to help them in managing and understanding their emotional responses.

'Unlike simple stress, trauma changes your view of life and yourself. It shatters your most basic assumptions about yourself and your world – 'Life is good,' 'I'm safe,' 'People are kind,' 'I can trust others,' 'The future is likely to be good,' – and replaces them with feelings like 'The world is dangerous,' 'I can't win,' 'I can't trust other people,' or 'There's no hope.'

(Mark Goulston 2008)

Maslow's hierarchy of needs allows us to understand the importance of providing what each child needs both in terms of the psychological needs and safety needs, if these individual core needs are not met the child will not thrive in the school environment. Therefore they will not be able to access the relational element of being and therefore connection, self esteem, respect and recognition.

Whole School Aims

- To foster a caring and orderly community in which effective learning can take place within an ethos of mutual respect;
- To support children in developing a sense of worth, identity and achievement;
- To support children in forming a positive internal working model of self, others and the world around them;
- To support children through co-regulation, moving children into a place where they are able to self-regulate
- To support children in accepting responsibility for their actions and considering the impact of these on the relationships with peers and adults through the use of a restorative approach;
- To support children in being able to listen to others, acknowledging other ways of thinking and behaving;
- To create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers;
- Promoting positive behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Promoting a sense of pride in their school and community;
- Ensuring that all learners are of equal value;
- Promoting early intervention to support appropriate behaviours;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy;
- Ensuring that all pupils have entitlement to a broad, balanced and relevant curriculum that has the flexibility to respond to the diversity of needs and that successfully exploits and builds upon pupils' interests;
- All staff having high expectations of all children and demonstrate this;
- Providing equality of opportunity for all pupils;
- *Ensuring that all pupils are educated in a caring environment in which all individuals are valued.*

'For a person to grow they need an environment that provides them with genuineness (openness and disclosure), acceptance (being seen with unconditional positive regards), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.'

(Rogers 2014)

Whole School Principles

- In working towards the above aims we recognise that 'fair' isn't about getting everyone getting the same but about everyone getting what they need through individualised support and approaches.
- We recognise that behaviour is a primary form of communication of an emotional need (conscious or unconscious).
- We understand that co-regulation moving to self-regulation through unconditional positive regard, supports children in behaving in more socially acceptable / appropriate ways.
- We know that relationships are key in supporting children therefore there has to be connection before correction.
- Children are provided with adult role models who provide an alternative attachment figure who provide the secure connection and safety necessary.
- Not all behaviours are 'choices' and not all factors linked to the behaviour of the child are within their control. Therefore the language of 'choice' is not always supportive (Polyvagal Theory - S.Porges 2011).
- Adults use relational approaches in their interactions with children, modelling a non-judgemental, curious and empathetic attitude towards children and their responses and behaviour, responding in a way which focuses on the feelings and emotions which might drive certain behaviour, rather than the behaviour itself.
- Children with challenges over their emotional responses and resulting behaviours, need to be regarded as vulnerable;
- Adults have high expectations and maintain boundaries consistently to ensure that the child's need for consistency, predictability, security are met.
- Children with SEND need to have their needs met through individual consideration, including tailored intervention, reasonable adjustments, consideration of individual circumstances and requirements, in order to ensure they are not unfairly disadvantaged.
- Changing how we respond to behaviour does not mean having no expectations, routine or structure. In order to support our children in feeling safe the environment needs to be high both in regards to nurture and structure. Children need predictable routines, expectations and responses to their emotional responses and behaviour. These must be modelled appropriately by adults within the scope of the relationship that they hold with the child, and within the context of a safe and caring school ethos.

'Unconditional positive regard as a starting point in your thinking about behaviour management in school will help you to understand the power of relationships. It becomes an excellent way to examine the importance of adult behaviours, authenticity and a genuine understanding of the children we often struggle with in our classrooms . . . It does not mean low expectations, or having a lack of rigour, or letting children 'get away with it'. It does not mean that we compromise our standards and allow poor behaviour. It does, however mean that we aim to truly understand the children we teach. It means that we, as adults, need to be aware of our own behaviour and the impact this has, not only on the children but on our colleagues too. . . Relational behaviour management relies on true belief, authenticity, and on every adult working together for the genuine good of the children, whatever they do.'

(Dave Whitaker 2021)

Our relational behaviour policy is based upon:

- High quality classroom practice that allows all children to flourish and prosper;
- High quality restorative and relational practice, reflection and personalisation;
- High quality approaches to exploring the reasons why children display challenging behaviour, developing strategies to address this, considering emotions and feelings, and being aware of trauma and anxiety;
- Delivery of high-quality SEND interventions and the development of appropriate strategies to support children with additional needs;

Guiding Approaches:

'In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life. For many children the development of these relationships will need to be explicit, meaningful and very clearly perceived. Children who are showing signs of insecure attachments and a lack of well-being need a significant adult or small team of adults in school who can provide them with a secure

relationship within which they feel a sense of safety, trust, belonging and being listened to. Through this relationship the child will also develop their ability to regulate their feelings and behaviour, develop their understanding of social situations and develop healthy and positive feelings about themselves and their abilities. Building these relationships, supporting inclusion and establishing strong and caring boundaries are integral to making this happen. Developing relationships is all about the building of security, a secure relationship involves adults providing: Protection; connection, understanding; care.'
Guidance for Developing Relational Practice and Policy (C Dunnett and M Jones 2020)

At Haytor View Community Primary:

- All adults provide protection; connection, understanding; care (refer to appendix 13);
- SEAL (social and emotional aspects of learning), 'R Time' and PSHE are all used to support children in developing the skills in managing their behaviour effectively;
- Everyone is committed to promoting a positive attitude towards good behaviour, where everyone recognises that all people will be treated fairly through a collaboratively formed class and whole school agreement;
- We believe that all individuals have the right to self-esteem regardless of the challenges they may be presented with, we do not 'label' the children in our care;
- We consider all children need to be supported in being responsible for their own actions and are encouraged to make choices and take control of their behaviour;
- We believe all children have the right to learn to the best of their ability;
- We promote consideration of others and their property through honesty, kindness, punctuality, caring, courtesy, responsibility, respect and trust.
- Children are encouraged to develop empathy, through reflecting on how others may feel in response to particular situations;
- We ensure children are engaged in dialogue regarding their feelings and the feelings of others, during this time listening and communication skills are modelled and reminded;
- All children are engaged and supported in taking responsibility for their behaviour according to their individual stage of development. Those children who demonstrate consistent 'appropriateness', will be supported in recognising their achievements;
- Children are clearly informed when they are demonstrating appropriate behaviour, this is put into a context for them in order that they understand what they are doing which is particularly positive and reflective of the whole class agreement in place;
- We believe in a partnership towards promoting good behaviour, this especially applies to the partnership of home and school;
- We have a supportive policy for working towards good behaviour for those who find it difficult to engage with the whole school agreement;
- There are regular opportunities to discuss the school values and how they support our environment and personal development;
- Expected behaviours of children are made explicit and modelled by each of the members of staff within each team;
- Parents are regularly informed about their child's behaviour.

Whole School Expectations

'Rules are not necessarily shared; principles are.' Franklin D. Roosevelt (1925)

Adults will support pupils to develop positive internal working models and form positive relationships, meeting their need for belonging and safety in order to support them in meeting school expectations. Children will be supported to:

- Be ready to learn: arriving to school on time; wearing school uniform; have their home school contact book; complete home learning;
- Follow instructions from adults
- Be kind to others in words and actions
- Be respectful to one another, speak calmly and courteously
- Respect other people, their work and their property
- Move safely and sensibly around the school
- Speak with a trusted adult if they have any concerns

- Challenge themselves in their learning
- Work restoratively to resolve conflict
- Listen to the views of others and accept the rights of others to hold views different to their own
- Follow the school's processes: moving around the school appropriately, remaining on the school site, treating the premises and equipment respectfully
- To respect the school building, facilities and equipment; to use the bins provided for litter and look after school property.

School adults will support children in meeting expectations of behaviour through:

- Teaching children the expectations of behaviour
- Being good role models
- Modelling communication
- Listening to each child
- Being curious and empathetic, showing empathy and attunement, forming a relational connections
- Supporting the school's commitment to equity, equality and diversity, and encourage pupils to show respect for members of the community and the environment
- Helping our children to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation
- Supporting children to help them calm and regulate both within and outside the classroom depending on the available space
- Using the scope of their existing relationship with the child to lead and guide approaches to support them or in deciding to seek support from others
- Using calm, well-regulated tone and respectful language appropriate to the needs of that child
- Responding effectively, using tone and volume of voice mindfully to help pupils become calm
- Speaking politely and respecting personal space
- Using language which is clear and unambiguous, taking into account the child's communication and interaction needs
- Managing the transitions between lessons so spaces outside of the classroom feel like safe places
- Providing routine in every lesson, in every classroom so pupils know what happens next
- Providing activities and support at break and lunch time to help manage social time.
- Treating all members of the community equally, fairly and consistently, meeting their individual needs
- Using an attachment / trauma informed approach to understand behaviours
- Remaining curious and demonstrating the desire to understand a behaviour and what it communicates
- Viewing a child as needing support, not as being naughty, 'kicking off' or causing problems
- Helping children to deal with conflict by understanding the experiences that may be causing their emotions and resulting behaviour
- Demonstrating unconditional positive regard
- Empathising
- Using a restorative approach
- Providing clear structures, routines and boundaries with high expectations of child engagement
- Providing praise and rewards for desired behaviours
- Developing positive relationships with pupils and parents;

'When dealing with conflict . . . it is crucial to understand how feelings and emotions may be driving behaviours, and that by reacting to only the behaviour, conflict may be increased. Experiences and memories drive emotions and feelings – this then creates our behaviour responses. Behaviour then creates experiences and memories, which leads to the cycle beginning again'

Janet Kinoshian (2009)

School adults will work collaboratively with Parents / Carers in supporting their child in meeting expectations of behaviour, so that Parents / Carers are able to:

- Work with the school to help pupils make informed decisions that impact their attendance, achievement and well-being, including avoiding term time holidays;
- Work with the school to ensure their child follows school expectations and procedures;
- Encourage their child to show respect for members of the community and the environment;

- Support the school in modelling polite, positive relationships;
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Meet regularly to review Co-Regulation plans in ensuring they meet their child's needs. Discussions will seek to facilitate a positive home-school relationship.

Whole School Approaches

'A successful behaviour policy must work for all, not just for some. It must be able to meet the needs of the school community and be the foundation of the school's culture. A school should be able to serve the community it finds itself in, rather than change its pupils to meet the needs of the school or trust.'

Dave Whittaker (2021)

All adults in school demonstrate to children that they are 'held in mind' – for example, through making reference to how 'I was thinking about you yesterday...', 'it is great to see you, I missed you yesterday...'

For the majority of children, a gentle reminder about making a better choice is all that is needed to support a child into engaging appropriately in learning or play. Where behaviour is 'low level' adults may acknowledge the behaviour with the child, however they may choose to engage the child in an attuned conversation subsequently making reference to the behaviour and offering a suggestion of how the child might have been feeling, giving the child an opportunity to communicate (this maybe verbal or non-verbal), providing the child with repeat experiences that adults in school care about them as trusted relationships are developed.

For some children behaviour and responses may be recurrent and 'high level' or 'unacceptable.' The school identifies 'unacceptable behaviour' as any behaviour which may cause harm to oneself or others, including:

- discrimination on the basis of disability, race, gender, religion, age, sexuality or marital status
- bullying - persistent unwanted behaviour aimed at another designed to cause distress
- theft and damage to property
- physical and verbal assault
- persistent disruptive behaviour

Our priority is to ensure the wellbeing and safety of all children, this may on occasion lead to a child being removed from the situation in which they are dysregulating in order to provide the adult with the opportunity to co-regulate with the child. All adults understand that behaviour is a primary form of communication, they will seek to understand and attune to the child's emotional response that has manifested itself as the behaviour. An empathetic response will be used with the child to support their co-regulation and ultimate reflection and repair of the situation. Adults model for children how to manage their emotional response, how to repair and how to 'move on.'

There will be times when co-regulation is not able to be achieved due to the level of dysregulation demonstrated by the child, this may lead to individual arrangements being put in place such as removal from the classroom, engagement of a school leader, contact being made with the parent / carer. Such individual arrangements will continue to reflect the principles and approaches highlighted in this document and will be formalised on a Co-Regulation plan when necessary.

Due to the differing needs pupils sometimes are in a state of high anxiety. We offer pupils different calming strategies and areas around the school for them to regain composure and be supported through co-regulation strategies. Adults may refer to Dan Hughes PACE -Playfulness, Acceptance, Curiosity and Empathy (See Appendix 1) to inform their approach.

Relational consistency is the foundation of our relationships with children. Children need to trust and feel secure in the relationships they have with adults, they need to know that this will not change and that adults will be consistent in the care they offer each child through a strong emotional connection. Adult behaviour and responses are the consistent factor in each relationship with each child. The role of the adult is to provide each child with positivity and acceptance.

Dr Andrew Curran – learning in 7 simple steps:

- Child is understood
- Child builds self esteem
- Child becomes confident
- Child behaves
- Child is emotionally engaged
- Child is loved
- Learning happens

Where a child's behaviour may be suggesting an unmet need, adults will try to explore this identifying how the child might be supported differently, providing them with an alternative experience and narrative in managing their emotional regulation. This is may see consideration of:

- Alternative break or lunch time arrangements
- Removal of sensory stimuli
- Personalised timetables
- Sensory breaks
- Enrichment opportunities away from the main classroom
- Thrive support
- Access to relational play experiences with an adult
- Provision of snacks to reduce impact of hunger
- Change of adult face
- Mentoring
- Safe spaces in classrooms
- Access to outside space to physically cool down
- Boxall Profile assessment and planning
- Co-Regulation Plan

The school works with a range of agencies to support children in having their emotional needs met:

- Social, Emotional, Mental Health Advisory team;
- Mental Health in Schools Practitioner;
- Educational Psychologist;
- Communication and Interaction Team;
- Early Help;

The Role of Adults

'The adoption of relational behaviour practices takes time, dedication and resources. It needs determination from leaders and enthusiasm from all adults to make it work.'

(Dave Whittaker 2022)

One way that children learn about both appropriate and inappropriate behaviour is by observing others. Children model their own behaviour on other people's responses therefore it is important that they are given the opportunity to observe positive role models.

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency The adults who work with the most difficult of behaviours are always in control of themselves before they attempt to take control of others"

(Paul Dix, 2017)

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. We must be consistent in order to promote a predictable and therefore safe environment. Inconsistency is confusing to pupils and undermines the work of others.

All adults set the tone, the behaviour and approach of each adult influences how children behave and how they feel.

All adults will:

- Support children to feel trusted;
- Provide children will autonomy based on a good knowledge of them;
- Recognise when children are doing something right, providing genuine recognition will support a child's emotional investment in the relationship;
- Make connections with children through openness, letting the children know each adult as a person;
- Ensure instructions are clear and relatively straightforward, personalise and make reasonable adjustments where needed to support understanding;
- Be transparent in letting the children know why things are being done in a certain way both in terms of curriculum and organisation, if children know why they are more likely to 'buy in';
- Be fair and reasonable through transparency;
- Have expectations of the most challenged children, exploiting every opportunity for the children to grow;
- Develop strong relationships with each child;
- Meet and greet children positively
- Model relational approaches
- Plan lessons which engage, challenge and meet the needs of all children
- Be calm when supporting children who are dysregulating, using co-regulation to support the individual avoiding the use of sanctions
- Acknowledge the behaviour of individual children, retaining ownership and supporting reflective dialogue
- Show respect for the children
- Consistently use children's names when speaking to them;
- Use eye contact when communicating with children;
- Be mindful of height differences when communicating with children;
- Give praise and rewards for positive behaviour
- Value every child
- Recognise and demonstrate the recognition that all learners are of equal value, seeing all children as learners and potential learners.
- Have high expectations of both work and behaviour
- Set clear, common guidelines within the classroom and these are understood by all adults
- Where there are examples of inappropriate behaviour which need to be addressed, express clearly that it is the behaviour and not the child of which we disapprove e.g. we never tell a child that he/she is 'naughty', 'badly behaved' etc.
- Allow children to explain their negative actions and make reparations as soon as possible
- Always be aware that a child needs time to calm down, in a safe place, after an incident, before any meaningful discussion can take place. The amount of time required will depend on the individual child.
- Establish a mutually respectful relationship with parents and carers.
- Use modelling, encouragement, praise and positive reinforcement to:-
- Create a positive, respectful school environment.
- Increase children's self-esteem and self-efficacy
- Reduce children's need for extrinsic motivation and increase intrinsic motivation which will help children develop skills in self-regulation of their behaviours
- Promote a model for appropriate behaviour and positive relationships

Teachers will:

- Give every child a warm & positive greeting as they arrive in school;
- Take the lead in the fostering of positive relationships with each of the children in their class;
- Provide a role model for additional adults developing positive relationships with each of the children in their class;
- In their interactions with colleagues demonstrate a positive attitude towards all children's learning and contribution;
- Promote positive attitudes towards all children;
- Evidence positive interactions with all children;
- Focus on developing constructive relationships with all children;
- Focus on providing effective interactions with all children in a way that is supportive of their learning and relationships;

- Have effective interactions with all children;
- Support children in valuing their learning and the role they have as learners;
- Demonstrate respect for all children's contributions to questions is demonstrated by teachers;
- Use effective strategies for managing the responses of all children;
- Frame questions to support all children in being aware of expectations;
- Effectively communicate with all children;
- Use a range of strategies to develop a supportive climate including:-
- Provide an environment in which all children feel valued and supported;
- Ensure there is effective and prompt communication with parents and carers where concern arises regarding a child's behaviour;
- Treat children fairly and impose any sanctions fairly;
- Adopt flexible approaches in supporting children in managing their behaviour;
- Recognise and celebrate individual achievement both in relation to learning and personal development (including behaviour);
- Be consistent with the approaches that have been set up with individual children, in order that individuals are clear as to how they are being supported;
- Be proactive in seeking support and advice from Phase Leaders as required, in order to be effective in managing behaviour and discipline in classes;
- Take the lead in supporting other adults who come into contact with children from the class, including Learning Partners and Lunch Time Partners;
- Liaise with external professionals and act on their guidance, providing timely feedback e.g. Educational Psychologist, behaviour support etc;
- Take the lead role in writing any individualised support programmes e.g. Pupil Support Plans, including the monitoring and feedback;
- Be positive role models for children;
- Endeavour to use positive language, praise and speak in a calm manner;
- Not allow children to see the anxieties of adults through how the adult communicates;
- Ensure there is purposeful and clear structure throughout the day;
- Provide visible structures for children to follow
- Support class ownership over structures.
- Use SEAL, R Time, PSHE and class time effectively to support children in developing effective approaches to managing their behaviour;
- Be responsive to situations that arise and seek to positively resolve them;
- To not be discriminative in the use of support, rewards and sanctions.

School Leaders will:

- Create the right environment in which everyone can thrive;
- Create an environment where adults are respected and supported;
- Set the tone for the whole school;
- Give every child a warm & positive greeting as they arrive in school;
- Provide support and guidance to adults in meeting the needs of children;
- Provide a 'change of face' for individual children when dysregulating;
- Be available to be called upon to assist with instances of significant dysregulation and / or disruption;
- Provide staff with an avenue to explore approaches;
- Provide teachers with self-reflection time to support their individual wellbeing;
- Lead on referrals to the Mental Health Practitioner working with the school;
- Meet with parents where there are significant concerns regarding a child's behaviour;
- Lead Early Help processes to support wider consideration of need and access to services;
- Set the expected standard for behaviour in the school, providing support and challenge where this is not being met;
- Have a clear overview of children and cohorts, in order to support the allocation of resources;
- Report to Governors on the implementation of the policy;
- Ensure there is effective communication with parents and carers regarding the behaviour of children within their area of responsibility;
- Following the local authority guidance regarding exclusions;
- Monitor the approaches used by practitioners in supporting children in managing their behaviour;

- Monitor the impact of the policy in supporting all children in managing their behaviour and being fully included in the life of the school;
- Promptly address practice where the principles of this policy are not being implemented;
- Provide positive role models for children and adults;
- Support effective communication between adults, children and parents;
- Use assemblies to support the development of social and emotional aspects of learning (SEAL);
- Be responsive to situations that arise and seek to positively resolve them;
- Seek the support of other professionals where appropriate to support the implementation of the behaviour practices;
- Support the effective transition within and between settings for children in a way which is supportive of individual need;
- Communicate the expectations of the behaviour policy to all staff and ensure it is part of the induction process for new staff;
- SENCo and School Leaders will work with teachers in developing co-regulation plans;

The SENCo will:

- Support teachers through information sharing processes in consideration of classroom routines, expectations, implementation of relational practices both for individual children and the cohort;
- Work with school leaders and teachers in developing co-regulation plans;
- Coordinate referrals to external agencies e.g. educational psychologist, SMEH advisory teacher;
- Support teachers in accessing external support e.g. educational psychologist, SMEH advisory teacher;
- Lead Early Help processes to support wider consideration of need and access to services;
- Engage in consideration of alternative provision, leading on quality assurance processes, provision planning and monitoring of AP;
- Lead on Education Health and Care Plan assessments;
- Engage with a wider range of professionals to build a profile of the child including health;
- Lead on speech and language assessments for individual children to identify whether a speech and language disorder or speech related issue maybe impacting on the child's understanding of what adults are saying and expecting;
- Review interventions used to support children's behaviour;
- Support teachers in developing resources to support children e.g. visual timetables, social stories;
- Support individual children where they are struggling to engage in the classroom, to provide a 'change of face';
- Support teachers in developing individual provision plans and timetables for children e.g. introduction of sensory breaks, physical activity, intervention, in order to maintain children's access to in class learning;
- Have a clear overview of children and cohorts, in order to work with senior leads in the allocation of resources;
- Support teachers in using the Boxall Profile assessment and planning

At the Start of the Day:

- Teachers are present for the start of the school day and in, or at the door of, their classrooms when children arrive;
- Children's names are consistently used by adults when speaking to them;
- Learning Partners are in the classroom for Time to Think;
- Children are greeted by teachers and other school adults;
- Teachers initiate greetings with parents;
- Teachers follow up a greeting with those children or parents who had entered the room unnoticed;
- Parents are acknowledged as they leave;

'Building effective relationships is easier when pupils believe their feelings will be considered and understood.'

(DfE Early Careers Framework 2019)

Classroom organisation:

Classroom routines and structures must be effectively communicated by teachers for both children and all staff. Where necessary, this may include the use of visual timetables to support children's understanding.

These routines include opportunities for pupil discussion regarding their actions, movement around the classroom, collection of learning, transitions between tasks and lessons and spaces, what children should do when they have completed their task, treatment of others and participation in lessons.

It is the responsibility of the class teacher to implement classroom structures according to the whole school ethos.

Children should be supported in understanding the reward system operated in each classroom, this should focus on positive modelling.

Children should be supported in understanding the impact of their behaviour and the decisions they make, this should not focus on punitive measures but sanctions which support children in understanding the role they play in taking care of themselves and others.

It is important for the children in each class to have clarity regarding the expectations of acceptable behaviour, this must be communicated effectively by the class teacher.

If a child has to be removed from the class for any reason this must be at the discretion of the class teacher and managed by the class teacher in a way which is supportive of the children understanding the impact of their behaviour and the actions required to restore the situation.

Particular consideration is given to the management of transitions for children.

Playtimes and other Non-Structured times

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. However, in order for all children to enjoy this time they need to be able to behave in a way which is appropriate and supportive of themselves and others.

Although the children are supervised some find these times difficult to manage. To support children at lunchtime and break time we will endeavour to ensure that there are plenty of things to engage the children through the promotion of purposeful play.

If a child is struggling they will first be positively encouraged, then if necessary directed towards positive choices. Inappropriate behaviour will be monitored and should the behaviour continue then other support may be used for example: removal from the situation or talking with an adult to support reflection.

Any support provided will be shared with the class teacher at the end of playtime, in order that the child can continue to be effectively supported. The handover time at the end of play and lunch provides an opportunity for this to take place.

Organisation around school

Everyone is supported in making their school a place where effective learning happens.

People walk around the school in a manner which demonstrates an awareness of the activities which are taking place around them.

Respectable manners and behaviours are modelled for children e.g. saying please and thank you, holding doors open.

Children are given feedback in relation their employment of actions supportive of those around them.

Every attempt should be made to keep the environment clean and tidy and all property should be treated with respect.

The Power of Play

As children achieve dopamine release through playfulness, organised and structured play can support children in regulating their emotions. Some children will not have 'playful' time at home. Positive, playful and happy time with adults has a significant impact on self-esteem and confidence. Children will build stronger emotional connections with adults, reduce anxiety and develop self-esteem through playing together with adults.

Staff Induction, Development and Support

'As you develop as a leader (either as a teacher or school leader), your relational style will have an impact on others. Relational leaders empower and trust – they are ethical and purposeful. Moral values drive and motivate relational practitioners in the classroom and in the leadership office.'

(Dave Whittaker 2022)

Haytor View Community Primary School is a 'learning community' where all staff are involved in a continuous process of development in line with the school's ethos and strategic aims. We are committed to fostering a positive climate for continuous learning amongst its community. Continuing professional development is the means by which the school is able to develop its professional community.

We believe that 'effective practitioners should take ownership and give a high priority to their own professional development', reflecting the principles detailed in Ofsted and the Professional Teaching Standards. A coherent strategic approach to supporting practitioner development improves provision and outcomes for children.

It is the role of every practitioner to evaluate the impact of our teaching on children's learning and progress, every interaction we have with children has an impact on pupils' learning, therefore it is critical that we reflect on the impact of our teaching to secure the success of each child.

High quality first wave teaching has the biggest impact on outcomes for children, therefore we continually drive development of high quality Wave 1 teaching. All practitioners are required to evaluate the impact of their teaching on the learning of all children, adjusting teaching strategies where required. There are a wide range of opportunities within the school plan to further consider approaches for individuals and groups of children.

Sharing information for development is the means by which we work individually and together to systematically develop our provision through development and evaluation, across a range of structured and unstructured activities within our school and this information allows each of us to evaluate the impact of our actions supporting the development of practice and provision.

We believe that effective information sharing for development should:

- Promote quality learning and teaching throughout the school;
- Identify what is working well within existing practice and the impact for children;
- Identify next steps for development of practice and provision, for individual practitioners, phases and whole school;
- Ensure good planning and delivery of the curriculum;
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.
- Support practitioners in being clear about their roles and responsibilities;
- Provide information to support self-evaluation at an individual, phase and whole school level;
- Provide consistency throughout the school;
- Support practitioners in understanding and implementing school policies and practices;
- Underpin an evaluation on the impact of our CPD, appraisal, NQT, ECT and induction processes;
- Promote a climate for developing good practice and implementation of priorities through openness about accountability;
- Secure accountable and empowered practice;

We believe that working together on shared priorities enables the practitioners and the school to be more effective. Introducing or revisiting new initiatives and supporting their development as part of a cycle of development and support, enables practitioners to be empowered through:

- Trying new things
- Learning from experiences
- Working to adopt and embed the practices which have best impact
- Having clarity and purpose to practices
- Working flexibly at their own pace

In considering development we support practitioners in identifying:

- How change will be managed
- What steps are needed to underpin success
- Identify who will implement
- Why is it being implemented
- When will it be implemented
- Where will be it be implemented
- How will it be implemented

The EEF identifies the following features of effective professional development:

BUILDING KNOWLEDGE

- Managing cognitive load
- Building on prior learning

MOTIVATING TEACHERS

- Setting and agreeing on goals
- Presenting information from a credible source
- Providing affirmation and reinforcement after progress

DEVELOPING TEACHER TECHNIQUES

- Instructing teachers on how to perform a technique
- Arranging support
- Modelling the technique
- Observing and providing feedback
- Rehearsing the technique

EMBEDDING PRACTICE

- Providing prompts and cues
- Prompting action planning
- Encouraging monitoring
- Prompting context specific repetition

We believe that practitioners must be trusted to try new things, make mistakes and use the experience to support further development. Information gathering is central to this through:

- Explicit discussion of the characteristics which make practice effective 'making the implicit explicit';
- Reframe what the practitioner is already doing;
- Defining the priority or next step for practice;
- Recognising that implementation happens over time through a series of activities focused on: thinking about practice, preparing for implementation, implementing practice, reflecting on practice, adapting practice, sustaining practice;
- Continual improvement and collaborative learning;
- Coaching
- Mentoring
- Peer to Peer collaboration
- Modelling
- Observation
- Feedback
- Video
- Support to apply strategies

We recognise that in order for staff to be truly present and able to support pupils they need to be supported to stay well themselves. In order to support staff wellbeing staff will have the opportunity to:

- Anonymously complete wellbeing questionnaires that will be scrutinised by the leadership team and governors in order to address any common issues that arise through the responses.
- Openly talk through any issues with a member of the leadership team in a supportive and non-judgemental open-door environment
- Access informal support from their phase leader;
- Access formal support through supervision-style provision from the school Educational Psychologist or SMEH Advisory Teacher, arranged via the SENCo
- Confidentially discuss issues using Self Reflection sessions
- Receive post-incident support with a school leader.
- Receive support from the Occupation Health Service where appropriate
- Access a confidential counselling service funded by the school (details displayed in the staffroom)

Structure and boundaries to help to create a safe community:

'When we behave well, it's rarely because we want a reward or because we fear punishment, it's because behaving with consideration towards other people comes naturally to us.'

Philippa Perry (2019)

Due to the differing needs of our pupils, they may not follow an instruction due to their differing levels of cognitive and emotional understanding of a situation. Boundaries however are expected to be maintained and staff are expected to deal with them in a calm consistent manner, taking into account the individual needs of the child.

Staff should ensure consistent routines for their classroom and for when their pupils are around the school, these expectations are supported and reinforced through interaction with pupils. It is everyone's responsibility to support children where these expectations are not met but equally to comment positively when they are.

Adults implement clear, consistent routines for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

Adults implement de-escalation techniques:

- Recognising within their relationships times/moments when children are displaying discomfort, using attunement and validation to support regulation.
- Visual timetable;
- Calming strategies;
- Sensory resources and breaks;
- Movement breaks;
- Use of scripts;
- Use of social stories;
- Mentoring by trusted adults;
- Thrive support;
- Consideration of Dan Hughes' PACE;

Removal of Child From Class / Internal Exclusion

Removal should only be used as a last resort to:

- a) restore order and calm following an unreasonably high level of disruption
- b) enable disruptive pupils to be taken to a place where they can regulate and their learning can be continued in a managed environment;

In removing a child from class the class teacher will:

- Ensure the removal is time limited – no more than 15 minutes;
- Ensure provision is made for the continuation of the child's learning;
- Ensure removal is used appropriately in support of both the child removed and their peers

The class teacher will:

- Ensure the child is supervised by a trained member of staff, or maintain line-of-sight passive supervision themselves regularly engaging with the child during the 15 minute period;
- Ensure the child is removed to a space with suitable resources in order that the child can continue their learning when ready;
- Provide the child with the learning to continue with at a time when this will not compromise regulation;
- If the child's dysregulation means they are unable to access learning, the class teacher will ensure the child is supported by an appropriate member of staff to support the child's regulation;
- Make arrangements for the child's reintegration / return to the classroom in order that they are able to re-engage with the learning taking place comfortably;
- Provide pastoral support to the child to support their behaviour e.g. review co-regulation plan, develop co-regulation plan;
- Inform the Head Teacher or Deputy Head Teacher that they have removed a child from class;
- Notify parents when their child has been removed from class, on the day the removal took place;
- Complete the Removal from Class Reporting document and submit this to the Head Teacher;

Removal is a response to serious misbehaviour. The Head Teacher has the strategic oversight of removal. The Head Teacher will make arrangements for the collection of data on the removal of children from class and report this to the Governing Board. The Head Teacher will monitor and evaluate the use of removal from class and report this to the Governing Board monitoring this to identify patterns of use and evaluate its effectiveness.

Consequences and Sanctions

In considering consequences and sanctions the term 'logical response' will be considered by adults.

'... We could adopt the term 'logical response', rather than sanction, This way, an adult can work with a child in a logical and relational way that allows a consequence to be delivered that not only seems fair but is delivered with a restorative emphasis so that relationships remain intact.'

Dave Whitaker (2021)

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. We must be consistent in our application of the expectations, rewards and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to pupils and undermines the work of other staff and pupils' confidence in our systems.

'As an adult in school, when referring to a behaviour intervention, consider this simple, powerful term that can be used to judge whether the intervention is appropriate: 'reasonable, proportionate, necessary'. This is an excellent starting point for adults to think about when they reflect prior to the use of any punishment and for leader to use when designing and implementing sanctions policies'

Dave Whittaker (2021)

Normal classroom management strategies should be in place to support positive behaviour, drawing on 'enquiry behaviour management' when children face difficulties.

The following approaches support the minimising of low level disruption:

- Adults being a source of safety and security, being reliable and predictable;
- Effective use of voice, tone and facial expressions;
- Use of knowledge of each child by virtue of relationships developed , including additional learning and language needs, relational, social and emotional needs and triggers;

- Giving children attention and showing they are held in mind;
- Considered management of transitions between lessons and within lessons;
- Managing change through planning, pre-warning, visual timetables, social stories;
- Using accessible language, simplifying and re-phrasing language, checking children's understanding;
- Making learning accessible through differentiated and personalised learning based on children's need;
- Learning broken into small tasks where necessary, with sensory breaks built in;
- Providing balance of challenge and support;
- Managing peer to peer relationships, considering how children are grouped to avoid conflict;
- Managing conflict through restorative conversations;
- Providing an organised environment, avoiding sensory overload;
- Provide a space with low sensory demands;
- Provide effective and clear feedback;
- Recognise when children are stressed and regulate them;
- Referring to class agreement and acknowledging related positive behaviours;

Managing incidents of low level disruption may include:

- 1) Praising a child within earshot of someone who is not complying – tactical ignoring. Praising good behaviour and ignoring unwanted behaviour;
- 2) Applying simple reminders of expectations and saying 'thank you' rather than 'please', providing a reminder that you are expecting children to follow the expectations on asking them to;
- 3) Providing a simple reprimand;
- 4) Non verbal gestures e.g. thumbs up, a smile;
- 5) Specific verbal praise;
- 6) Providing a limited choice of two options, giving the child the perception of control, however the adult is setting boundaries e.g. there are 5 minutes left until break time, you can finish your work in 5 minutes time or now;
- 7) Asking a question 'what should you be doing?' which supports the child in thinking for themselves and making a connection;
- 8) Being positively assertive, telling the child what you want them to do rather than what you don't want them to do e.g. 'I need you to walk thank you'
- 9) Meet with the class to review agreements and re-establish expectations;
- 10) Use a restorative framework to share thoughts and feelings and agree actions;
- 11) Consider what adaptations may need to be made to teaching;
- 12) Provide feedback on what is going well;
- 13) Give clear guidance and instruction, teach and model the behaviours desired;
- 14) Focus on the primary behaviour;
- 15) Check in and connect with the child regularly;
- 16) Continually discussing positive behaviours demonstrated by children related to the class agreement.

'Equity does not mean everyone getting the same, it means everyone getting their needs met. Responses to incidents therefore need to be specific to the needs of the children involved.'

Guidance for Developing Relational Practice and Policy C Dunnett and M Jones (2020)

Logical responses for emotional dysregulation may include:

- Offering reassurance including positive physical prompts
- Talking slowly and quietly;
- Diverting or distracting
- Setting clear enforceable limits
- Offering alternatives
- Giving the child a way to get out of the situation with dignity
- Allowing a colleague to support by providing a change of face
- Offering the use of a quiet space
- Listening to the child
- Demonstrating flexibility in thought and response
- Showing trust and allow the child to resolve the problem

- Demonstrating engagement – appropriate body language, nodding head to indicate attentiveness, sit down when talking (getting at their level), smile to show agreement, use hand and body gestures to support discussion, acknowledge the problem, give reassurance and offer support, be aware of voice pitch, paraphrase what has been said to check accuracy, use the word 'we' in discussion to demonstrate the solution has been found together
- Contacting parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- Supporting reflection sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using a restorative approach to support them to consider alternative approaches.
- Simply having a conversation with the individual.

Logical responses will never involve taking away a previously earned privilege or any intervention time. However, if behaviour has been too extreme to access that privilege or intervention at that time we would encourage the pupil to access that particular reward at a subsequent time when they are regulated to access the privilege or intervention.

- Staff will avoid any responses which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self efficacy and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate responses. We recognise that a 'one size fits all' approach is not appropriate for our pupils. A plan, do and review approach will ensure pupils will not be given consequences that impede their future learning.
- After a pupil completes reflection time or a consequence it is important to repair and restore the staff-pupil relationship. Staff will seek to praise behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.
- As part of a logical response pupils will be supported to reflect on their behaviour and be given an opportunity to problem solve for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.

After all other avenues have been exhausted pupils will be given additional time for reflection. During this time a member of staff will work collaboratively with the child to develop strategies, and interventions which will help promote the pupil's awareness and self regulation of behaviours.

Restorative chat	Initially a restorative reminder should take place with the pupil.
5 min reflection	A restorative chat demonstrating empathy and concern to take place stating clearly and calmly behaviours to change. This should be seen as an opportunity to engage with the pupil and understand what the behaviour is communicating through the use of wondering aloud techniques
Break reflection	This should be seen as an opportunity to engage with the pupil and understand what the behaviour is communicating This will be recorded on the child's Comms Log
Lunch time reflection/lost learning	Persistent inappropriate behaviour throughout the school day leading to unacceptable points will result in a lunchtime consequence for loss learning and/or reflection time Parents will be informed at the end of the school day where this has been implemented and a record put on the child's Comms Log

Loss break/ lunch reflection time to complete tasks and reflect on behaviours.	Persistent and/or serious breaches of school rules. For example: <ul style="list-style-type: none"> • Repeated refusal to work • Repeated verbal abuse • Absconding • Damage to property – Staff are to inform Business Manager and contact parents informing of potential costing. If there is a costing a letter is to be sent to parents inviting them to school to discuss incident and payment. • Mistreatment of peers
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When supporting children using the approaches above teachers should:

- Make it clear they are dealing with the behaviour not the person;
- Be mindful that you are more likely to promote positive behaviour if children see them as fair;
- Avoid early escalation to severe sanctions;
- Avoid support and sanctions becoming cumulative or automatic (sanctions must take account of individual need, age and understanding);
- Avoid whole group sanctions;
- Use support and sanctions which are a logical consequence of the child's behaviour;
- Try to use support and sanctions which attempt to put right harm caused, wherever possible;
- Not use a sanction which is humiliating or degrading for a child;
- Always use support and sanctions in a calm and controlled manner;
- Ensure support and sanctions are consistent (e.g. if a sanction is mentioned pupils will understand that it will be used);
- Link the concept of the support and sanctions to the concept of choice, so that children see the connection between their own behaviour and its impact on themselves and others, therefore increasingly taking on responsibility for their own behaviour.

Within the scope of their relationships with children, teachers may engage children in discussion around appropriate sanctions that they may feel are appropriate given behaviours presented. Our experiences suggest that children will often suggest firmer sanctions than school adults feel necessary, allowing discussion and recognition of the 'extent and nature' of the behaviour shown and a descaling of events in their mind, providing support of the regulation and restorative process.

Rewards

'Using praise rather than a reward allows us to move away from a material prize to a more relational and emotional enhancement. Praise expresses warm approval and admiration, whereas reward is a 'thing' given for recognition or achievement. Praise therefore means authentic and genuine relational recognition, and is a powerful motivator for children.'

Dave Whittaker (2022)

Haytor View uses both a relational approach and rewards to support children's intrinsic responses and motivation, in supporting them in their behaviour and resilience, such as:

- Instant praise or rewards for desired behaviours e.g. stickers, counters, verbal praise or non-verbal gestures
- Explicit praise and feedback to support children's trust and understanding;
- Non-verbal cues;
- A quiet congratulation to an individual;
- Phone calls home to parents;
- Class reward chart;
- Certificates;
- Recognition at Celebration assembly;
- Governor Awards;

The authentic use of praise underpins our approach. A Kohn (1993) warns against overpraising as this can lead to children changing their behaviours for a short period, but no long term commitment. We recognised that children can also react negatively to positive feedback. Therefore at Haytor View the approach is

personalised to the child based on a thorough knowledge of the child and what will best engage them longer term and secure their intrinsic motivation.

Restorative Approaches

Restorative practice is used to create a supportive learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. Restorative approaches bring about understanding of the need to restore the relationship that has been damaged by the behaviour. (Refer to Appendix 2).

The child feels empowered and their relationships remain intact if a restorative approach is employed. Authenticity is key to any successful restorative conversations.

Restorative approaches are based on four key features:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

Assess, Plan, Do and Review Process

Using an assess, plan, do and review approach is a structured enquiry-based approach to assessing needs, planning how to meet the need with consideration, implementing the planning with accountability and responsibility, reviewing the impact and further develop strategies to supporting pupils.

Assessment

Assessment involves analysing a pupil's needs. Evidence from the class teacher's assessment and experience of working with the pupil details of previous progress, comparisons with peers as well as the views and experience of parents or carers are considered. Any parental concerns will be noted and compared with the school's information on how the pupil is progressing. This analysis will require a regular review to ensure that support is matched to need, that barriers to learning are clearly identified and being overcome and that support being used are developing and evolving. Where external support are involved their work will help inform the assessment of need. If not involved they may be contacted, if it is felt to be appropriate, following discussion and agreement with parents.

In summary:

- In identifying a pupil as needing support the class teacher, working with the Phase Leader and SENCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress, as well as information gathered from other areas of the school. School provision mapping documents are often used to support this process.
- This assessment will be reviewed regularly (every 14 school weeks) to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.
- The pupil's development in comparison to their peers will be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded onto an Individual Education Plan (for children with specific SEN) and/or Co-regulation Plan. The school and parents/carers will meet, where appropriate with other agencies, including those from Health and Social Care to create and up-date the plan in place.

Plan

- Parents/carers, with their child, will meet with the class teacher, sometimes the Phase Leader or the SENCo may also be engaged to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an Individual Education

Plan and/or Co-Regulation Plan with a date to review the plan. The date for review will depend on the level of need present.

- The plans will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Individual Education Plan and/or Co-regulation Plan will involve a contribution by parents/carers to reinforce at home.
- Where appropriate, the Individual Education Plan or Co-regulation Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- All those engaged with the child will be informed of their needs, the support being provided, any particular strategies that are being used and expected outcomes;

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any learning partners or specialist staff involved, to plan and assess the impact of support and interventions and how they could be linked to classroom provision.
- The teacher will work closely with Learning Partners to plan and assess the impact of support and links with classroom teaching;
- The Phase Leader and SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- The class teacher is responsible for the daily implementation of the plan and will contribute to the monitoring and evaluation of the plan, future target setting and engaging with relevant agencies to support any further information gathering.
- The SENDCO will support the class teacher in considering the implementation of further additional support and guidance;

Review

- There will be a review of the Individual Education Plan and/or Co-Regulation Plan on the date previously agreed. This review will evaluate the impact and quality of the support, actions and interventions and include the views of the pupil, their parents/carers and any other professionals involved.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial Individual Education Plan and/or Co-Regulation Plan meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with Phase Leader and the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.
- The review of the plan is a collaborative process, it engages the child, the school and the Parent/Carer, as well as other agencies where appropriate. Each contribute to sharing their perspective on the impact of the plan on specific areas of development for the child, considering next steps as well as whether the child's needs can be met within universal provision.

Allocation of resources

- Resources are allocated to support children with identified needs.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Learning Partner/Intervention Teacher or Class Teacher in focused intervention in groups, or for individuals.

- Specialist equipment, books or other resources that may help the pupil are purchased as required.
- Provision of Service Level Agreements with Babcock for provision of educational psychologists to support staff development and individual pupil assessment;
- Individual purchasing of support from Communications and Interaction Difficulties team for named pupils;
- Individual purchase of targeted support e.g. alternative provider provision;

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Where challenging behaviour is due to a special educational need or is recognised as being presented due to context or circumstance, appropriate support will be put in place and highlighted as part of off site visits risk assessment procedures.

Procedures for Absconding

If a pupil absconds from the school building, parents / carers are informed immediately and a dynamic risk assessment is conducted by the leadership team in order to establish next steps. We may inform the Police dependant on the vulnerability of the pupil or if the parents are unable to be contacted. If a pupil does not return home after the normal school day it is the responsibility of parents/carers to contact the Police and report the pupil as a missing person (see attached absconding policy)

Procedures for Damage to Property

Restorative approaches offer a positive solution where property has been damaged. This enables the young person to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit.

Where possible – a natural reparation should be used e.g. clean graffiti, clean up the mess. If the damage to property persists the pupil will be expected to contribute towards the cost of the damage. When damage to property occurs, staff are to inform the business manager. After evaluation of the damage a decision will be made if a contribution will be requested in discussion with parents/carers. Decisions will be made on an individual basis.

Behaviour of Children Outside of School

The school may need to consider responding to non-criminal behaviour when a child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school
- could have repercussions for the orderly running of the school
- poses a threat or compromises the comfort of another pupil or member of the public
- could adversely affect the reputation of the school

If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. School staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its safeguarding policy.

Engagement of Parents / Carers

Parents / carers have a vital role to play in their pupils' education. It is very important that parents / carers support their pupil's learning and work with the school to promote positive outcomes. The school is very conscious of the importance of having strong links with parents and good communication between home and school therefore the school works collaboratively with parents. The school will ensure that parents are kept informed as to their pupil's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school.

We are committed to working with parents / carers in the support of their children. Parents / carers are the biggest single factor in a child's success. Parents / carers have daily opportunities to engage with teachers and class based adults during Time to Think at the start of the day and at the end of day handover. We operate an 'open door' policy, where parents are encouraged to discuss any concerns or questions they have in relation to their child.

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At Haytor View Community Primary School, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parent / carer voice is essential in meeting the needs of their children, teachers engage parents / carers frequently, making phone calls home where there has been an issue during the course of the day. Parents / carers are engaged in fully consideration of their children including:

- 1) Discussion at parent consultation;
- 2) Meetings with the class teacher / SENCo / School Leader;
- 3) Engagement with external professionals;
- 4) Early Help assessment and meetings;

Parents / carers will be engaged in response to:-

- Their child remaining in school during lunch time as part of a consequence;
- Their child being removed from the classroom;
- Concerns regarding a child's behaviour
- Serious malicious behaviour towards staff or pupils
- Safeguarding breaches
- Fighting
- Inappropriate sexual behaviour
- Repeated deliberate damage to property including vandalism
- Blackmail, intimidation, racism
- Bullying
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour
- Other serious misconduct by a pupil which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises

We will always endeavour to help pupils to self-regulate and manage their behaviour more successfully, if any of the behaviours mentioned above are displayed by pupils. The nature and frequency of events, may trigger a meeting with parents and involvement of other agencies to support identification of needs and additional ideas as to what behaviour may be communicating

The School's Relational Behaviour Policy is accessible to all parents/carers via the school website and parents and pupils are asked to sign a home/school agreement when enrolling at the school

If the school has to implement consequences for pupil behaviour, parents should support the actions of the school. If parents have any concern about the way their pupil has been treated, they should initially contact the class teacher or phase leader.

The school expects all members of the community to adhere to the principles as set out in the Relational Behaviour Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/carers of pupils in the school will be reported immediately to the Headteacher who will take appropriate action.

Pupil Voice

Pupil voice has a critical role to play in supporting the relational approaches at Haytor View. Listening to children and responding authentically and mindfully to what they share sits at the heart of the relationships that we seek to build.

The SEND Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. We will always endeavour to ascertain pupil's views for reviews and planning. Wherever possible these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

Children will be given ongoing opportunity for purposeful dialogue with trusted adults, listening to the child.

'Children should be enabled to describe what is difficult for them, what is going well, establish a realistic and achievable vision of the future, identify small steps forward and be involved in planning for support.'
Guidance for Developing Relational Practice and Policy C Dunnett and M Jones (2020)

Pupils with SEND

Children who share protected characteristics will have their needs met through individual consideration, this will include consideration of tailored intervention, reasonable adjustments, consideration of individual circumstances and requirements.

We adopt flexible consistency in meeting the needs of children with SEND, which allows for personalisation, reasonable adjustments using a solution focused approach.

We assess literacy, language, communication and interaction needs alongside other learning needs and relational needs. As children with SEND are more likely demonstrate challenges with their behaviour. Children with additional needs may need additional support to access the learning and social environment, children with attachment difficulties can struggle with cognitive, executive functioning and social skills.

We engage proactively with parents in supporting the behaviour of pupils with additional needs. Where we have concerns about the behaviour, or risk of suspension and permanent exclusion of a pupil with SEN, a disability or an EHC plan we work with other professionals to consider what additional support or alternative placement may be required. This may involve assessing the suitability of provision for a pupil's SEN or disability. This can take the form of an Early Help meeting.

Where a pupil has an EHC plan, we contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, we review with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for to request an EHC assessment or a review of the pupil's current package of support.

Duties under the Equality Act 2010 and Children and Families Act 2014 Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010:

Schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at

a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including (in the case of the governing board of relevant settings using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Recording behaviour

We monitor pupil's behaviour and records incidents, including physical restraint using a software system, CPOMS. Where specific behaviours are displayed an individual log will be completed and appropriate categories selected to allow analysis of entries over time.

Detailed records are kept up to date for each pupil and are managed by staff through CPOMS. This helps the school share or triangulate information as well as highlight areas of concern.

Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate, there may be occasions when pupils lose control and physical intervention maybe necessary to keep themselves and others safe. If this is the case a member of the school's leadership team will be called to assist with the incident, a phone call will be made to the parents / carers to attend.

Parents will be informed if their child is involved in a significant incident.

Physical intervention must be recorded on CPOMS. A 'Use of Force to Control or Restrain Pupils: INCIDENT RECORD' will be completed.

A meeting will be held with a member of the leadership team to discuss the intervention and debrief.

It is important that, at an appropriate point, a meeting is held with the pupil to debrief, discuss the need for the intervention and restore the relationship.

Transition

We understand the significance of transition for children and the impact this can have on their mental health and well being and therefore resulting behaviour, both in relation to:

- 1) Returning to school following absence;
 - 2) Returning to school following exclusion;
 - 3) Movement between settings e.g. school and alternative provision;
 - 4) Moving schools, both joining Haytor View and leaving Haytor View
 - 5) Moving classes at the end of the school year;
- Returning to school following absence – children are welcomed back individually by their class teacher, demonstrating they have been 'held in mind' during their period of absence. The class teacher is mindful of the learning missed, taking this into account when delivering teaching and learning and

engaging the child to support them in accessing the learning through taking a step back and revisiting the learning of previous days. The class teacher 'checks in' with the child during lessons, to ensure they are able to access the learning and not feeling overwhelmed;

- Returning to school following exclusion (refer to exclusion section of policy) – the child will attend a reintegration meeting led by the head teacher, or in their absence a senior school leader, with the parent and child. The child will be welcomed back to school and the school leader will demonstrate that the child was 'held in mind' during their period of exclusion. If appropriate the welcome will ensure the child and parent understands the reason for the fixed term exclusion, identify any measures that may support the child to manage their behaviour more successfully and agree the expectations moving forward. The meeting will be positive in tone and seek to restore the relationship between school and the child;
- Movement between settings e.g. school and alternative provision (AP) – children are provided with a visual timetable which is explained each day to support understanding. The school works with the AP to ensure there is a balance of on-site and off-site AP support, in order to maintain the child's connection with school and sense of place. The SENCo maintains the link with the AP, providing a familiar face when they are on site with the child engaging the child in conversation about what they are doing. The SENCo will ask the child about their off-site experiences, to provide connection and value to what is in place to support the child. The child is welcomed back to the setting following attending AP demonstrating they have been 'held in mind';
- Moving schools, joining Haytor View – children joining the school have a taster session where they visit the classroom, spend time with the children and class teacher. Children have a tour of the school. Contact is made with the exit school in order to establish whether any individual arrangements will be supportive of the child. The child starts school on a Monday, in order to get the experience of being in their new school across a week. End of day handover takes place with the parent / carer in order to provide feedback. An end of week discussion takes place with the parent / carer in order to address any concerns;
- Moving schools, leaving Haytor View – children are given individual consideration, the SENCo identifies where the child may benefit from additional visits. An exit meeting engaging the receiving school maybe coordinated. If the family are open to Early Help the receiving school is invited to a handover meeting. All information is handed over to the key lead at the receiving school. A member of school staff may support the pupil in attending a visit to their new school, in order to provide dialogue and reassurance over the move;
- Moving classes at the end of the school year – the school has a range of processes in place to support children's successful transition, these are tailored to meet individual need, including:
 - 1) Class Passport completed for the cohort identifying key information: strengths, things they find difficult, what is important to them, what supports them;
 - 2) SEND audit is updated, to include key information: the waves of provision in which the child is supported, engagement of other agencies, next steps;
 - 3) A handover meeting takes place between outgoing teacher and incoming teacher – key information is shared, questions asked, in order to support provision planning;
 - 4) Familiarisation session with new teacher – this provides the opportunity for children to meet their teacher, see the space they will be working in;
 - 5) Additional visits – some children will have supported visits to their new class, in order to develop their sense of comfort with the space, adults and processes;
 - 6) One page profile to be completed for vulnerable children with child voice – what you can do to help me; my strengths; what is important to me; what people like and admire about me my dream; my fears, worries, things I don't like; my favourite things;
 - 7) Individual Education Plans are reviewed for individual children and new targets set to support transition;
 - 8) Current Co-Regulation Plan for individual children is provided to the new class teacher;
 - 9) Open session for parents / carers – Parents / Carers have the opportunity to 'drop in' after school and meet their child's new teacher in order to provide reassurance, share information;

Safeguarding Duties

All staff are responsible for considering whether any behaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the school's safeguarding procedures. The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, consideration is given to whether support

systems such as an Early Help Meeting would be supportive and whether liaising with external agencies is appropriate.

Searching Pupils and/or their Possessions

When information has been received or there is a well-founded belief that inappropriate material has been brought into school, the school may carry out searches of pupils and/or their possessions. Only the Head teacher may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches. The consent of the pupil will usually be obtained before conducting a search unless the Head teacher reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school.

Parents will be informed of any search conducted of their pupil and/or their pupil's possessions. The school will keep records of all searches carried out on the Comms Log, including the results of the search and any follow up action taken.

Pupils are not permitted to bring mobile phones or similar devices to school. Any mobile phones used during travel are permitted as long as they are handed in to the office staff on arrival. Pupils found to be in possession of a mobile phone during the school day will have the phone confiscated and returned at the end of the following school day. If the pupil continues to bring in a mobile phone it will be confiscated until parents/ carers are able to collect it from the school.

BULLYING

Bullying of any kind is unacceptable, the school has a policy to deal with matters swiftly.

We define bullying as the deliberate, sustained desire to hurt, threaten or frighten someone. It can be physical, verbal or emotional and can therefore include such things as physical injury, threats or intimidation, teasing, name-calling or exclusion from games and play. This can be face to face or through the use of modern technology.

The PSHE curriculum supports children in developing their awareness of themselves and those around them and how one person's behaviour can effect others.

Refer to the school's Anti Bullying Policy for further information.

PEER ON PEER ABUSE

Peer-on Peer abuse can take various forms including:

- Serious bullying (including cyber bullying)
- Relationship abuse
- Domestic violence
- Child sexual exploitation
- Youth and serious youth violence
- Harmful sexual behaviour
- Gender/Race violence

These types of abuse rarely take place in isolation and indicate wider safeguarding concerns.

We address all forms of harmful sexual behaviour, including sexual harassment, online sexual abuse, sexual violence, sexual behaviour towards peers, use of sexualised language. All forms of sexual behaviour are unacceptable, we recognise that such behaviour may indicate wider safeguarding concerns.

All harmful sexual behaviour is immediately reported to a school leader, who will explore the context of the behaviour and elicit the child's understanding of their behaviour. The behaviour will be recorded on the child's safeguarding file: a sexualised behaviour record will be completed by the school leader investigating the incident establishing context and pupil response.

The parent will be engaged in discussion regarding the incident and their child's behaviours, in order to establish actions and expectations moving forward.

Consideration will be given as to whether follow up work needs to be undertaken to support the victim and / or perpetrator, and whether a risk assessment or referral to another agency is required.

USE OF EXCLUSION

The school follows the Local Authority exclusion processes.

'Education should be the means to break the link between demographics and destiny. Yet, everyday vulnerable children are permanently excluded from our schools. These exclusions have disastrous personal and societal consequences. Many of these excluded pupils will end up in AP . . . the children in AP or PRUs are the country's most disadvantaged, who are four times more likely to have grown up in poverty; six times more likely to have special needs; ten times more likely to have mental health problems; and twenty times more likely to be interacting with social services due to safeguarding concerns. These children are less likely to attend other educational settings and are at risk of being involved in crime – including knife crime.'

'Although these children may have disappeared from mainstream school, they have not disappeared from society. Their life chances are often bleak, with less than 2% of them finishing school with GCSE English and Maths at grade 5 or above – and less than 5% with grade 4 or above – the qualifications they need in order to make the next step into further education or employment. These children go on to make up almost half of the prison population and it is estimated each one will go on to cost £370,000 in extra education, health, welfare and criminal justice spending.'

'Vulnerable children quite simply become even more vulnerable when they have been excluded from school. The problem has been passed on but, inevitably, someone, somewhere must pick up the pieces – if that is even possible. As a profession, we must not see challenging behaviour as someone else's problem. Taking a relational approach will help to stem the tide of unnecessarily giving up on the children who need us most.'

Dave Whittaker (2022)

Exclusion will only be used as a last resort and only when every other avenue has been explored. The school follows the Local Authority processes in managing all exclusions. In making a decision to exclude we will consider:

- 1) What will be achieved;
- 2) What impact will it have;

Fixed term exclusions may be used to:

- Develop appropriate provision;
Provide an intervention;
- Provide breathing space to consider the child's needs;
- Used as a reset following an incident;

Fixed term exclusions will be used in collaboration with a restorative approach and relational practices.

Permanent exclusion is life changing, therefore school leaders have a duty to consider the consequences if considering permanent exclusion.

'The easy option is to give up – the ugly approach. The most difficult approach is making a commitment to putting things right and, when they go bad, trying our hardest to make them good again.'

Dave Whittaker (2022)

Returning from a fixed term exclusion will start with a reintegration meeting led by the head or deputy with the parent and child. The format will be to welcome the child back to school, ensuring the child's know they have been 'kept in mind'. Where appropriate ensure the child and parent understands the reason for the fixed term exclusion; to identify any measures that may support the child to manage their behaviour more

successfully; agree the expectations moving forward. These meetings will be positive in tone and seek to restore the relationship between school and the child.

During an exclusion we will seek to ensure the child is 'kept in mind', the following approaches may be employed in this aim:

- Maintaining regular contact during the exclusion;
- Daily contact with the child, parent / carer;
- Sharing arrangements for the reintegration meeting;
- Ensuring the child follows an equivalent curriculum during their exclusion;
- Providing support upon return to catch up on any lost progress;
- Informing the pupil, parents of potential external support.

All children are expected to:

- Complete learning that is assigned to them;
- Demonstrate appropriate conduct;
- Demonstrate their commitment to good behaviour, self-discipline and respect;
- Not engage in bullying behaviours;
- Not engage in radicalisation or extremism behaviours;
- We believe that high-quality teaching promotes effective learning, pupil well being and good behaviour. We recognise and celebrate individual effort and success, so that all pupils feel valued and understand the progress they are making towards managing their well being and behaviour.

We support pupils in understanding their well being, behaviours and the impact of their actions on both themselves and others, focusing on the attributes of self-discipline and respect.

Our school values and the school relational behaviour policy aims to ensure clear expectations; a positive framework within which children and teachers are secure, encouraged and supported.

All children have an entitlement to having their learning, well being and developmental (including behavioural) needs met, in fulfilling this entitlement for all children it should not be at the detriment of an individual's or group of children's learning, development and well being.

DfE Guidance:

- Teachers have the power to discipline pupils for misbehaviour which occurs in school, and, in some circumstances outside of school;
- The power to discipline also applies to all school staff (unless the headteacher says otherwise) with responsibility for pupils such as teaching assistants;
- Headteacher, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction;
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits;
- Teachers can confiscate pupils' property;

What the Law Allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
 2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

USE OF ALTERNATIVE PROVIDERS (AP):

The very best Alternative Provision (AP) can be important co-experts in managing behaviour and providing alternatives to exclusion. This could include outreach support and offering short-term places to pupils who need a time limited intervention away from their mainstream school.

The use of AP is based on an understanding of the support a child needs in order to improve their behaviour, as well as any SEND or health needs. AP is only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate.

In considering AP provision we work with AP providers and parents / carers to ensure a continuum of support is available for pupils. This includes:

1. Undertaking a thorough quality assurance / due diligence check on AP prior to use;
2. Visiting the AP;
3. Reviewing whether they are able to meet the child's needs in relation to targets set;
4. Meeting with the provider to discuss: why the AP has been selected; whether AP will take place on or off site; timeframe; objectives; access to a broad and balanced curriculum; monitoring arrangements; attendance registration; review meeting arrangements
5. Review meetings will involved parents / carers and a range of agencies to review the child's progress in relation to the targets set, this may take the form of an Early Help meeting. These reviews will be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives.

CREATING A LEGACY

'Being relational takes massive amounts of resilience. We cannot forget the importance of this when dealing with challenging behaviour. You will be tested and challenged. It will feel like everything ahs gone wrong . . . Relational practitioners are genuine and should aspire to the following traits:

- Kindness
- Vulnerability
- Dignity
- Courage
- Integrity
- Humility

. . . You are the only one who can truly authenticate the way you are in the relationships you establish. Your legacy is therefore intrinsically created and validated by your relationships with others, especially the children you teach.'

Dave Whittaker 2022

GOVERNING BOARD

The Governing Board will review:

- The effectiveness and consistency in implementing the school's behaviour policy
- Evaluate the use of removal from class identifying patterns of use and evaluate its effectiveness;
- Instances where pupils receive repeat suspensions

- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions to understand why this is happening, and to ensure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- Understanding the characteristics of excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into AP are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it;
- Is the policy effective support in place for pupils with additional needs?
- What measures are in place to prevent child-on-child abuse? How are any incidents of abuse responded to, including disciplinary action taken? Are incidents reported to the board?
- If pupils are removed from the classroom are they supervised by a trained member of staff, in a location with suitable resources to continue their learning?
- What targeted pastoral support is provided for pupils to help them improve their behaviour? Is it working?
- Are there any pupil groups / year groups where behaviour is causing concern.
- What support and training is in place to ensure staff can effectively implement the behaviour policy? How are Early Career Teachers (ECT) supported? Do staff inset sessions focus on behaviour management?

APPENDICES

1. Dan Hughes Pace Approach
2. Restorative questions
3. Record of physical restraint
4. Bullying & peer on peer incident report
5. Sexual behaviours recording form
6. MASTER PO3 Inappropriate Language Incident Form
7. Alternative Provision Checklist
8. Record of child removal from class
9. Conflict resolution
10. Unconditional positive regard
11. Co-regulation techniques
12. Conflict and De-Escalation
13. Developing relationships