



Moreton Church of England Primary School



Behaviour and Relationships Policy

**(including support for children with social,
emotional and mental health needs)**

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Signed (CoG):





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This policy should be read in conjunction with these policies:

- Child protection policy
- Child on Child/ Harmful Sexual Behaviour policy
- Anti-Bullying policy
- e-Safety & Internet use policy
- RSHE policy
- Reasonable force and restraint policy



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'Growing Together in Faith, Knowledge and Love'

School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with key staff and a belonging to the whole school community.

Moreton Church of England Primary School is a Christian community where the teachings of Jesus are used to support and guide everything we do and where we share God's love for us. Our relationships with others are based on mutual respect and consideration for others and underpinned by Christian values. We believe that all people are made in the image of God and are unconditionally loved by God. At Moreton we aim to create a caring atmosphere in which everyone feels safe and secure, and in which we can appreciate the importance of developing positive relationships with others to enable children to learn. We aim to promote a family atmosphere where all members of our community feel valued and respected for the positive contributions they make to the school. It is in this climate that we believe our children will develop further social, personal and academic skills that will lay sound foundations for their future.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

School Ethos

It is a core aim of Moreton school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This behaviour and relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment driven by our vision and values (above).

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.



A Relational Behaviour Model

At Moreton school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	Interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	Relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have three school rules:

***We look after:
Ourselves
Each other
God's World***

Our behaviour and relationships policy is underpinned by our vision which reflects the biblical texts of Matthew 12:33 and Colossians 1:10 – 11 which encompasses our belief that each child is like a seed which when nurtured will grow in to knowing and loving God, aspiring to be an inquisitive and creative learner who fulfils their potential with a love and passion to do God's work- ***"Make a tree good and its fruit will be good"***.

The values which we teach the children under our banner of ***'Learning Together in Faith, Knowledge and Love'*** are at the heart of our community and all we aim to do at Moreton. Our task is to nurture a Christ-like way of life for all our children knowing that in doing so we teach them to care for one another, to tell the truth and to know right from wrong.



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We have high expectations for our pupils, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the pupil knows we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up
- Changing for PE or forest school
- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive management of behaviour?

Acceptable and appropriate behaviour is developmental; it happens over time and is greatly influenced by parental support and guidance, peers, previous experiences and intervention techniques employed by teachers, learning support assistants and other staff members. All staff receive training on behaviour management strategies, which is regularly reviewed.

Examples of specific strategies that are implemented are: voice matching, calming techniques, use of voice, use of positioning around the classroom, setting positive ethos, proximity of adult, non-verbal language, meet and greet vulnerable pupils, refocusing, changing seats, seek assistance from another member of staff etc. We encourage high standards of behaviour by:

- Following our vision to grow in faith, knowledge and love
- Providing a calm, safe and supportive environment where discipline is firm but fair
- Ensuring that all children are offered equality of educational opportunity to develop to their full potential to thrive and flourish
- Encouraging children to develop the highest standards of behaviour
- Having particular points in the year when we focus on in depth behaviour e.g. anti-bullying week
- Positively encouraging children to give their best at all times and by praising their efforts
- Being interested in our children as individuals; meeting the individual and the needs of the cohort
- Encouraging children to respect the feelings, needs, interests and opinions of other people
- Helping children to develop a positive attitude towards everyone involved in the life of the school
- Fostering in our children a sense of commitment towards the school so they want to attend
- Promoting a sense of pride in being members of this school



- Ensuring that children and staff behave towards each other with mutual respect, dignity and kindness
- Having a minimal number of clear rules and making them explicit
- Avoiding confrontational situations

To achieve our positive management system goals: we have introduced a positive, structured and consistent approach to promote good choices, good behaviour and above all good learning. Every class follows the same system to ensure consistency and fairness across the school. Every member of staff is expected to promote good behaviour, to respect every pupil and to ensure that the system is promoted and children rewarded.

In every class:

- The Moreton Positive Behaviour Management System is used daily to promote good choices and to effectively manage behaviour and learning;
- The Class teacher is to ensure the behaviour management display is in a prominent and accessible position within the classroom;
- The display is usually controlled by the class teacher, who is responsible for managing the system for every child throughout the school day. However, PPA staff and supply teachers are also expected to manage this system. LSAs support the teacher in managing good behaviour;
- The system inextricably links to the school’s vision and core values; Children are to be recognised for their positive choices and outstanding behaviour and attitude to learning.

Every display is consistent – named pegs are used with the cards in order from top to bottom:

- ❖ Purple Stage: Great Day, excellent choices
- ❖ Blue Stage: Positive Choices
- ❖ Green Stage: Ready to learn (expected starting point each day)
- ❖ Yellow Stage: Warning, not making good choices
- ❖ Red Stage: Final Warning, choices affecting the teaching & learning in class



Every child is expected to start each day on Green. Green means “I am ready to learn”. The school expectation is that all children are ready to learn when they come into the classroom and throughout the school day. For a majority of pupils we will record behaviour on pupil asset to analysis individual behaviour or whole school trends.

Making positive choices...

If a child is consistently making positive choices throughout a session they can be moved on to Blue Stage for making positive choices with their learning and behaviour. Purple Stage: If a child is on Blue and continues to consistently make positive choices throughout the day they may be moved on to the Purple Stage – for having a “Great day!” and making positive choices. For a child to move to Purple they are being recognised for making exceptional choices. Children who have earned ‘purple’ will sit on a special bench in assembly the next day to recognise their achievement.

In addition to this we use House points to award points to pupils for specific types of positive behaviour e.g. perseverance. Every child who finishes the day making positive choices will receive House points as follows:



- Green 1 House point
- Blue 3 House points
- Purple 5 House points



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At the end of the week points will be totalled and we will celebrate the most house points in our celebration assembly.

To build up a sense of community there will also be a reward for the house on a termly basis once they have received a set number of house points collectively. At times teachers may use additional rewards to promote positive behaviour.

Purple

Examples of actions that could lead to being put onto purple	Reward
Consistently applying our Christian values throughout the day (including assembly, lunchtime and playtime) Being exceptionally well behaved and conscientious all day Taking responsibility for learning Taking on an additional responsibility within school Consistently pushing to be the best they can be Challenging themselves Ignoring distractions	5 House Points Points are looked at over the week. Whoever has the most House points at the end of the week will be celebrated Purple bench in collective worship Parents will be informed that day by giving a purple post it note to go home.

Blue

Examples of actions that could lead to being put onto blue	Reward
Focus and hard work throughout day (being conscientious) Working independently Using 5Rs Being kind, patient and honest Being polite and helpful Including others in games Assisting others with work Taking on responsibility Working outside of own comfort zone	3 House Points Points are looked at over the week. Whoever has the most House points at the end of the week will be celebrated. Parents will be informed that day by giving a blue well done sticker.

Viewing behaviour as a learning process

Children do not always work and behave well. It is important to remember that they are not 'bad' or 'good' but are on different points on the behaviour spectrum on different days. At Moreton school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the child so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Their behaviour is not always a direct result of what is happening in class - it could be events at home, friendships etc. Giving children clear guidelines will help – they need to know how severe their behaviour is, what will happen if they continue, but similarly what will happen if they choose to behave. In light of this understanding, the management of behaviour at Moreton is conducted through a 'Positive Behaviour Management' approach. This includes a range of strategies to apply to differing situations. They are not exhaustive but are used at appropriate times according to the professional judgement of the staff.



We aim to use a restorative approach to unacceptable behaviour through our belief in forgiveness.

In keeping our rules and core values short, generic and positive it makes them easy to remember, apply to any situation and acts as a reminder of what we should be doing rather than a list of do's and don'ts.

This policy and the values that underpin it have been discussed with and agreed by all stakeholders. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

'There is a place for everyone here'.

Our general responses to mistakes and incidents

Moreton school recognises that poor behaviour can equate to lost learning time and dealing with negative behaviour can adversely affect staff wellbeing. We believe in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.



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It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively low impact examples that could lead to being put onto yellow</p> <p>Examples:</p> <ul style="list-style-type: none"> • Back chatting • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Using unkind words • Swearing • Rough play • Dishonest behaviour 	<p>Verbal Interventions– e.g. <i>I know you can behave better than this. I'd really like to see that. Think about the choices you can make</i></p> <p>Reflection support during breaktime or lunchtime with trusted adult (one or two minutes by class teacher/LSA)</p> <p><i>I can see there's something wrong (acknowledge their right to their feelings)</i> <i>I'm here to help and listen. Tell me what happened</i> <i>Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i></p> <p>Time to step out of class 5 or 10 minutes with another trusted adult (identified paired for class or individuals) to support them to get back to 'green'.</p> <p>If there is extended low level disruptive behaviour either throughout the day or over a number of occasions: Move to another classroom Discussion with SLT Parent consultation</p>



Unwanted/unhelpful/antisocial behaviour	Possible Consequences
Relatively higher impact Examples: Bullying Harmful behaviour Any discriminatory behaviour Causing significant, deliberate damage to school property Repeated refusal to follow instructions Repeated low level disruptive behaviour Violent actions Large scale disruption	SLT notified. Opportunity for reflection. Restorative approach followed. Incident form completed for discriminatory incidents. Incident recorded. Parents notified by telephone by SLT member. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. LAB (Learning, Attendance & Behaviour) or TAF (Team Around the Family) meeting may be held if appropriate. If response leads to suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after suspension.

Behaviour during Break and Lunchtimes

Pupils are expected to apply our school rules and values throughout the school day including lunchtimes. Children will be rewarded for good behaviour and demonstrating our values at lunchtime by the Midday Assistants. If they demonstrate inappropriate behaviour during a break or lunchtime they may be sent to retreat which is a classroom where children can reflect on their behaviour to assist them in making good choices. A restorative approach is followed. Some children may also choose to voluntarily go to retreat if they feel they need support in calming down. This is an area manned by teachers and other highly trained individuals who are able to positively assist children in managing their own behaviour.

We also have a 'nurture' room at lunchtimes where children who find lunchtimes difficult to manage can go to receive support with SEMH. This is run by an LSA trained in pastoral support.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use pupil asset to record a majority of behaviour. We use cpoms to record and share higher impact levels of behaviour. These are both online recording systems. We use the information effectively to enable strategic oversight and to influence and review practice. We use additional forms available in our appendices to analyse and support our therapeutic approaches.

How we support children and young people with SEND and/or additional Social, Emotional and Mental Health needs

Most pupils with Special Educational Needs and Disabilities (SEND) are able to access the whole school rewards and sanctions system without the need for modification. However, Moreton recognises that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.



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We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these CYP, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the CYP be in a place to learn, connect and thrive.

Ways to Support Understanding:

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

The following appendices contain ways to help us to understand the behaviour:

Appendix 1: Pupil Asset and CPOMs Incident report content

Appendix 2: STAR Analysis

Appendix 3: Three Stages to Supporting the Understanding of Behaviour – A TPP guide

Appendix 4: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

Appendix 5: A Tool for Understanding and Reframing Behaviour

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'



Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to suspend/exclude a child (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role



Harm from dysregulated (stressed) behaviour

Moreton school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or CYP) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about the child. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in appendix 6.

Physical intervention (control and restraint) - the use of reasonable force

At Moreton school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Please refer to our reasonable force and restraint policy for further details.



Suspension and Permanent Exclusions

Moreton School does not wish to suspend any child from school; however, this course of action may be necessary in response to more serious or repeated higher-level behaviour concerns and the Headteacher reserves the right to apply such sanctions in the appropriate circumstances. Our aim is for children to be protected from disruption so that they can learn and thrive in a calm, safe and supportive environment. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by this relationships and behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer example rather than be complete or definitive.

We recognise the duty on schools and local authorities to make full-time educational provision available for suspended pupils from day 6 of a suspension and the duty on parents and carers to ensure their child is not present in a public place during the first five days of a suspension. It also understands the duty on the Headteacher to offer parents a reintegration interview in respect of any period of suspension. The reintegration meeting will aim to successfully reintegrate the pupil back into school life so that feel valued and reminded that their previous behaviour is not seen as an obstacle to future success.

Only the Headteacher (or the acting/deputy Headteacher in his/her absence) has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, up to a total of 45 days in any one school year (15 days per term). In extreme circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to issue permanent exclusion immediately following a suspension if the circumstances warrant this (e.g. new evidence pertaining to the incident/s is presented.) The Headteacher may cancel an exclusion that has not been reviewed by the governing body.

If the Headteacher excludes a child, s/he informs the parents or carers immediately in writing, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision by making a representation to the Local Governing Committee. The school informs the parents or carers how to make any such representation.

The Headteacher informs the LA, any social worker and/or virtual schools head as applicable. They will also inform the Chair and Vice Chair of the local governing committee about any suspension or (permanent) exclusion. The Headteacher also informs the local governing committee of all other suspension and exclusions on a termly basis via the 'Head teacher's Report to Governors'.

The governing body itself cannot either suspend/exclude a child or extend a fixed-term period decided by the Headteacher. If required the governors will form a pupil discipline committee which is made up of between three and five members; these members may be from a neighbouring governing body. This committee will consider any suspension/exclusion appeals on behalf of the local governing committee. When the pupil discipline committee meets to consider an exclusion, they review the circumstances under which the child was excluded, hear any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the pupil discipline committee decides that a child should be reinstated, the Headteacher must comply with this ruling.



Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

‘The general power to discipline’ and the ‘Power to search without consent’; from the ‘Behaviour and discipline in Schools - Advice for headteachers and school staff’ (September 2022)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Parental Involvement

Parental support in ensuring a consistent approach to behaviour leads to more productive and positive behaviours by pupils. Parents have the biggest single influence on their children’s lives and are their children’s prime educators. Parental encouragement is crucial if children are to do well in school and research clearly shows that children whose parents are involved in their education at all stages do better at school and later in life. At Moreton, parental involvement in supporting reviews and strategies is vital. If parents, pupils and staff work together, good behaviour is more likely to happen.

Monitoring and Evaluation

Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored by the Governing Body to provide the school with regular information on how effectively the behaviour policy is working. The school will also monitor to ensure that rewards and sanctions are distributed fairly. Data may be analysed by: Gender, Ethnicity, SEN or Age

This work forms part of our policy on Equal Opportunities. This policy will be reviewed on a 3 yearly cycle and will next be reviewed in Autumn 2025.



Growing Together in Faith, Knowledge and Love



There's a place here for everyone.

Further Guidance

1. [Keeping Children Safe \(DfE, 2022\)](#)
2. [Valuing All God's Children \(CofE, 2017\)](#)
3. [Church of England's Vision for Education: Deeply Christian, Serving the Common Good \(CofE, 2016\)](#)
4. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
5. [Use of Reasonable Force \(DfE, 2013\)](#)
6. [Behaviour in Schools \(DfE, 2022\)](#)
7. [Suspension and Permanent Exclusion from maintained schools \(DfE, 2022\)](#)
8. [Searching, screening and confiscation \(DfE, 2022\)](#)
9. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
10. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)



Appendix 1: Behaviour incident log via Pupil Asset or CPOMs Pupil Asset

We will record the following information on either pupil asset or cpoms:

- Time, date, place
- What happened
- What where you feeling and doing at the time?
- Who has been affected?
- What can we do to make this right?
- Action taken

The screenshot shows the 'Log incident' form in the Pupil Asset system. The form includes the following fields and options:

- Logged by:** * Select a user * (dropdown)
- Incident date:** 22/11/2022, 18:44
- Location:** (dropdown)
- Details:** (text area)
- Outcome:** (text area)
- Time Category:** (dropdown)
- Table:**

	Behaviour Level / Category	Consequence	Merits	Remove
Set all:	- (dropdown)	- (dropdown)	0 (dropdown)	
- * No detention:** (dropdown)
- Save incident:** (green button)
- View Incidents:** (button)
- Setup alert:** (button)

Cpoms

The screenshot shows the 'Log incident' form in the CPOMs system. The form includes the following fields and options:

- Student:** (text input)
- Incident:** (text area)
- Categories:**
 - Attendance
 - Behaviour
 - Cause for Concern
 - Child Protection
 - Contact with External Agency
 - Contact with Parents
 - Friendship Related Issues
 - Medical
 - Mental Health and Wellbeing
 - Peer on Peer
 - Safeguarding Concern
 - Sexual Harassment
- Linked student(s):** (text input)
- Maps:** (map icon)
- Date/Time:** 22/11/2022 18:48
- Status:** Active
- Assign to:** (text input)
- Files:** (upload button: Click to browse or drag a file to upload)
- Alert Staff Members:**
 - (text input)
 - DSL's | SLT | Teachers
- Agency Involved:** (text input)
- Add to planner:**
- Submit Incident:** (red button)



Appendix 2: STAR Analysis




What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (What happened?)	
Result (What happens next?)	



Appendix 3: Three Stages to Supporting the Understanding of Behaviour

'A significant proportion of children and young people may need educators to anticipate possible stressors in the normal course of the school day, and to help prevent and manage these. A working assumption for highly fearful or aggressive behaviours, should be that the child or young person has, or is, experiencing stress/distress. It is important and helpful therefore to understand 'challenging behaviour' as a communication or sign of distress or fear. Subsequently this should lead adults to offer different, alternative and more helpful resources which can ensure interventions are supportive and nurturing rather than punitive or shaming.'

TPP Trainers' Manual page 5

<p>Stage 1</p> <p>Use the Emotional Pot to get to know the child and the family the big picture (holistic sense)</p> <p><i>Adopt an attitude of curiosity and reflect on the child's circumstance. Sensitively involve all parties who know the child well to gather information. For some CYPs this might involve pupil or parent interview as well as reflection with the staff members working with the child in school.</i></p>	
<p>Stage 2</p> <p>Be the Stress detective to find/observe/notice the stressors across the day</p> <p><i>Stressors could be related to the time of day (when a CYP is hungry or following transitions), places or curriculum subjects, other people (adults and peers). Explore all variables that exist within the CYP's day to notice commonalities and differences.</i></p>	
<p>Stage 3</p> <p>Analyse and plan to enable informed co-regulation</p> <p><i>After gathering assessment information, begin to make a plan for how to support the CYP's co-regulation. Recognise that the adults will need to change their behaviour first.</i></p>	

These 3 stages are explained in more detail below and can be used collaboratively in your school/setting to enable you to more effectively support the child or young person.

Stage 1.





Use the Emotional Pot to see what's filling it up.

- ⇒ Why? Why Now?
- ⇒ What's happening? What's happened? What's going on? (Include assumptions)
- ⇒ Feelings: How might they or how do they feel in response to these things?
- ⇒ Thinking: How might they be thinking? What might they be thinking?

What's happened?	Going on?	Feeling?	Thinking?
Possible examples Death of a pet/loved one, parental separation, domestic abuse	Possible examples Angry, withdrawn, crying, swearing	Possible examples Alone, excluded, confused	Possible examples Why me? I am useless...

- ⇒ What behaviours are you seeing, when and why?
- ⇒ How can these behaviours be reframed?

Use of empathic TPP language to reframe the behaviour as communication in response to stress.

What are you seeing?	Reframe this behaviour
An example linked to above: parental separation Crying Approaching peers with aggression	An example linked to above: parental separation Not able to cope and therefore seeking connection In the 'fight' response

Use – 'A Tool for Understanding and Reframing Behaviour' see Appendix 4

Stage 2.



Be the Stress detective- find/observe/notice the stressors across the day

- ⇒ In your 'team around the child' hold a discussion about the child/young person, decide on the stressors you are going to initially monitor e.g. time of day
- ⇒ Monitor through observation the stressors identified across the day
- ⇒ You may need to do this for a number of stressors to build a full picture of the communicating behaviours and stress responses e.g. day of the week, adult teaching/supporting. This can be plotted on a table such as below.





States of arousal:									
Hyper aroused									
Terror	✓								
Fear					✓				
Alarm									
Alert		✓				✓			
Window of tolerance									
Calm/engaged			✓	✓			✓		
Hypo aroused									
Low								✓	✓
Stressor: ⇒ Time of the day	8:45 am	9:15 am	10:00 am	10:30 am	10:40 am	11:00 am	12:00 pm	2:00 pm	3:00 pm

You can also use the STAR analysis framework to help you monitor trends and patterns (Appendix 2)

Stage 3.

Plan for co-regulation to help prevent the overflow of the 'emotional pot'

⇒ 	The adult provides opportunity to co-regulate by turning the tap. Self-regulation will follow on from this. Children always need to be successfully co-regulated in order for them to be able to successfully self-regulate (soothe themselves).
⇒ 	The level then falls to one of emotional containment.

⇒ **The personalised stress/distress management plan**



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Adult Response Plan

Window of Tolerance Description What the child is like when regulated, calm and engaged?	How best to support and maintain this and support regulation
Dysregulation Description What are the first signs that things are becoming too stressful?	Strategies to support and to co-regulate
Where does this stress behaviour lead to next?	What we are trying to avoid?
Hyperarousal	Interventions necessary to support, co-regulate and keep everyone safe
Hypoarousal	Interventions necessary to support, co-regulate and keep everyone safe



Appendix 4: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific pupil before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the pupil?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child in school?		
Have parents/carers been informed of any incidents where safety of their child has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		



The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		
Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		



The Learning Environment	Y/N n/a	What needs to be done
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the pupil?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		
Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		
Are adults using positive language around and to the child/young person?		
Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		



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Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		
Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		
Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		



Social interaction (less structured environments)	Y/N n/a	What needs to be done
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		



Appendix 5- A Tool for Understanding and Reframing Behaviour

<p>Describe the behaviour Review and be curious</p>	<p>Reframe the Behaviour from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful. Examples of reframing-</p>	<p>Reflections How is this behaviour understandable? What’s getting in their way/what are the barriers? How can we help?</p>	<p>Adult response What do we need to intentionally teach? Find the barriers and remove them</p>
<p>Be the stress detective - why and why now?</p> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> • Is there an adult response plan? • Is the plan helpful, shared, used and understood? • Is there a personalised stress/distress management plan? <p>Consider the environment Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Avoidant: in ‘fight/flight’ survival mode</p> <p>Defiant: in ‘fight/flight’ survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in ‘fight’ survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging ‘flight/hypoarousal and or freeze’ response being used to cope with the situation</p> <p>Rude: self-protective: “I need you to know how I feel so I’m going to make you feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour Is the child projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy? How have earlier experiences shaped the child’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child’s strengths Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>



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A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful Examples of reframing	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them



Appendix 6: Risk Assessment

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the CYP in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable CYP (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified CYP or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.



Appendix 7: Flow chart on exclusion

A summary of the governing board's duties to review the headteacher's exclusion decision

