Positive Behaviour Policy

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Change Log

Date	Changes to Policy
July 2025	Accessibility and Language Support added. Section 3 (Regulate) Zones of regulation Poster for children referenced. Section 4 (Repair): Repair Menu and Repair Booklet referenced for use. Section 2.5: Clarification added about when to record in the bound book. Annex: PACE cards for staff use Annex: Poster of Overview of 4 phases for staff Annex 2: Zones of Regulation Poster for children added Annex 5: Robyn Repair questions moved from main body of the policy Annex 6: Reflection Menu added Annex 7: Reflection Booklet added Annex 6 and 7 moved from Annex 2 and 3. Repair/ Reflection Book added as Appendix.
Autumn 2024	Updated to reference DFE Suspensions and Permanent Exclusion Guidance August 2024
Summer 2024	Updated throughout to reflect DFE behaviour in schools' guidance 2024. Development of approach to supporting positive behaviour to use Trauma Informed Stages of: Protect, Relate, Regulate and Repair to support the increasing needs of pupils across schools. Structure update: Part 1: Essential Reading for all staff and to be referred to regularly: Protect, Relate, Regulate and Repair (behaviour Curriculum) replaces former 'Positive Rewards System) with clarity of roles of staff, pupils and families detailed, replacing former list. **Part 2: Reading for all staff, more detailed information and links to legislation and national guidance.** Response to incidents replaces former 'Consequences System' to reflect this is not always linear. Internal Suspensions detailed more clearly. Full guidance on physical intervention and safe touch moved to 'Physical Intervention and Safe Touch' Policy. Detailed guidance on Suspensions and Exclusions moved to Suspensions and Exclusions Policy. **Part 3: Specific Behaviour Incident Guidance** Behaviour online detailed more clearly Suspected Criminal Activity detailed more clearly **Part 4: Monitoring and Evaluating.** Updates to monitoring to reflect VP Dashboard and EIS committee cycle. Annex 1: Zones of Regulation Annex 2: Responding to Incidents of HSB Annex 3: Suspension Reintegration Meeting Proforma
Autumn 2023	Updated link to KCSIE 2023.
Autumn 2022	Updates in line with DFE Behaviour in Schools July 2022 Updated inline with DFE Suspensions and Permanent Exclusions July 2022 P3 Leadership oversight for pupils required additional support to manage their behaviour. P4 Family responsible for pupil behaviour outside of school which could be sanctioned by school. P5 Leaders proactive in ensuring implementation of Policy and staff training. P5 Expected norms as part of positive behaviour culture. P6 Expectations re Online behaviour P7 Updated detail re Sexual Violence and harassment P8 Clarification re 'banned items' added. P8 Pupil mobile phone clarity added. P8 Trauma informed/ context of behaviour added. P8 Partnership working detail added. P8 Preventing Recurrence of misbehaviour added.

	P.8 Use of reasonable force updated inline with DFE guidance. P.9 Removal for Classroom detail added (inline with DFE policy) P.9 Behaviour beyond school gate further detail added. P10 Monitoring and Evaluating behaviour set out. P10 Clarity of Child-on-Child abuse set out and linked to Safeguarding Policy P11-12 Updated Exclusion summary guidance, link to main policy
Autumn 2021	Removed Values and Principles from introduction. 'Positive Reward System' section updated to make more generalised as not all schools were using the 'Kudos Points' as previously stated.

Contents

Accessibility and Language Support

If you require this policy in an alternative format or language, please contact the Academy Office. We are committed to ensuring that all colleagues have access to our policies and can fully understand and engage with them and will work with you to provide the necessary support and resources

Part One: Essential for all, to use and reference regularly

1.1 Trust Mission, Vision, Core Values and Beliefs

Our Mission: *Flourishing Futures*

"I came that they may have life and live it to the full."

John 10:10

Our Vision: *We will be an exceptional School Trust. We are committed to social mobility and a culture of belonging. We do this by investing in people enabling every child to be taught by the very best teachers so that we can achieve social change and all children flourish.*

Our Core Values: Our core values guide the way in which we work together:

Excel: We champion opportunity and equality for all and in all that we do.

Empower: We invest in each other and our communities.

Together: We are one team and agree to work as one family.

Our Beliefs: We believe that:

We are Stronger Together: we deliver and achieve more than we could ever do individually.

In a Sense of Belonging: every member of our School Trust matters and knows that they belong.

In Removing Barriers: ensuring that where you begin does not limit your horizons.

In Realising the Possible: you cannot be what you cannot see.

1.2 Introduction

We believe that all children have the right to a calm, safe and supportive learning environment and recognise the importance of an approach which enables all to flourish and to have dignity. A relational approach should permeate every interaction in our school communities. We recognise the importance of a proactive approach to providing a culture where all feel physiologically, as well as physically safe and that this needs continual investment. Based upon Trauma Informed Schools (TIS), our approach recognises that there are many factors, including Adverse Childhood Experiences, which impact upon a child's perception of themselves, others and their environment and impact upon their learning and wellbeing. For example, we know and understand that children who have experienced 3 or more ACEs are 6x more likely to have 'behavioural difficulties'. As part of our Core Belief 'Removing Barriers', we therefore, have a Trauma informed 'lens' in all we do to support all pupils. This means that we have a preventative approach which considers factors that may be 'triggering' for

some pupils and work to create predictable routines and expectations. All staff are supported to understand cognitive science and understand the factors which can make learning more challenging for some pupils.

This Policy, therefore, sets out our focus, structure and support for all on this approach. In doing so, we have a relational approach which sets out the cultures, expectations, systems and structures which create a strong sense of belonging for all, another of our Core Beliefs.

This Positive Behaviour Policy works conjointly with the high expectations of all in our schools so that it is:
'Firm on expectations, gentle on the child' TIS

This policy, relates and builds upon other Trust Policies and Offers, including, but not limited to:
- SEND Core Offer
- Attendance and Absence in Term Time
- Optimal Learning Approach
- Suspension and Exclusion Policy
- Physical Intervention and Safe Touch Policy
- Pupil Premium Strategy

*See Part 2 for links to National Guidance and legislation.

To support all pupils, in all schools, to have positive behaviour, this Policy is structured to have a greater focus on creating safe and supportive environments and the importance of relationships in this. There is a greater focus on 'early intervention; and teaching pupils the strategies and approaches to emotional self-regulation to support them in their lives. It sets out the expectations for staff, pupils and their parents in doing this so that our schools are safe, calm and enable all to learn and flourish. This is set out as Protect, Relate, Regulate and Repair, and builds upon the TIS training that staff have.

At the Trust we understand that 'all behaviour is communication,' and that it is our purpose to look beneath the behaviours and see what unmet need is causing them. This is in line with Safeguarding Policy and may be followed in tandem with this policy. In addition, alternative adjustments for sanctions/ consequences can be considered on a case-by-case basis and may include taking due regard where a pupil's SEND had affected their behaviour, as part of the SEND code of practice and reasonable adjustments when appropriate. Heads and senior leaders will have due regard for consistency and perceived fairness when considering alternative arrangements.

In doing so, there may need to 'adjustments' for some pupils and this can include a personalised, Positive Behaviour Support Plan, or as part of a pupil's SEND Individual Support Plan. Some of these may be temporary but some may need longer implementation. It is recognised that, even where all strategies are in place to support positive behaviour in the classroom, some children's behaviour may threaten to impact on their own learning and that of their peers.

A series of strategies will be used to identify, assess and meet the needs of children, following a plan, do, review cycle, as part of the Positive Behaviour Support Plan and / or an Individual Support Plan (for pupils with a SEND need).

Where there is a need due to out of school circumstances, such as family difficulties, bereavement, housing etc., the school will work to support and signpost to other help, wherever possible. Where there is a need due to an unidentified learning difficulty, the SENCO will follow the procedures of identification of a SEN as outlined in the Special Educational Needs Policy. The Headteacher, senior leader or specialist member of staff will oversee the day-to-day support/ provision for pupils requiring individualised targeted support. Parent and pupil voice and feedback will be key in such plans and parental engagement is expected by the school to support their child's development.

The aim of these strategies is to encourage children to feel a sense of belonging and re-engage with the school community and learning. In some circumstances, the school will always seek to act promptly to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community (see section on preventing recurrence of poor behaviour). In some situations, this may result in suspension or even permanent exclusion (see Suspension and Exclusion Policy).

Reflecting our 'Stronger Together' core belief, this Policy has been developed through work with Headteachers, SENDCOs, pastoral teams and reflects feedback from across schools. This work draws upon wider reading, research and reflection. This includes understanding of the emotional systems of the brain: *Rage, Fear, Panic/Grief, Care, Seeking and Play* (Neuroscientist Jakk Panksepp). The Education Endowment Foundation 'Improving Social and Emotional Learning' sets out importance effective teaching of Social and Emotional Learning: "*With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support*

effective learning, and are linked to positive outcomes in later life." PACE brings phycological safety and emotional *responsiveness in connection for secure attachment (*Neuroscientist Dan Hughes*).*

We recognise the importance of all staff in school, as emotional available adults to support pupils. Underpinned by our Trust Core Beliefs, it is the role of adults in school to work in a Trauma Informed and relational way with pupils. In doing so, we enact the work of Paul Dix: "*When the adults change, everything changes,*", this approach is underpinned by Visible Consistency and Visible Kindness."

1.3 Approach to enabling all to flourish (the behaviour curriculum)

This is structured using the Trauma Informed Schools approach of Protect, Relate, Regulate and Repair, ensuring support for all is embedded into schools with an early intervention approach. This sets out the expectations of staff, pupils and families in their roles to support positive behaviour.

The following section sets out the role of Leaders, Staff, Pupils and Families in supporting all pupils to demonstrate positive behaviour.

Leaders will be visible, proactive and regularly engage with pupils, staff and families in setting and maintaining a culture where all feel safe and supportive. Leaders will ensure that staff have regular training and support to understand their role in confidently and consistently applying this Positive Behaviour Policy. This includes training on de-escalation, understanding of SEND and of Trauma and sits alongside that of wider training, such as Safeguarding.

1.3a Protect: Culture, expectations, routines which creates strong levels of predictability and consistency in schools. These preventative measures support pupils to show positive behaviour.

Staff must...	Pupils must...	Families must...
Have clear **whole school expectations/ charters** that have high expectations and are visible in all classrooms and around schools. Explicitly teach the expectations and very regularly 'notice' children for showing these. These should link to the school's vision and values.	Behave in ways which show the school expectations and support, kindly remind others where possible, to do so	Support the school expectations, including ensuring children are 'school ready' each day e.g. being on time, having the correct uniform and being ready to learn. Talk to school staff where this is tricky so that they can support.
A culture where **everyone belongs,** put children at the heart of everything.	Welcome others, be kind, show compassion to others and seek help from an adult when this is hard. Understand that they are responsible for their behaviour out of school, (including online) and that school may need to respond and act if a pupil behaviour makes others in the school feel unsafe. See 'Behaviour beyond the school gate' and 'Behaviour Online'	Be kind to all in the school community, show patience and respect to all: staff, other pupils and families. Model this to your own children. Understand that they are responsible for their children's behaviour out of school, (including online) and that school may need to respond and act if a pupil behaviour makes others in the school feel unsafe. See 'Behaviour beyond the school gate' 'Behaviour Online'
• Have **consistent routines, systems and structures, such as timetables** in all classes and spaces around school e.g. Meet and greet pupils as they enter the classroom.	Follow and support expected routines with all adults. Ask for help if this is tricky. Show kindness and patience for others who may need support or help with this.	Support the school's routines and timetables e.g. support your child to have their PE kit on PE days etc.

• 1,2,3 to move from tables to carpet • Use of RWINC signals e.g. Stop Sign • Walking into/ leaving assembly/ Worship • Start and end of break/ lunch Consider the needs of ALL pupils in these and ensure adaptations for pupils who need them are in place and communicated to all who work closely, as per the Trust Optimal Learning Approach.		
Ensure that all **school events**, in addition to the planned curriculum, planned with consideration and adaptation for pupils all pupils, including those with SEND. Ensure that these are clearly communicated to all staff, pupils and families and adhered to.	Listen carefully to and follow expectations with events like trips, visitors, after school clubs.	Read info from school about trips, visits, clubs etc and support the school's clear plans for these, they are to enable all to feel safe and flourish.
Be **compassionately curious** about pupils, invest in listening to and getting to know pupils: what is important to them and what may be difficult for them.	Be honest with staff about the things they find hard and difficult. Where, they feel able to, share with staff the things that are important in their life.	Be honest with school, wherever possible, share with school the things that are important to know about your family.
Use the school, **agreed, shared, positive language**, such as 'I love the way that..' 'I wonder....' and use visual cues (e.g. My Turn, Your Turn) to keep language to a minimum where possible.	Listen to adults and one another, speak to others with kindness and patience.	Use positive words to describe behaviour e.g. 'they found that tricky', avoid negative words like 'naughty/ bad'. Research shows these can be shaming and triggering.
Invest **shared language of emotion**s across the school, which is visual, modelled by adults and referred to regularly, not just at times of tricky behaviours	Pupils use and support others to use, the shared language of a range of emotions.	Parents can use and refer to the shared language of emotions when supporting their children.
Understand the importance of being **emotionally available** as an adult in school, ask for support where this is tricky. Support pupils and parents, in their understanding of emotions.	Know adults are there to help you when things are tricky, talk about your emotions and encourage others to do so.	Try to protect children from your own and others' strong, painful emotions. This includes protecting them from harm online, on the TV or in other places e.g. if there are many arguments or violence at the park or in the community.

1.3b Relate: Intentionally cultivate and continually invest in strong relationships.

Staff must...	Pupils must...	Families must...
Plan for and invest time in welcoming pupils and families into the school community, including in year admission. This should have focus on **listening** and understanding the **holistic needs** of pupils and families.	Be welcoming to others joining the school, invest time in getting to know others.	Take up opportunities to build relationships to get to know the school in every way possible.
All staff to value **positive interactions** with others so that children see the world more positively rather than threat or self-blame.	Try to talk to and work with others in a positive and kind way, help others to do this. Ask for help if this is tricky.	Ensure interactions with school are positive so that children see strong relationships.

"What is shareable is bearable." **(Dan Seigal)** Support pupils in sharing what is important to them through active listening, validation and responding empathetically, using **PACE** may help (see below).	Try to share things that are worrying you, with adults. Just talking can help.	Work with school so that they know things that may be tricky for the family now, or in the past.
Pupils are supported by staff who **understand** them, leaders ensure that those who work closely with children understand the holistic experiences and needs of pupils and how to help them.	Trust adults you work with regularly, try to be open and honest- it will help them to help you.	Trust school to support your child by sharing ways to help them with the staff they work with.
The school has a **positive behaviour system,** such as house points etc, which notices and rewards actions in line with the schools expectations/ charter. This is understood by all and positively refences and values by all, regularly.	Follow the whole school expectations and know how positive behaviour is rewarded. Help those who are unsure or new to the school to follow this.	Know the school's expectations and positive behaviour system. Encourage your child to follow this and be proud of their work on this.

PACE in Action

"An attitude of stance of Playfulness, Acceptance, Curiosity and Empathy: qualities that are helpful when creating emotional safety and when trying to stay open and engaged with another person. This, in turn, helps the other person stay open and engaged with you. These traits are similar to the attitude that parents routinely show when communicating with infants."

Dan Hughes 2017

P - PLAYFULNESS	**A - ACCEPTANCE**
- Dampens stress and fear, as playfulness can enable the child to become used to positive emotion. - The part of the brain activated during laughter is different to the part activated when experiencing shame, therefore a sense of humour is protective. - Encourages safe exploration	- Demonstrating that you are accepting them, including their challenges, needs and what stage they are at. - Communicating acceptance and warmth by engaging rather than avoiding or rejecting of them: being physically and emotionally present. - By feeling accepted, the child can stay regulated and avoid feeling shame- this means that they're able to learn from their experiences.
In action: Be involved with the child's interests; Show delight and enjoyment; Follow-lead-follow; Keep interactions light and avoid questions; Use humour carefully.	In action: Stay with their comfortable feelings; Provide commentaries; Opportunities for being quiet; When safety become a priority, increase structure, boundaries and direction as needed.

Examples:

Playfulness: 'I like the way you're building that tower... you seem to really enjoy using the different materials...'

"I am following you and you're showing me how to do this, thank you..."

"This is so much fun, I am enjoying time with you..."

Acceptance:

"I can see you're finding it tricky, I will sit with you for now, it's going to be OK.'

"I can see you're not feeling so good right now and that it's really hard for you to feel calm..."

"I will keep you and the other children safe."

C - CURIOSITY	E - EMPATHY
• This shows the child that you're interested, therefore helping to enhance their own curiosity about themselves. • Less likely to make them defensive, gets through to the child in a way that anger cannot.	• Showing the children that 'you get it', you're sharing whatever emotion they might be experiencing. • Showing them that you're not overwhelmed by that emotion and that you can manage it. • Creating a new meaning and seeking repair, can help the child to move out of shame.
In action: Wonder aloud and notice feelings; Recognise positive qualities; Model thinking, noticing, making sense of cause and effect; Stress scaling when arousal levels are low; Create a narrative for the child.	In action: Be patient, remain calm and attuned; Name and explore feelings; Provide validation; Saying aloud your best guesses for how they are feeling, without expecting a response.

Examples

Curiosity: Wondering: "You say you are fine but it looks as you have been crying - I wonder what has happened", "I notice when you..." "I'm wondering if..."

Describe what you are seeing, "You are shivering but you don't seem to realise you are cold!"

Empathy:

"Your choice has made you feel so sad right now."

"You really wanted to see the play and you're angry with me because I said you could not go yet. I understand your anger since you want to see the play so badly! It must be so disappointing that you can't go with your class right now."

"I can see that it's tough because you don't trust grown-ups, but we'll work on that together."

1.3c Regulate: Teaching strategies understand and support regulation. This supports the whole school community to understand the response to behaviour which is not safe and regulated.

Staff must...	Pupils must...	Families must...
'Zones of Regulation' are clearly mapped out, displayed and understood and referenced by all. These set out behaviours which range from **regulated safe and engaged to, tricky and then to unsafe.** See Annex 1 for Zones of Regulation	Pupils use the Zones of Reguaton' to understand their emotions and behaviours.	Parents can use and refer to the Zones of Regulation when discussing emotions and behaviours with their children.
Leaders support staff to develop **regulation toolkits in every classroom, for example breathing exercises, calm boxes etc.**	Pupils use the regulation toolkits to support them to stay regulated, safe and calm.	Parents can use and refer to the regulation toolkit ideas when supporting their children.
Staff understand and respond to the **sensory needs** of pupils and consider these in all aspects of school life.	Pupils support others in their sensory needs, by for example, using 'indoor voices' in class.	Parents can use and refer to adaptations and support used by school with sensory needs, when supporting their children.
Use **Regulation Characters** to support pupils to keep regulated, safe and engaged- this shared language creates consistency: • A **'look'** to indicate the child is not following the class, school expectations. • A '**discussion'** between the child and member of staff- ensuring clarity of expectation and support for making the right choice using PACE and self-regulation characters. • Freddie Focus **time**- in class, in safe space or in buddy class. **(picture of Freddie focus/clock).** *Schools will need to communicate their in-school process for this which is relevant to their setting/ structure.*	Use **Regulation Characters** to support pupils to keep regulated, safe and engaged. Pupils to try to tell someone when they are starting to struggle so that they can get help.	Parents can use and refer to Regulation Characters used by school with sensory needs, when supporting their children.
Schools ensure that, as far as possible, levels of need are recognized early. From this, adequate staff have had higher levels of training, such as Team Teach (physical intervention) to support de-escalation. See Part 2.5 on Physical Intervention and Safe Touch (Team Teach)	Pupils trust adults in school to help them.	Support school in its duty to create a safe environment for all. Make time to be part of discussions/meetings about this.
Follow school approach to sharing, responding to and recording behaviours needs: • Repeat **'tricky'** behaviour- Inform parents, CPoms and	Seek support, try and work with adults on ways to regulate. Try to trust adults to support you.	Support the school in supporting your child. Make time to be part of discussions/meetings about this.

ask for support/ advice from a colleague. • **Unsafe behaviours/ serious breaches of the school's behaviour policy** Inform parents (with regard for safeguarding duties), CPoms and seek support from a senior leader **See section 1.4 on information on how to record on Cpoms and section 2.4 for which the baseline expectations regarding which behaviours should be recorded on Cpoms.** If a child has a Social Worker, they should be informed about behaviour incidents or concerns. The virtual school must be informed if a child is looked after. See Part 2.4		
Leaders will support an investigation for any unsafe behaviours to understanding the context and circumstances to support next steps- see 2.4 of this policy. Pupils who may need additional support will have a personalised **Positive Behaviour Support Plan** (PBSP), (see section 2.5)**,** Staff working regularly with such pupils, should be familiar with the personalised plan for that pupil. This may include a structured 'script' to keep language to a minimum when supporting a pupil to co regulate or regulate.	Use your Positive Behaviour Support Plan in school. Refer to this to help you regulate.	Support the school in supporting your child. Make time to be part of discussions/meetings about this.

Regulation Characters

Foundation stage	Key Stage 1	Key Stage 2
Sammy Stop	Sammy Stop	STOP
Charlie Choice	Charlie Choice	CHOOSE
Dani Driver	Dani Driver	REFLECT
Robyn Repair	Freddie Focus	FOCUS
	Robyn Repair	REPAIR

Hand gestures to be used alongside name of character or to be used without dialogue when child is not regulated.

Hand gestures to be used alongside name of character or to be used without dialogue when child is not regulated.

Sammy Stop	Charlie Choice	Freddie Focus	Dani Driver	Robyn Repair
Team stop signal	Weighing hands either side like balance scales	Draw up one hand to eye as if holding a magnifying glass	Moving hands at 10 to 2 position as if driving off in a different direction	Rubbing hands together (one hand on top of the other) as if rubbing something better

Zones of Regulation Poster for Children- see Annex2

Schools may use the Zones of Regulation to support understanding of emotional states of regulation.

1. 3d Repair: Deliberate and diligent support for pupils to recover, begin to reflect and repair relationships by, take ownership and learn new ways of doing things.

Staff must...	Pupils must...	Families must...
Staff understand importance of Repair and know that this **takes time** and chemicals have a significant impact on the body for some time after an incident.	Know that staff will work to support you to reflect and repair following tricky or unsafe behaviours.	Support school in its work to support your child to reflect and repair following tricky or unsafe behaviours. This is a key part to supporting positive behaviour development.
Leaders set out what this looks like in the schools, which include **Robyn Repair** visuals, **Repair Menu** or the more detailed **Reflection Booklet.** including suggestions on when and where this may take place.	Know that adults may support you using questions to reflect upon.	Parents may use the Repair Conversation Tool too, to support their child.
Staff use their TIS learning to enable them to co repair on	Know that adults may support you to take responsibility for	Work with school to support our child to take responsibility for their actions.

'owning' an incident and apologise on behalf of the child.	incident and may apologise with you or for you.	
For pupils with a PBSP or requiring specific support, school will try to work with families to agree this approach.	Know that adults may support you using questions to reflect upon.	Work with school on an agreed approach, if your child needs specific or ongoing support.

1.4 Recording on Cpoms

Cpoms is the electronic recording system used for safeguarding and behaviour (including attendance). Staff should be familiar with this and the annual Level 2 Safeguarding provides training on this. Section 2.4 of this policy sets out which behaviors should be recorded on Cpoms, as a minimum.

This section provides guidance on writing clear, accurate and detailed records.

<u>Key principles</u>

- Any written record must be carefully written to minimize any ambiguity.
- Timely recording is important, staff should also be supported to record an incident in a calm and regulated way.
- Avoid emotive language and be very clear e.g. 'The child in the buggy was pushed through the door', not 'the child was pushed through the door'.
- Record the impact of any incidents on others e.g. classmates, other staff.
- The length of an incident/ disclosure should be captured e.g. in pockets across a day, not 'the whole day'.
- Behaviour incidents should have the headings: Trigger, behaviour, response.
- Disclosures should record information on time, duration, location and those present.

<u>The structure of a written record</u>

- Always use full names – For staff and children. If there is a linked student, then still use full names. Same for parents, make it clear who they are e.g. 'step mum', visiting cousin,
- Keep to the facts – Make sure everything you write is factually accurate and record incidents as you saw them happen without making assumptions.
- Share your professional opinion – Your knowledge and understanding of our children is what makes you so great, if you have an opinion on something please share it but make it clear that this is your view, i.e. "in my opinion………"
- Make it clear – To make it easy for those reviewing incidents, it is helpful to have the "headlines" of what has happened, at the top, so that it can be triaged quickly and appropriately .
- Show an action – Always record any action taken or planned action as part of the incident, i.e. "I will speak to parents on collection"
- Record results of actions – If you take an action after an incident make sure you record the outcome of that action, even if it has put your mind at rest. If necessary, use a separate incident and refer to previous incident.

Part Two: Essential for all to be aware of and for leaders to have an in-depth knowledge and understanding of.

2.1 Legislation

This policy complies with and has been written with reference to the following guidance and documents:

- Keeping Children Safe in Education(updated annually)
- Working together to Safeguarding children (updated annually)
- Behaviour in Schools Guidance (updated annually)
- Suspensions and Exclusions Guidance (updated annually)
- Searching, screening and confiscation in Schools 2022
- Use of Reasonable Force in Schools 2013
- Preventing and tackling bulling in schools 2017
- Equality Act 2010: advice for schools DfE 2018
- The Special Educational Needs and Disability (Amendment) Regulations 2024, superseding The Special Educational Needs and Disability Code of Practice 2015, specifically the regulation regarding SENDCo qualifications.
- Statutory Guidance on Supporting Pupils in School with Medical Conditions 2015
- Relationships and Sex Education and Health Education 2021
- Teaching Standards

2.2 Supporting pupils with additional needs (SEND)

The school behaviour curriculum, as set out in Part 1, consistently promotes high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Within this, the needs of all pupils are considered, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. These calm and predictable environments are especially important for pupils with additional needs, enabling them to feel safe and to therefore be ready to learn. It is recognised that for some pupils with particular types of SEND, such as SALT needs (who may find it difficult to follow verbal instructions), behaviour could be trickier. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Schools adhere to their duties, as set out in the legislation, specifically page 14 of the DE Behaviour in School Guidance on supporting the behaviour eds of pupils with additional needs.

2.3 Behaviour beyond the school gate

Parents are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child, to the police as soon as possible.

Schools have the power to sanction and put in place consequences for actions by pupils outside of school.

If a member of the public, academy staff, parent or child reports criminal behaviour, anti-social behaviour, or a serious breach of the behaviour policy carried out by a pupil, to a school member of staff, the Headteacher must be informed.

Conduct outside the academy premises, including online conduct, that academies might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from the school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school;

For health and safety reasons, very high standards of behaviour are expected on school residential, day trips and extracurricular activities. The school will use the same policy and behaviour sanctions that are applied to incidents that occur on the academy site.

2.4 Responding to 'tricky' or 'unsafe' behaviour

The Zones of Regulation 'codifies' behaviour into 3 broad categories with examples of what these might look like at each of the categories of:
- Regulated, safe, engaged
- Tricky
- Unsafe (serious breaches of behaviour policy)

Part 1, 'Regulate', sets out the initial responses to behaviour, which is not regulated, safe and calm.
This provides a clear and predictable response by staff so that children can begin to regulate and re-engage. School leaders will ensure the enactment of these processes in schools so that staff are confident and clear in their approach to supporting a calm, and safe environment for all within the school.
This 'Regulate' section sets out the stages where senior leaders and / or parents will be involved and how incidents will be recorded. Responses to behaviour incidents will follow the principles of TIS and inclusion and will seek to understand context, circumstances and support in place for pupils.
Responses may include 'Freddie Focus time', such as time away from the playground for break/ lunchtimes.

We recognise that serious breaches of the behaviour policy may include, but are not limited to:
- 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 a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

*Green HSBs will typically be coded as 'tricky behaviours' whereas Reds will ALWAYs be coded as 'Unsafe' Cases which are amber could be tricky or unsafe, depending on the context. See Section 3.2 and Annex 2 on Responding to HSB.

When working with children, we will aim to use the phrase 'unsafe behaviour', which is less triggering than 'serious breaches. This does not diminish the importance of children understanding and taking responsibility for their actions, as set out in the 'Repair' phase.

For serious breaches of this policy, an investigation will take place to establish the circumstances of the 'Tricky' or 'unsafe' behaviour (see Zones of regulation for examples of such behaviours). Wherever possible, Senior leaders should be involved for any 'unsafe' behaviour to support both the initial response and the Repair Phase. Leaders may need to consider more formal responses, such as internal suspension, suspension, off site directions and Exclusion (see separate sections on these in this policy).
Leaders will have due regard for DFE Behaviour guidance on 'responding to misbehaviour' and take into account a child's development, as well as their intention with their behaviour. All tricky or unsafe behaviours must have a response, as this is important learning, but this will depend on multiple factors. Physical assaults and verbal threats MUST have a robust response and the Headteachers must be made aware, as soon as possible.

As part of the Trauma Informed Schools approach, there will be a Repair stage, after the initial response to any incidents. See Part 1 for this and this will include support for any reintegration (See Suspensions sections for specific info on this).

Cpoms Recording
As a minimum, all incidents of Tricky or Unsafe Behaviour must be recorded on Cpoms. Schools may wish to set out further information on this to staff. The following sections contain further information on where Cpoms recordings must be made.

2.5 Preventing reoccurrence of behaviour incidents

Part 1 of this policy sets out the schools' Behaviour Curriculum which supports all pupils to feel safe, calm and engaged. This includes adaptive teaching as part of the Optimal Learning Approach, as well as clear expectations and routines. Through the Regulate phase, there is clarity leadership oversight needed at 'tricky' or 'unsafe' behaviour incidents, including Cpoms reporting. Pupils may need additional support of a Positive Behaviour Support Plan and oversight from leaders or specialists within schools as part of this. Parental involvement is key at this stage. Schools will be 'alert' to pupils who have a sudden change of behaviour and consider what could be happening for a pupil and close work with Designated Safeguarding Leads, is key.

In addition to systems in school, School Leaders must engage with any Local Authority support, supervision, pupil referral meetings etc, at the earliest opportunity. *'Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).'*
As per DfE Behaviour for Schools Guidance 2024, page 27.

2.5 Reasonable force

The school follows DfE guidance 'Use of reasonable force'. Advice for head teachers, staff and governing bodies' understands that this means 'no more than is needed' to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the academy or among pupils. Teach team training demonstrates that any physical intervention should be reasonable, proportionate and absolutely necessary. *Therefore, we recognise that there would be very few situations where physical intervention would be used purely for maintaining good order which would be reasonable, proportionate and absolutely necessary.

Headteachers and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the academy rules

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on a school organised visit.

A 'Safe Touch' Policy is available in regard to the strategies of touch and safe handling, including the training of Team Teach for school staff. Incidents of physical intervention must be recorded on Cpoms and, at the higher level, also in the School's 'Bound Book'.

2.6 Searching, Screening and confiscation

We follow the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies'.

1. School staff can confiscate, retain or dispose of any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to academy discipline.
2. Staff should hand the confiscated item to the relevant member of the Senior Leadership Team as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the child and the member of staff's name. Staff must not give the confiscated item to another child to hand in and must not leave the item in an unsecure area at any time.
3. Any item which staff consider to be dangerous or criminal i.e., drugs must be brought to the attention of a senior member of staff immediately.
4. Items confiscated by the academy can be collected by parent/carers except where the academy has chosen to dispose of the confiscated items, e.g., cigarettes, alcohol, lighters.

The academy understands its responsibility, in line with KCSIE 2024, to ensure appropriate adult support for pupils and its role in ensuring partnership working is done safely. Any incidents of physical intervention must be recorded on Cpoms and the School's 'Bound Book'.

2.7 Removal from classroom and Internal suspension

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This will be supervised by staff with the necessary confidence and knowledge to support the pupil.

Removal should be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
c) to allow the pupil to regain calm in a safe space.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. This should have oversight from a senior member of staff unless the behaviour so extreme as to warrant immediate action. Parents should be informed on the same day if their child has been removed from the classroom and a detailed record made on Cpoms, in line with the Physical Intervention and Safe Touch Policy.

This removal may be for the rest of that remaining lesson or half day session, as necessary, to enable the pupil to fully regain a calm and regulated state taking into account knowledge and understanding of trauma. This is an **Internal Suspension, and** should be supervised by staff with the necessary confidence and knowledge to support the pupil. Internal Suspensions, where a pupil works separately from their class, may be for part of or the whole school day. They should be supervised by staff necessary confidence and knowledge to support the pupil. Internal Suspensions may also be put in place for serious incidents or recurrent challenging behaviour and may be used to try and avoid a Suspension. The pupil will be supported through the Repair Stage to prepare to re integrate back with their peers. Parents would be informed, and a record made on Cpoms. See 4.2 for information on the Monitoring and Oversight of the use of such interventions and responses.

2.9 Suspension and Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Whilst we work to be preventative and have a clear Behaviour Curriculum which supports pupils, we recognise that Suspension and Exclusions are a vital tool for Headteacher to ensure schools are calm, orderly and a safe environment for all.

Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions, as set out by DFE legislation and guidance. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

There are very clear legal requirements for any suspension or exclusion and Headteachers must have due regard for BOTH the DFE Suspension and Exclusion and the Trust Suspensions and Exclusion guidance.
This sets out the examples of the types of behaviour that may warrant a suspension or Exclusion.

Headteachers may consider all possible alternatives to Permanant Exclusions. These include managed Moves, Off-Site Directions and the use of Alternative Provision. See separate Suspensions and Exclusions Policy for more information.

Part Three: Essential for all to be aware of and for leaders to have an in-depth knowledge and understanding of: Guidance on specific behaviour issues

3.1 Bullying, Prejudicial or Racists Incidents (BPRI)

Underpinned by our Core Beliefs, we believe that every individual brings unique perspectives and experiences that enrich our collective efforts. We strive to create an environment where everyone, regardless of their background, feels valued, respected and empowered to contribute to their fullest potential.
We believe that every individual, regardless of their race, colour, religion, gender, age, national origin, disability, sexual orientation, gender identity, or any other characteristic protected by law, has the right to be treated with dignity and respect.

We do not accept or tolerate any behaviours which cause harm based on backgrounds, cultures and protected characteristics real or perceived. ALL BPRI will investigated, parents informed, reported to the Local Authority and recorded as 'Unsafe/ Serious Breaches' on Cpoms. See 4.2 for information on the Monitoring and Oversight of the use of such interventions and responses, including the governance of removal from classrooms.

3.2 Harmful Sexual Behaviour (child on child sexual violence or sexual harassment)

Schools are clear in every aspect of our culture that child on child Harmful Sexual Behaviour (known formally as sexual violence and sexual harassment) are never acceptable, will not be tolerated. Schools should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

All staff have at least annual safeguarding training to understand HSB and their role in having a preventative culture and how to report and respond to incidents. As a Trust, we use Brookes Traffic Lights to identify and guide our response to incidents of HSB.

All incidents of HSB, however minor, MUST be responded to, in accordance with both Annex 2 'Responding to incidents of HSB'. For amber/ red cases, see Annex 1 of the Safeguarding Policy. This follows the legal guidance and the expectations of KCSIE Part 5.

Leaders have additional Brookes Traffic Lights training to support them in their leadership of this. Each HSB incident should be considered on a case-by-case basis and where incidents are problematic and/ or harmful, the response may include a report to Social Care and / or the Police and may be so serious that they warrant a Suspension or Exclusion.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the academy should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy.

3.3 Mobile phones

All schools have a duty to create a 'mobile free' environment and phones and other smart technology with similar functionality to mobile phones, must not be used in school.

However, we recognise that for some older pupils, who may walk home on their own or have extend travel to the school, having mobile phone to school may be needed. Where this is the case, the phone or other devices with similar functionality, should be turned off upon entering the school (e.g. playground or school gates) and handed to school staff, typically, their teacher. This will be returned at the end of the day and should only be turned on again once they have left the school premises (as outlined in the Pupil Acceptable Use Policy).

3.4 Banned items

The following items are deemed unsafe and not conducive to the safe and supportive environment we maintain in our academies. They are therefore banned from the academies:

- Lighters/ matches
- Cigarettes/ vapes
- Knives, weapons, including homemade and imitation guns.
- Inappropriate (e.g. games rated over age 10+), illegal, violent or pornographic material.
- Illegal drugs or medicines not appropriately handed in to the academy office as per policy.
- Alcohol, nitrous oxide or other gas/ chemical.

In addition, other items which the Headteacher deems to be presenting a risk to the academy community.

3.5 Behaviour online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

We are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be treated the same as offline behaviour, including following our Safeguarding Policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. Where we suspect a pupil of criminal behaviour online, we will follow the guidance below on suspected criminal behaviour. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response and KCSIE will guide the response.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour**. **We will respond when a pupil's behaviour online:**
- poses a threat or causes harm to another pupil,
- and/or could have repercussions for the orderly running of the school,
- when the pupil is identifiable as a member of the school
- or if the behaviour could adversely affect the reputation of the school.

3.6 Suspected Criminal Behaviour

If a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Part Four: Essential for all to be aware of and for leaders to have an in-depth knowledge and understanding of: Monitoring and evaluating school behaviour.

4.1 Principles of Monitoring and Evaluations

We have a clear system of data monitoring and evaluation across the Trust. These should be monitored and objectively analysed by School Leaders, and wider oversight held by the Trust Director for Vulnerable Pupils and Inclusion (DPVI). School leaders analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. This assists with reporting on behaviour culture clearly and accurately as well as identifying patterns and trends, including analysing by protected characteristics.

4.2 Monitoring Expectations

See 'Regulate and Repair' sections for information and the day to day recording of incidents.

The following are monitored and evaluated **termly** by Headteachers and the Trust DPVI as part of the **Vulnerable Pupil Dashboard**:
- Serious Breaches of this policy (Section 2.4), also includes 'Green' HSB
- Internal Suspension
- Suspensions
- Exclusions
- Managed Moves/ Off sight Direction
- Incidents of Searching or screening
- Removal from classroom and / or ANY Incidents where Team Teach has been needed
- Pupils who have been Electively Home Educated
- Pupils accessing Alternative provision
- Pupils on a Part Time, timetable (See Attendance and Absence in Term Time Policy)

- ❑ Attendance data (see Attendance and Absence in Term Time Policy for more detail on data evaluations) is evaluated by Headteachers and the Trust DPVI **half termly**.

From this, the Director of Vulnerable Pupils and Inclusion will evaluate the effectiveness of provision and policy. From this, feedback, challenge and the sharing of best practice will take place regularly with Headteachers. Rapid support will be put in place where this is identified as a need.

These are reported on a termly basis to the Trust Education, Inclusion and Standards Committee

There are also annual Parent, Pupil and Staff survey which explore school behaviour and the impact of this policy.

4.2 Policy Oversight

This Policy is reviewed and updated at least annually as well as, when linked statutory DFE guidance is updated.

Annex 1 Zones of Regulation: Safe, Tricky and Unsafe Behaviour

This sets out examples of behaviours and responses in each zone.
Schools may wish to add further examples to their own, to support staff.

Annex 2: Zones of Regulation Poster for children

| Blue Zone | Green Zone | Yellow Zone | Red Zone |

Annex 3: PACE cards

P – Playfulness

- "Can we turn this into a challenge? Let's see how quickly we can focus!"
- "Wow, I can see how focused …….. is! I wonder who else is ready to show their best focus?"
- "I love the way that….."

A – Acceptance

- "I can see you're feeling a bit distracted. That's okay—let's figure it out together."
- "It's hard to focus sometimes, isn't it? I get that."
- "I understand you're frustrated right now. Let's talk about what's going on."

C– Curiosity

- "I wonder what was happening for you when you…
- "What were you thinking about when you…."
- "How did this make you feel?"
- "How did this make other people feel?"

E – Empathy

- "I know this is tough for you, and I'm here to help."
- "It sounds like you're feeling frustrated. How can I support you?"
- "What should we do to put things right?"
- "How can we do things differently in the future?"

Annex 4: '4 phases' poster overview
Behaviour guide for lunchtime.pdf

Protect

This phase includes the **systems and structures** we already have in place to create a predictable and safe school environment. Key elements include:

- **Whole school expectations**: A shared understanding of behaviour and a culture where everyone belongs.
- **Consistent routines and signals**: Regular routines, such as lining up quietly, and visual cues like the stop sign, help maintain order and predictability across the school.
- **Positive school culture**: Ensuring all children feel safe, included, and part of the school community.

Relate

The Relate phase emphasises building strong relationships with pupils, ensuring they feel understood and supported. Relationships are key to positive behaviour management, and the PACE approach should guide staff in all interactions with children:

- Invest time in relationships: Know your pupils' individual needs, triggers, and strengths.
- Use PACE: Maintain an open, curious, and empathetic approach when addressing issues, showing children that their feelings are acknowledged and understood.

Regulate

In the **Regulate** phase, staff help children stay calm, focused, and safe. This is crucial in preventing escalation and managing low-level disruption effectively. The **Stop, Choose,**

Reflect, Repair model will guide teachers in supporting regulation:

- **Stop**: Use a visual (look) or verbal cue, like the stop sign, to signal the child to pause.
- **Choice**: Give the child an opportunity to make a better choice and **clarify understanding of expectations**, e.g., "We are working independently now. Would you like to continue with your task or move to a reflection space to complete your work?"
- **Reflect**: This can be focus time for children within the classroom/in a different space in the classroom/in a regulation zone/with a member of SLT.
- **Repair**: After the incident, support the child in repairing the situation, whether that's through a verbal apology, fixing what was disrupted, or having a restorative conversation:
  - ☐ I wonder what were you thinking at the time?
  - ☐ How did this make you feel?
  - ☐ How did this make other people feel?
  - ☐ What should we do to put things right again?
  - ☐ How can we do things differently in the future?

Repair

After any behavioural incident, it's important to take the time to **repair the relationship** with the child. This phase focuses on restoring trust and ensuring the child feels supported. This might involve a restorative conversation where the child reflects on their actions and plans for how to handle future situations differently.

Example: Argument on the playground

Situation: Two children have been arguing on the playground and one child has pushed the other.

1. Stop:
Calmly stop the situation and help both children pause before things escalate further.

(neutral tone, calm):
"Let's stop here for a second, everyone. We need to take a break."

- **Playfulness**: Lighten the moment to reduce tension.
  Teacher (lightheartedly):
  "Okay, let's all take a deep breath—who can do the biggest, calmest superhero breath?"

2. Choice (Clarify expectations):
Set clear expectations for the children by highlighting the desired behaviour and offering them a choice for how to proceed.

- **Acceptance**: Acknowledge their feelings without judgment.
  Adult:
  "I can see you're both upset. It's okay to feel angry sometimes, but pushing isn't the way we handle it."

Annex 5: Robyn Repair Questions

Robyn Repair

You will find a selection of questions below to use in your repair discussion.
Five questions are enough, foundation children will only manage two or three questions-
you know our children, so go with their need and what they can manage.
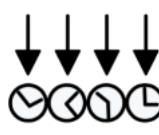
1. I wonder what happened?
2. I wonder what were you thinking at the time?
3. I wonder what have you thought since?
4. How did this make people feel?
5. I wonder who has been affected. (who else was there?)
6. How have they been affected? (how does.... feel?)
7. What should we do to put things right again? (How can we Robyn Repair this?)
8. How can we do things differently in the future? (What Charlie Choice could be made next time? What would Danni Driver say?)
9. Take your time with these meetings to give it the value you need.

<u>Steps to use</u>

1. Try to help the child to imagine it differently (Dani Driver). Recall the useful purpose of e.g. shock (safe space or person), anger (feeling like you're going to lose something really important to you), guilt (being able to learn a useful lesson for next time), denial (knowing you can't quite face the truth or reality yet), bargaining (aggressive, passive or assertive).

2. Scaling with them- on a scale of 1-5 how angry/other emotion were you?

3. Offer a pause and some support if the child is not ready to talk at that point.

Annex 6: Reflection Menu

modelling	understanding	routines	instructions	working walls
clear desk		Check In		zones of regulation
seating position				turn to your partner
manipulatives	word mats	Learning Loop	manageable steps	prior learning
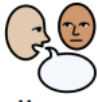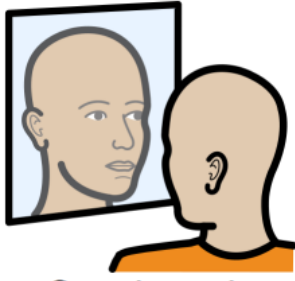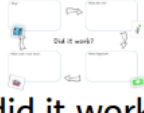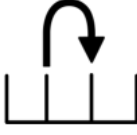
movement break	timer	sensory activity	change partner	move seat
clear desk		Focus Time		help understanding
zones of regulation				talk to someone
mindfulness	snack or drink	In, Out, Up	take a moment	Thinking time
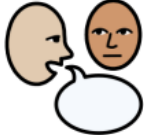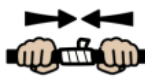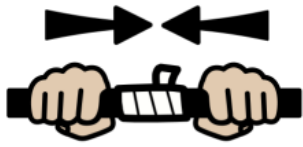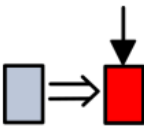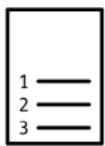
move away	calm space	breathing exercises	follow the Class Charter	talk to a different adult
focus on learning	Reflection Time (teacher lead)			quiet time
make a plan				did it work loop
recap event	now and next	movement	move seats	zones of regulation
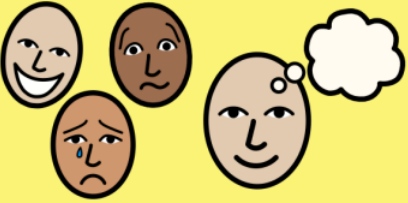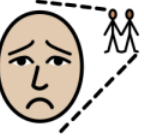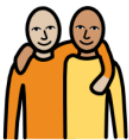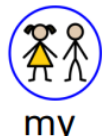
say sorry	make a change	write a letter	fix something	tidy up
talk to someone	Repair			clean something
something else				have a hug
consequence	have thinking time	ask for help	make a plan	finish my work
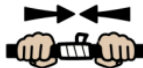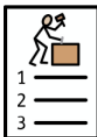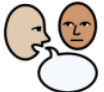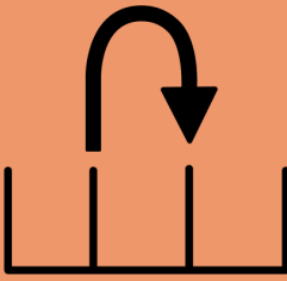
broke something	scribbled on something	hurt an adult	hurt a child	being unsafe
Didn't listen to the teacher	**?** **What happened?**			Not being respectful
feel cross but don't know why				being loud
using bad words	threw something	ran away	tore up my work	something different

worried	fidgety	confused	angry	sad
annoyed	**What were you thinking or feeling?**			silly
scared				embarrassed
nervous	bored	furious	lonely	something else

Who has been affected?

me	a friend	a teacher	my class	my mum
my dad				other children
my family				my sister/brother
people in the community	animals	everyone	another adult	someone else

What needs to happen to make things better?

make a card	write a letter	talk to someone	say sorry	fix something
have thinking time				tidy up
make a change				clean something
Ask an adult for help	make a plan	finish my work	have a hug	something else

|				
sad	sorry	guilty	annoyed	embarrassed
worried	**How do you feel now?**			nervous
hungry				tired
unsure	calm	better	okay	something different

move away	ask for some quiet time	go to my calm space	ask for help	get a fiddle toy
tell someone how I feel	**Next time I will**			count to 10
play with someone else				Breathing exercises
Talk to someone	listen carefully	Follow the rules	Explain how I am feeling	be respectful
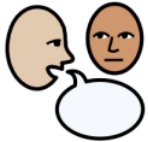
|				
talk to you	give you some time	hug	explain the work	talk about home
Sit quietly with you	**? Is there anything I can do to help you?**			talk about schools
Talk to someone else				bring a friend out
fiddle toy	snack	weighted blanket	Mindfulness	help to fix this
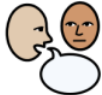
Annex 8 - Responding to Harmful Sexual Behaviour

All HSB **MUST** have a response (a learning point) and the Brookes Traffic Tool will be used, along with Annex 1 of the Safeguarding Policy.

Process:

Identify:
What is the behaviour?

1. When a concern is raised, use the Tool to begin to **identify** and codify the behaviour:
- Age Group, Colour, Bullet point number and the description from the bullet point.

Understand:
What is the behaviour communicating?

2. If believed to be a green behaviour and teacher feels confident to do so, use TED to begin to **understand** the reasons for the behaviour.
- **Understanding:** Explain this using Tool to support with language.

Respond
What response will meet the child or young person's needs?

3. If the behaviour is green, and the teacher feels confident doing so, **respond** by empowering the child, relating to the RHE curriculum where possible, to keep themselves safe.
- **Respond:** Teaching about personal boundaries and privacy.

Recording and information sharing

All incidents or behaviour of HSB **MUST** be recorded in Cpoms using the above categories and headings. Parents should be informed, any concerns regarding this, should be discussed with the DSL or senior member of staff.

If Amber or Red, report to DSL to support/ lead.

If Red, Head to inform Director for Vulnerable Pupils and Inclusion and use Safeguarding Annex 1 to identify e.g. sexual assault. This will determine the next steps which may include: Communicating with **all** parents involved - face to face, liaising /referrals to Social Care, keeping pupils safe, risk assessments and police referrals, supporting and debriefing staff involved.

Monitoring and analysis

All incidents (even green) should be reported on CPoms:
- Identification Coding
- Understanding Context
- Response (even if this is still in process e.g. referral still awaiting response)

This is vital as it will enable clear analysis and monitoring of cases both on school and across the Trust. Schools will be asked for the number of Green, Amber and Red cases each term.

Upon an Ofsted inspection, schools **MUST** have full analysis of all cases inspector ready by 8am on the first day of inspection.

Annex 9: Suspension Reintegration Meeting Proforma

Pupil Name and Year Group	
Behaviour category for Suspension (as stated in parent letter)	
Date of suspension (include which days of week)	
Actions by the school to support pupil reintegrating back into their class and school community.	
Actions and feedback from the pupil (as appropriate)	
Actions by the parent to support pupil reintegrating back into their class and school community.	
Parent name, date and signature	
Staff name, date and signature	