

Queen Mary Avenue Infant and Nursery School



Behaviour and Relationships Policy Summer 2025

Policy Status: Statutory

Review Frequency: Free to Determine by Headteacher

Approval Required by: Governing body, individual governor or Headteacher

Dream Big

Shine Bright

We believe that everyone can succeed and achieve their dreams.

We value and nurture each child's unique talents so that they can 'shine bright'.

Respect – Kindness – Honesty - Hard Work - Pride

PRINCIPLES

Our approach is based on the following principles

- Children learn best within positive, trusting relationships and this informs our approach to teaching and managing behaviour.
- Just as our curriculum prepares each individual child for their real and future lives, so should our relationship education.
- A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations.
- We expect the highest standards of behaviour, acknowledging and praising positive behaviour.
- Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.
- Staff adopt a positive approach to model, encourage and promote good behaviour. They are calm and polite and avoid raising their voice.
- Although the classteacher has prime responsibility for behaviour and pastoral care, the management of dysregulated behaviour and the support offered to children is the responsibility of every member of our school community.
- Behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. We expect staff to work to identify the need and provide support to remove these barriers to successful engagement in school life.
- Restorative practices are a positive step forward in helping students learn to resolve disagreements, take ownership of their behaviour, and engage in acts of empathy and forgiveness. Restorative practice repairs the harm done to relationships, over and above the need for assigning blame and giving punishments. It fosters an awareness of how others have been affected by actively engaging everyone, separating the deed from the doer. This is done WITH the children and not TO them.
- For some pupils, variance will be required to meet specific social, emotional learning or other needs which require a personalised approach.
- In order to help children develop positive behaviours, staff need to be calm and regulated. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.
- Parents are an integral part of our school community and we will work in partnership to inform and consult with parents in order to support positive behaviour both in school and at home.

AIMS

- To teach and promote positive behaviour
- To create a consistent environment where everyone feels happy, secure and safe to learn
- To ensure all members of the school community are treated fairly and shown respect, taking account of individual needs
- To embed the use of restorative practices in all aspects of school life
- To enable children to develop a sense of self-worth and a respect and tolerance for others.
- To help children stay regulated in order to learn.
- To understand that every interaction is important.
- To provide an engaging curriculum and foster a love of learning.
- Prevent all forms of bullying including racist bullying, faith-based bullying, sexist bullying, transphobic bullying, homophobic bullying and SEN/disability bullying.

EXPECTATIONS

It is important to have high expectations for our children while also recognising that some children have specific needs. At Queen Mary Avenue Infant and Nursery School we expect the children to behave in a way that embodies our school values –

- We show respect
- We are kind
- We are honest
- We work hard
- We are proud

TEACHING AND PROMOTING POSITIVE BEHAVIOUR

We teach and promote positive behaviour in the following ways -

- Teachers prioritise the development of positive relationships with children.
- High expectations from staff about conduct in class and around the school.
- The school values are displayed in all classrooms and around the school.
- Check ins and community breakfasts each morning.
- Clear and consistent routines in classrooms, around the school and in the wider community including the use of visual timetables, RWI stop signal, call and response chants, 1, 2, 3 for transitions from carpet to tables/vice versa, quiet walking when moving around the school and for the start/end of school day.
- Whole School and Class Assemblies.
- School Curriculum including RE and PSHCE.
- Whole School days/weeks: Specific focus weeks are used to bring certain aspect a higher profile.
- Clear pathways when behaviour causes a concern and positive reinforcement for good behaviour.

ROLES AND RESPONSIBILITIES

Governors will:

Ensure that the school complies with this policy.
Delegate powers and responsibilities to the headteacher to ensure that school personnel, pupils, parents and visitors are aware of this policy.
Support the headteacher and school personnel in maintaining high standards of behaviour.
Ensure that the school complies with all equalities legislation.
Ensure this policy is updated regularly.
Ensure the effective implementation, monitoring and evaluation of this policy.

The headteacher will:

Determine the detail of the standard of behaviour that is acceptable to the school.
Lead the development of this policy throughout the school.
Ensure all school personnel, pupils and parents are aware of and comply with this policy.
Work closely with everyone in the school community to create an ethos that makes everyone feel valued and respected.
Promote good behaviour by forging sound working relationships with everyone involved with the school.
Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils.
Undertake classroom monitoring.
Keep up to date with new developments and resources.
Ensure the health, safety and welfare of all children in the school.
Provide guidance, support and training to all staff.
Monitor the effectiveness of this policy.

Staff should:

Ensure children are given the chance to learn from their mistakes and to restore any damaged relationships.
Be calm, consistent and caring.
Use a restorative approach, repairing harm wherever or whenever necessary.
Encourage discussion to solve problems.
Role model the core conditions of unconditional positive regard.
Listen.
Be non-judgemental in our approach to supporting people, families and communities.
Try to understand and empathise.
Provide and support logical consequences.
Deal with problems and challenges quickly.
Provide strong boundaries.
Create a safe and trusting environment.
Establish and keep strong routines and use visual timetables to support this process.
Keep timetable disruptions to a minimum and support pupils during transition times.
Seek strengths and show children you believe in the best of them.
Have high expectations of all children through care and support.
Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the children's development who are mutually supportive, empathetic, encouraging, challenging and tolerant.
Act as positive role models.
Never shout at or shame children.
Coach when necessary.

Children should:

Engage with the school values and aim to Dream Big, Shine Bright
Show kindness in our words and actions
Ask for help when you are struggling
Use the Calm Corner when you are upset
Follow instructions given by adults

Parents/Carers should:

Communicate any worries with school staff.
Ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them.
Work with the school to support in their child's positive behaviour.
Communicate with school when necessary.
Support our approaches and utilise them where possible at home to ensure consistency of messages.
Share challenges which might be triggering distressed behaviours.
Work with us to develop and implement plans to support your child's behaviour.

ROUTINES

Make use of LOTS of positive praise when implementing the following.

In class

RWI signals to be used at all times.

When using the stop signal ensure ALL children stop what they are doing and are silent before adult speaks. If TA is working with a group of children they should also stop and listen. A call and response chant may also be used to capture the children's attention.

In EYFS a shaker or call and response chant is used to stop the pupils.

1, 2, 3 signal when moving from carpet to desk or vice versa. Insist this is done without talking/fuss.

Moving around school

At breaktime monitor behaviour in the cloakroom area and walk children to the playground. At end of playtime teachers must be waiting at the classroom door so there is an adult presence at all times. If children are noisy/running this must be addressed.

At the end of breaktime all children and staff to stop and hold up hand when teacher demonstrates the stop signal. When told to do so, the children are to walk in through the door at the end of KS1 corridor.

For transition to/from RWI stand at classroom door as children leave and enter room so there is adult presence throughout the school.

PROVISION

Tier One – Universal – All children

In order to feel valued, safe and secure, children need to feel a sense of connection. For most children this can be achieved by staff acknowledging each child so they know that you have them in your mind, care about them as a person and care about what they are doing. Staff will make every effort to ensure that all pupils receive regular positive connections and praise which far outweigh any negative interactions. We recognise that specific feedback is more helpful than general praise and that some children prefer private recognition to public praise.

Check Ins

At the start of each morning and afternoon pupils' check-in

Community Breakfast

Every morning the children will have breakfast as they arrive in school. Adults will check in with pupils who are feeling sad, worried, tired etc.

This helps to build a strong sense of community and set the children up for success socially and academically. They provide a sense of trust, allows all students to feel important, helps regulate emotions, boosts empathy and team work, separates home from school and prepares for the day's events.

Shine Time

Children in KS1 take part in weekly Shine Time each week. This provides the opportunity for staff and pupils to strengthen their relationships and have fun together.

Calm Spaces

A number of safe, nurturing spaces are provided throughout the school for children to access when they feel overwhelmed, tired, stressed, angry or just need some time to be alone to regulate their body and mind. Consistent regulation resources are provided throughout the school so they can be accessed by everyone.

Stickers

Staff will award stickers to provide instant recognition to children who are seen living out the school values. These will be collected on sticker charts and exchanged for a dip in the box when a given number of stickers are collected.

Dip in the Box

Each classroom to have a box of small treats which pupils can choose from when they have collected a given number of stickers on their chart – 5 stickers in EYFS and 10 in KS1.

Senior Leader Awards

Children can be sent/brought to the SLT office to show good work or share news about living out the school values. They are then awarded a sticker and their photo will be displayed on the 'We are Blooming' board in the SLT office.

Crowns

Each day the children who follow the golden rules will earn a crown. At the end of each day, the teachers will nominate one child who has earned their crown to choose a dip in the box. The teacher will also provide specific praise to explain why that child has earned their crown and been nominated.

At the end of each week, class teachers will select one-two pupils who have earned their crown EVERY day that week to receive a special prize. Selected pupils are able to choose a reward from Mrs Castle's trolley or choose an experiential reward as agreed with the classteacher e.g. hot chocolate and cookies with a friend.

Dream Big, Shine Bright postcards

Teacher's to write between 2 postcards per week and ensure that they are placed in the postbox outside the SLT office by the end of the day on a Tuesday. The messages on the postcards should be really personal and give reasons why the child has followed the golden rules or shown that they Dream Big and/or Shine Bright. A member of the SLT will deliver the postcards on a Wednesday morning. This provides positive recognition and strength-based communication.

Dream Big, Shine Bright Assembly

A celebratory assembly takes place weekly on a Friday for children from FS2 – Y2. Two children from each class are chosen by the class teacher and pupils to receive a certificate for good work and/or good behaviour/learning behaviour. Teachers will notify the office of their choices by 1pm on the Thursday so that text messages can be sent to invite parents.

Extra Responsibility

Children are given opportunities to take on extra responsibility in the classroom or wider school community through roles such as Playground Buddy, School Councillor, Lunchtime Helpers, FS2 Buddies.

Collaborative Rewards

At the discretion of the teacher, where needed, each class can earn a reward for a focus selected by the Teacher, TAs and children. The focus will be something that is pertinent to that class e.g. tidy tables and will be a joint effort to reach the target.

Any additional approaches should be discussed with a member of the senior leadership team.

Tier Two – Targeted Support

Pastoral Sessions

Teachers can refer pupils for weekly pastoral sessions. Interventions run for one term and are led by TAs. Pastoral interventions include Lego Therapy, outdoor therapy/Forest School sessions, Colour Away your Worries and Talkabout sessions.

One to One Sessions

Parents and staff can nominate pupils for one to one 'chat' sessions with our safeguarding lead.

Sensory Rooms

Supported by staff, children are able to access dedicated calm s rooms in our nursery or main school building when they are overwhelmed by big feelings. This gives them space and time to regulate away from their peers.

Compass Go

Compass Go are a Mental Health Support Team who work with children, young people, families and educational settings in North East Lincolnshire. They provide support, help and advice for pupils, students and schools for issues related to emotional and mental health wellbeing. Staff are able to nominate children with mild to moderate mental health issues to Compass Go via a conversation with Mrs Gibbins.

Tier Three - Intensive Support

Provision at this tier may include one or more of the following

Assessments

We sometimes make use of the following assessments to identify pupils who may require intensive support –

Strengths and difficulties questionnaires

SPOT tool

Doyles School Readiness

These help us to identify potential emotional and behavioural issues and target appropriate support and early intervention.

Specialist advisory teachers

We work with a number of specialist advisory teachers who are able to provide support and advice in relation to SEMH (social, emotional and mental health), FASD (foetal alcohol spectrum disorder), Communication and Interaction and Cognition and Learning

A school referral can be made by special educational needs and disabilities coordinator in discussion with teachers and parent/carers.

Educational Psychologist

Our educational psychologist works with children, carers, teachers and other professionals to promote positive change in a child's life. They have been specially trained to understand how children learn, behave, think, feel and get on with others.

Fortis

Fortis are able provide one-to-one confidential counselling, art and play therapy and creative interventions for a small number of children and their families. This service is accessed through a school referral and is financed out of the school budget.

Young Minds Matter

Young Minds Matter provide an emotional wellbeing and mental health service with a focus on prevention, early intervention and building a resilient community for children and young people up to the age of 19 years. The service can be accessed through a school referral or a GP.

Family Hubs

Family hubs bring together services to offer help and support to children and young people aged 0 to 19 and their families.

You and your child can use a local hub for:

- Early education
- Activity sessions
- Childcare and funding for childcare
- Health services for children and soon-to-be parents
- Support with children who have additional needs

Extra help and support is available to families who need it, to work through issues that may arise during a child or young person's life. This may be offered by professionals such as family hub advisers, health visitors, school nurses and other family support services.

Navigo Neuro-developmental Pathway

The Neurodevelopmental Service takes referrals for children and young people in North East Lincolnshire who require a specialist autism or attention deficit hyperactivity disorder (ADHD) assessment.

The Neurodevelopmental Service team offer assessments to determine whether a child or young person has a neurodevelopmental presentation that meets the criteria for neurodiverse conditions such as Autistic Spectrum Disorder (ASD) or ADHD. The team includes:

- child and adolescent psychiatrists
- clinical psychologists
- learning disability nurses
- speech and language therapists
- a paediatrician

Request for Alternative Provision

A request for Alternative Provision (AP) can be made as an alternative to a permanent exclusion. The process of RAP, is a weekly panel meeting on a Tuesday where representatives from the LA and AP settings, come together to consider the request and to propose the appropriate outcomes for young people.

A RAP can lead to only one of two outcomes:

- Recommend that the current placement is maintained for further appropriate intervention and support through a 'graduated response' approach: retain.
- RAP is agreed & AP staff will contact referring Senior Leader to discuss agreed dates.

It may be considered that Alternative Placements may not best suit the young person's needs or the form lacks the relevant detail for a decision to be made.

AWARENESS OF DISTRESSED BEHAVIOUR.

There are many reasons why children may have difficulties with relationships, following rules and the ability to cope with their emotions.

These can include:

- Children with Special Education Needs.
- Children who have or are still experiencing Adverse Childhood Experiences (ACEs).
- Children who have experienced Toxic Stress.
- Children who have experienced disrupted attachment.

This can lead to:

- Children being unable to talk about their feelings.
- Children being in a constant state of flight or fight.
- Problems in children's brain development and functioning.
- Problems in children's emotional development, mental and physical health.
- Children who struggle to link cause and effect.
- Children finding it harder to think, explore, reflect, develop, regulate and process information.

DEALING WITH INAPPROPRIATE OR DISTRESSED BEHAVIOUR

Whilst we will do all we can to promote positive behaviour, we recognise that there are times when we may have to deal with difficult or challenging behaviour. Every pupil is entitled to learn and feel safe and any behaviour that prevents this must be dealt with quickly, calmly and effectively.

We recognise that the strongest approach to support a child is through the relationship with the adult. At all points we aim to keep a strong connection with pupils having difficulties and use positive reinforcement as appropriate to ensure the child knows you are still there and you recognise their difficulties and will support their efforts and choices to get them back on track.

Our responses to inappropriate behaviour are based on the following principles;

- Time, space and support should be provided for dysregulated pupils BEFORE attempting to deal with the behaviour
- Responses are consistent and provided by calm, regulated staff
- Responses are reasonable and fair
- When consequences are issued they are in the child's best interests in terms of helping them make better choices
- Consequences are related to the event, so the connection is obvious

We will use a restorative approach to dealing with unacceptable behaviour. This approach focuses upon repairing relationships that could have been damaged through the inappropriate behaviour. The aim of all adults in school is to de-escalate incidents of inappropriate behaviour to prevent damage to the relationships that the children have built. To do this we follow the PACE model.

P - Playfulness.

The aim is to minimise the behaviour with playful banter, providing the child with an opportunity to make the right choice and get back on track.

A - Acceptance

Accept that the inappropriate behaviour is happening and recognize it in a non-judgemental way e.g. say 'I can see you are upset / angry... How can I help you?' Accept that the child might not be ready to talk yet, but assure them you are there when they need you.

C - Curiosity

When the child is calm try to find out what happened. Find out the facts. This might involve having a conversation with you. The attitude displayed by the adult should be sadness, not anger.

E - Empathy

Restorative practice comes into place here. The adult works with the child to identify which relationships have been damaged and then how to put them right in a meaningful way.

DE-ESCALATION TECHNIQUES

The following techniques may be useful to stop behaviour escalating

Non-verbal Cues - hands up, finger on the lips, the "look".

Positive Correction - tell the pupils what you want them to do, not what you don't want them to do e.g. "Please walk" instead of "stop running."

Positive Repetition - when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't, praise the children who carry out the instruction.

Give take-up time - give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

Redirection - repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

Tactically ignore - ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.

Physical Proximity- move closer to a disruptive pupil

Distraction/Diversion - give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

Where/What - "Where should you be?" (In my seat) What should you be doing? (My work).

Choices - "Put your toy on my desk or in your bag"

Broken Record - Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

Repair & Rebuild - as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

Offer of support – "Are you okay, do you need anything?"

Wondering question - "Katy, I'm wondering if sitting too close to ??? is making it tricky for you to concentrate, come and sit here where I can help you." (Non-threatening).

Suggest a break in the calm corner.

PATHWAY

The following pathway outlines our agreed responses to inappropriate or distressed behaviours.

Classroom/playground behaviours to be dealt with by the teaching team

Possible behaviours and responses

The first response to all behaviours should be to speak to pupil and give them chance to get back on track. If that is unsuccessful the following responses should be followed. You may also wish to offer a short break in a safe space or another area of the school.

Talking at inappropriate times – *Change of seating position. Catch up on work at break.*

Mistreating school/others property e.g. mishandling books, dropping litter, wasting or not taking care of resources - *Pupil to repair damaged items*

Shouting out – *Move pupil closer to adult. Time in with an adult for reflection or to refocus pupil.*

Distracting other pupils e.g. pulling 'funny' faces, trying to attract their attention - *Change of seating position. Time in with an adult for reflection or to refocus pupil.*

Running in the corridors - *All adults to address this when seen asking pupil to go back and walk. If pupil is in distress ensure they are being monitored and assisted by an adult*

Not completing sufficient work – *When speaking to pupil remind them that work will need to be completed at break if it is not done in class. Ensure this is enforced at playtime*

Leaving seat – *Deduct lost learning time off break.*

Unkind remark – *Speak to pupil using restorative questions (see below for more details). Child given opportunity to repair relationships.*

Disruption to learning - Referral to another staff member

Possible behaviours

Continuation of above

Disrespecting an adult

Name calling

Defacing work

Refusal to follow instructions

Causing persistent disruption

Responses (following exhaustion of responses at class level)

Crown to be removed from class crown box.

Pupil to move to an agreed partner class for five minutes with a familiar member of staff

Catch up on work at break/lunchtime

Restorative meeting between teacher and child – see section on restorative approaches

Parents informed by classteacher.

Repeated disruption to learning/non-compliance over time - referral to another staff member

Possible behaviours

Continuation/escalation of above behaviours

Possible responses

Record incident on CPoms

Reasonable adjustments made e.g. now and next, use of workstation, timetable variation made (content not time)

Logical consequence applied e.g. time with another staff member, completing work in another room or catching up for some of breaktime.

Discussion with the teacher regarding their behaviour and how this could be improved in the next session.

Daily parental contact through face to face updates, telephone calls or a communication book

Violent/aggressive behaviours – referral to senior leadership team

Possible behaviours
Door slamming Furniture throwing/upending Destruction of work Swearing/verbal abuse Absconding from classroom
Responses to violence and aggression
Remove child from situation. Time in with another adult away from classroom If a child leaves the classroom, ensure an adult follows them or alert SLT if an adult is unable to follow due to being alone with pupils. When child is calm, use restorative questioning to enable the pupils to understand the impact of their behaviour and most importantly repair the damaged relationship. It is important that they show the person that has been affected by their actions that they understand how they have made them feel and apologise for this. This could be done in a variety of ways, verbally, written, picture or an action. Logical consequence applied e.g. tidy up the mess, repairing damaged items. Restriction of free time Parents informed Record incident on CPoms

Regular repeated breaches which leads to excessive time and resource wasting and undermining the good order of the school - Referral to senior leadership team

Possible behaviours
Assault of other pupil/staff Aggressive and violent threatening behaviour Destruction of the school environment +
Responses
Use of restorative questioning Logical consequence applied Extended time in with a staff member in another room Extended restriction of free time Daily parental contact through face to face updates, telephone calls or a communication book Refer to pastoral team and draw up safety and inclusion plan Complete SPOT tool or Doyles Readiness assessment and implement appropriate tier three support Record all incidents on CPoms

LUNCHTIMES

Lunchtime supervisors will:

Monitor and praise children as they eat.

Supervise the children on the playground.

Ensure pupils are using the 'zones' system to play appropriately.

Children displaying low-level behaviours will be given an initial warning and if the behaviour continues be sent for time in with a lunchtime supervisor.

Any serious incident e.g. a physical attack on another child will be reported to a member of the senior leadership team.

SIGNIFICANT INCIDENTS

All members of school staff have a legal power to use reasonable force and/or restrictive interventions to prevent a pupil from doing (or continuing to do) any of the following -

- committing any criminal offence.
- causing personal injury to, or damage to the property of, any person (including the pupil himself).
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

At Queen Mary Infant and Nursery School, we would not expect staff to consider use of reasonable force unless a member of the school community was at risk of personal injury or if a pupil was causing extensive damage to property. If staff feel that a pupil is prejudicing the maintenance of good order, they should call for a member of SLT to provide support.

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

In assessing whether reasonable force or restrictive interventions are reasonable, staff should consider the following –

- Is it necessary? Staff should consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome. Have de-escalation strategies been used to try and prevent the use of reasonable force and/or restrictive interventions? Is the use of reasonable force and/or other restrictive interventions likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address. **The use of reasonable force and/or restrictive interventions should be used as a last resort.** Where possible, staff should communicate with other staff members to understand any broader risks in the environment.
- Is it proportionate? **Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.** Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.⁷
- Have you considered the pupil's welfare? Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of reasonable force and other restrictive interventions particularly distressing. Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond. Staff should seek to understand how the pupil is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped.

Following each significant incident, the appropriate paper work must be completed on C-Poms. This will support staff to evaluate the incident to understand why reasonable force and/or other restrictive interventions were used, the impact on pupils and staff, any patterns and trends, and how the use of reasonable force and other restrictive interventions might be avoided in future. If safer handling techniques are used more than once with a pupil, a behaviour plan should be drawn up by the classteacher. This should be shared with parents and relevant staff members.

In order to keep pupils and staff members safe, we recognise appropriate use of restrictive interventions in the following circumstances –

- The use of electronic fobs to operate entrances and exits to early classrooms, the main entrance and KS1 corridor.
- High door handles may be used to protect pupils who are in a distressed/escalated state in sensory areas.
- The use of seatbelts and harnesses to help children sit correctly in transport, buggies and Fox Denton chairs.

The vast majority of classrooms do not have restricted exits and pupils are free to leave the rooms to self-regulate if needed.

SUSPENSIONS AND EXCLUSIONS

Suspensions or exclusions are used as a last resort and when issued, we will follow DFE guidance while keeping parents informed at all stages of the process.

SEARCHING PUPILS

School staff can ask pupils to turn out their pockets or look through their personal possessions with the child's permission. Where there are reasonable grounds for suspecting that a pupil may have a prohibited (knives, weapons and illegal items) or stolen item, senior school staff can instruct them to turn out their pockets or search through their possessions without consent. Any prohibited items found must be dealt with in accordance with the following document – Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies

RESTORATIVE QUESTIONS

Restorative questions are a tool used to process an incident of wrongdoing or conflict. When a situation has occurred, the person(s) who has created the conflict takes some time and answers questions such as the following:

The questions focus on the incident, and allow the person to think about how his/her actions affected others. It encourages empathy, accountability, expression of feelings and thoughts, and problem solving. Restorative questions are also answered by those who were impacted by the incident, to help them process their feelings and determine what they need to make things right.

When discussing behaviours:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been hurt/upset by what you have done?
- In what way have they been hurt/upset?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when this happened?
- How did it make you feel?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

MONITORING BEHAVIOUR

Incidents are recorded on CPoms and are monitored by the senior leadership team who evaluate incidents to

- understand any patterns and trends
- identify pupils who may need reasonable adjustments, additional support or an individual behaviour plan.
- identify staff members who may need support with managing pupil behaviour or CPD.

TRAINING

We believe strongly in equipping our staff with the necessary skills to deal with behaviour in a highly effective way. A training directory of courses and external expert support that the school has utilised is maintained by the Headteacher and reported to governors. This enables us to ensure that staff are suitably trained, there is a consistency in approach and that training is impacting on everyday practice.

LINKED DOCUMENTATION

This policy should be read in conjunction with the following documents –

- Anti-Bullying Policy
- Exclusions Policy
- Safeguarding Policy
- Managing Allegations of Child on Child Abuse Policy
- SEND Policy