Inspire Education Trust

Together we achieve, individually we grow

Relational Behaviour Policy

Policy Date: 01/09/2024

Review Date: 01/09/2026

Document History

Version	Status		Date	Author	Summary Changes
V1			Sept 23	G Bowser	Full revision of previous Behaviour Policy
V2a			Sept 24	G Bowser	No changes required – new policy being trialled in each school in Year 1
V2b			Sept 24	G Bowser	Inclusion of the word 'banned' to clarify the term 'prohibited' and position of list in the policy added to the contents page Mobile phones section added to Section 2 (based on Feb 24 DfE guidance) – page 8
V3			Oct 24	K Grainger	Updated information on page 8 re: smart glasses

Contents

Section 1 – Why we do what we do

Why attempt to crush behaviours with punishment when you can grow better ones with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.
(Paul Dix - "When the Adult Changes Everything Changes")

Policy Aims
This policy aims to:
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of Inspire Education Trust (IET) and the individual academies that are part of that family
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a trauma informed, relational approach, that is applied consistently to all pupils and yet reflects the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Policy Objectives:
- To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- To build a community which values kindness and empathy for others.
- To provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

The approach:
We believe that a trauma informed, relational approach is the foundation of resilience and life-long learning.

The rationale:
At Inspire Education Trust, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential. When children experience safety in their relationships they open up to new learning; it is therefore vital that wellbeing is placed at the foundation of our school offer.

We recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.
Guided by the Thrive Approach, we will focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach by truly hearing and responding to our children's voices, in order to create and foster a safe and happy environment where all feel secure and respected.

Being Trauma Informed:

Inspire Education Trust s is committed to ensuring that all develop a Trauma and Mental Health Informed Approach which will protect our school community members – staff, children and parents – alike. There is a strong body of research on the impact of Adverse Childhood Experiences (ACEs) have on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build a school network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult and recurrent events that may occur

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

Inspire Education Trust has embraced a wide definition Adverse Childhood Experiences (ACEs) encompassed by any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Day-to-day exposure to events such as divorce, loss of a loved one, physical or mental illness within the family, preparing for an exam or moving to a new house can be experienced as traumatic.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Create a culture of exceptionally good behaviour for life-long learning through a positive and safe school climate.

- Provide a nurturing environment, using PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to foster appropriate behaviour.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions through explicit curriculum experiences.
- Ensure all staff have high expectations and maintain agreed boundaries at all times.
- Provide pupils with excellent role models.
- Create a school atmosphere which is consistent safe and caring.

Legislation, statutory requirements and statutory guidance
This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

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

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

Definitions

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork where the child's decision is based on defiance rather than understanding or a social / emotional concern
- Poor attitude

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Physical attacks on staff members where the child is not at a point of crisis
- Any form of bullying
- Sexual violence and / or harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Swearing. racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited (banned) items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying *(also see IET Anti-bullying policy)*

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Type of bullying	Definition
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Mobile Phones

Personal mobile phones and other smart technology with similar functionality are prohibited for pupil use during the school day. Some children are permitted by parents to bring a mobile phone to school for use to and from the school site. Where this is the case, children must hand their phone to the class teacher (or other appropriate staff member) during the day and it will be returned to them at home time. If children are found to have a mobile phone (or similar technology) at an unauthorised time, it will be confiscated and returned only to a parent or carer.

Any children with a medical or pastoral condition whose personal intervention plan requires contact with families during the school day, will be supported to do so using school phone lines.

Smart Glasses, such as Ray-Ban Meta, OhO Smart glasses, JLab glass, OOAVR, CatWQ, etc (this list is not exhaustive) are prohibited on site by all persons as they prove to be a significant safeguarding and GDPR risk to the school community. This includes Smart Glasses with prescription lenses or sunglass lenses. Any Smart Glasses brought onto site will be confiscated and only returned to a parent/carer.

Section 2 – How we do what we do

Specific Roles and responsibilities

The Directors / Local Governing Committee

The governing committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The LGC supports the Headteacher in ensuring all adults are adhering to the policy.

The headteacher

The headteacher is responsible for:
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure the recommended ways of working, rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data relating to behaviour logged onto CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The leadership team

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

The member of staff who has the strongest relationship with the child is best suited to address the behavioural incident.

Leaders will:
- Meet and greet children at the beginning of the day on the gate and / or building entrances
- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE and VRFs in their interactions
- Regularly share good practice
- Support staff in managing children with more complex distressed behaviours
- Regularly review provision for children who fall beyond the range of written policies

Teachers and staff

Staff are responsible for:
- Creating a calm and safe environment for pupils
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.
- Build relationships through the use of VRFs, PACE, meet and greet and check ins.
- Adopting an attitude and culture of *'botheredness'* – the daily acts of care and genuine interest in children's lives that matter.
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms.
- Planning lessons that engage, challenge and meet the needs of all children.
- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seeking both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always reminding children about the expectations.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly on CPOMs

- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us

Parents and carers

Parents and carers, where possible, should:
- Get to know the school's relational behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Ensure that school attendance doesn't negatively impact their child's ability to cope
- Take part in the life of the school and its culture

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

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines – (Ready, Respectful & Safe)
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Managing behaviour relationally: The Thrive Approach *(see also supporting Toolkit)*

At Inspire Education Trust, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring back to their Thrive action plans, EHCPs etc.
2. We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
3. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
4. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.

5. We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
6. We keep in mind that we are the adults and the children are still growing, learning and developing. Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our pupils to make appropriate choices.
7. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management. We will achieve this through teaching around The Zones of Regulation.
8. In developing emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.
9. Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and all other school staff must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.
10. In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff in which the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained.

A relational behaviour policy is based on the knowledge that behaviour is a communication of unmet need.

Through the rupture – repair cycle, we provide children with the opportunity to learn from their mistakes.
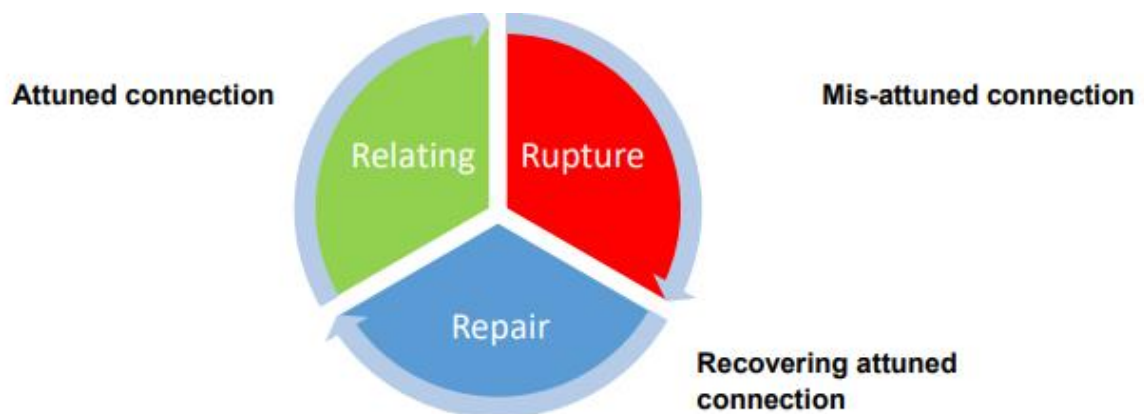
As adults working with children, we recognise that we are in a privileged position of power and influence:

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture, or an instrument of inspiration I can humiliate or humour, hurt or heal. In all situations, it is my response that decides, whether a crisis will be escalated or de-escalated and a child humanised or de-humanised.
(Haim Ginott - "The Learner's Dimension")

In order to ensure the policy is easy to remember and therefore can be implemented consistently, we have adopted the 'rule of three'.

How our staff behave:	• Positively • Calmly • Consistently
All members of the school family will show respect for:	• Themselves • Other people • The school environment
All staff, every day:	• Will promote a positive culture • PIP and RIP (Praise in Public and Remind in Private) • Provide early intervention to support children's behaviour (see step process
Middle Leaders:	• Will meet and greet, walk around and be visible in their phase • Will go into lessons to catch children being positive • Will ensure restorative conversations take place

Senior Leaders:	• Will meet and greet around the school on a daily basis • Be visible at transition times • Engage in learning time and wellbeing walks to see positive behaviours, provide support and coach and model expectations
Our key ways to recognise behaviour that is 'over and above':	• Postcards and letters homes – these may be linked to the Academy Values • Star of the Week / weekly merit awards • Visible recognition mechanism in every classroom – recognition boards
Support Beyond the Classroom: (to be used for change of face or to support the restorative conversation.)	• Same year group team member or another year group team member • Wellbeing / pastoral team • SLT
Alternatives to Exclusion:	• Meeting with child, parents and school staff to agree outcomes and reflect on difficulties and successes • Assigning a mentor to the child to offer support and a positive role model • Positive School Community payback i.e. helping with an afterschool/lunch club; support for other children

Three Rules for School

Ready, Respectful and Safe are the three rules that underpin the behaviour we expect to see in school from all staff and children. (Paul Dix – When the Adults Change, Everything Changes 2017) When discussing behaviour, we expect hear the language of Ready, Respectful, Safe being used by children and staff. In the classroom, teachers will work with children to develop 'charters' which exemplify 'Ready, Respectful and Safe' so that everyone fully understands the expectations.

Consistency in Practice

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority. Thrive is not an intervention, but a way of being. As such, when children attend a pastoral or social/emotional intervention to support their Thrive profile action plan staff should not use the language 'going to Thrive', and instead either name the Academy's own nurture support base or pastoral team member who may be leading the piece of work.

Recognition and rewards for effort

The best form of behaviour intervention acknowledges and enhances the positive.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach. We promote a growth mindset when using praise by rewarding the process of learning; through interactions that identify the key skills and attributes that lead to intrinsic motivation, resilience and life-long learning. We will reward those children who demonstrate positive behaviours in and around school through verbal praise, stickers, house / dojo points and certificates. We use postcards home that link to agreed school values to frame behaviours that are over and above expectation as well, as the use of recognition mechanisms in each classroom.

Classroom/teaching space

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms i.e. *"Show me your listening ears."* It is vital that knowledge of the child's social and emotional development is taken into account. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We recognise that the following steps are appropriate for children who are at '*thinking*' or above. All children must be given time in between steps to make good choices. It is not possible to leap or accelerate steps for repeated low-level disruption. i.e. jump steps.

Step	Action
1. Attunement	Read the room and redirect using PACE, VRFs and small act of kindness.
2. Reminder	Use whole class reminders of expectations to re-engage pupils. A reminder of classroom / school expectations delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things contained at this stage.
3. The 30 second script	A clear conversation delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.
4. Time in	If a child reaches this stage, they are beginning to dysregulate. Child will have a 'time in' for regulation – in a space within the classroom. Allow them to use the calm box / Zones of Regulation stations until an adult can speak to the child privately as a co-regulator. Use WIN – I am wondering, imagining, noticing. Reset expectations. If this is at playtime, the child should have 'time in' by standing with the adult.
5. Restorative conversation at the wellbeing base	At this point the child will be referred a wellbeing base at lunch time for a restorative conversation. This step must be recorded on CPOMS.
6. Repair	A restorative conversation should take place before the next lesson where possible but as soon as possible. It is important that the reparation is with the member of staff and/or child involved in the incident, in order to complete the rupture – repair cycle.
7. Formal meeting and monitoring	A meeting with the teacher, child, parent and a member of the SLT, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks. There is a set format for this (see supporting Toolkit)
8. Personalised social and emotional support plan	This Plan aims to help a child to improve their social, emotional and behavioural skills. The plan will identify precise and specific targets for the child to work towards and should include the teacher, child, parents and a member of the SLT in the drafting process. There is a set format for this (see supporting Toolkit).

Steps 1 and 2 - PIP 'N' RIP

Praise in Public and Remind in Private Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children classroom / teaching space / lunch room delivered privately to the child. The teacher / staff member makes them aware of their behaviour through use of PACE and VRFs *(see supporting Toolkit).*

Step 3 - The 30 second script (get to the child's level):

The script then involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with (state the behaviour you see in order to separate the behaviour from the child.)
- I am wondering if you are feeling...
- You know we have a ready/respectful/safe rule in the classroom. It was the rule about ... (lining up/bringing toys into school/allowing others to learn) that you broke.
- Do you remember when you... (did that really kind thing for...?)
- That is who I need to see today...
- When I come back in X minutes, I want to see your wonderful.... Thank you for listening
- (Now walk away – remember to return at the given time!)

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

Step 4 - Time In

- The child will be asked to go to the 'wellbeing space' in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- The teacher will have a chance to speak to the child away from the class.
- Boundaries are reset.
- Child is asked to reflect on their next step. Again they are reminded of their previous positive behaviour for learning.
- Child is given a final opportunity to re-engage with the learning / follow instructions. The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If a second adult is available, they may choose to take the child for a walk to follow these steps.

Step 5 – Attending the wellbeing base

Child to attend the wellbeing base at lunch time. If the step above is unsuccessful, or if a child refuses to go take a time in within the classroom, then the child will attend the wellbeing base at lunchtime. Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not – feels secure to ask for another member of staff to step in. A phone call home will be made to inform the parents

Step 6 - Restorative Conversations

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
(Maya Angelou, 2015)

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. Offer a postponement and some support if the child is not ready to speak: *'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'* It is important that the reparation takes place with the member of staff involved in the incident, in order to complete the rupture – repair cycle. If a child is dysregulating regularly, then they will have an individualised plan. Strategies that help a child to regulate vary according to the child, in order to meet their individual needs.

Shining a light on the behaviour using a restorative approach.

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions can will allow learning to take place:
1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets/using a sand tray.)
2. Tell me if I'm wrong but I'm wondering if you felt a bit..............angry/frightened/scared etc.
3. I imagine that is really difficult to have those big feelings.... but it's not ok to .....and I can help you with that....
4. How do you think....is feeling?
5. How can we repair it?
6. Imagine if there were... (a way of putting it right/things you could do differently). What would they be?
7. The adult lends the child their thinking brain to problem solve and find an appropriate solution. Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents/events that are not relevant) and plan the conclusion. Use WIN (wondering, imagining, noticing.)

All staff will take responsibility for leading restorative conversations, the Pastoral / Wellbeing Team, Middle Leaders and SLT will support when requested.

Step 7 - Formal Meeting and Monitoring
Where a child continues to struggle with showing improved behaviours in school we will put in place further support structures to ensure they can improve – this will be a holistic approach by putting in wellbeing interventions alongside monitoring. Decisions to place children on any formalised behaviour monitoring should be taken by the class teacher in the first instance in collaboration with parents and a member of SLT. The extent of the monitoring should be subjective depending on the individual child.

Daily Positive Reporting

This will look to address persistent low-level disruption by praising the positive aspects of a child's behaviour in lessons, providing them with immediate target setting at the end of each day for the following day. This will look to improve the child's behaviour within two weeks. At the end of two weeks a decision will be made by all involved parties as to the best course of action.

Could be prompted by:	Persistent low level disruption to learning, or three or more moves to 'time-in' within a half term.
Maximum time frame:	Two weeks
Formative measure:	Individual, specific targets set by Class Teacher at the end of each day for the following day (Today, I was pleased to notice that…tomorrow…)
Maintained by:	Class Teacher with SLT notified

(See supporting Toolkit for exemplification)

Step 8 – personalised social and emotional support plan

Could be prompted by:	Failure to respond to Daily Positive Reporting, or following incidents of more serious behaviour.
Maximum time frame:	Targets to be reviewed every 4 weeks.
Formative measure:	Individual meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate).
Maintained by:	Behaviour Support/SLT

(See supporting Toolkit for exemplification)

A plan is put in place when less formal measures have not been successful in helping to improve a child's behaviour. The purpose is to promote social inclusion and help to reduce the need for fixed term or permanent exclusion. The effectiveness of the plan relies on identifying the underlying causes of the child's behaviours. The results of this mentoring session will be recommended to SLT and shared with parents as part of the plan meeting; these will then help to form the formal targets for the child's plan.

A mentor will also be assigned to the child to offer support and a positive role model. This mentor will be of the child's choosing.

A child's behaviour may deteriorate before it improves when a plan is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a plan for maximum success, especially with younger children. These formal monitoring systems ensure a child who is struggling to maintain acceptable levels of behaviour is given targeted support for a full half term before a plan is enacted. It may also be relevant to complete a Thrive behaviour assessment or a risk assessment in order to unpick the triggers for specific behaviours and ensure the safety of the child and those around him/her.

More serious Behavioural Incidents *(Also see supporting Toolkit)*

Where more serious behaviour incidents occur, we will look to deal with child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, SLT and the Wellbeing Team, utilising their knowledge of the child and their discretion. Staff receive Team Teach training to learn de-escalation techniques as our primary response. If a physical intervention is required, staff are trained to use positive handling techniques in the form of caring Cs.

Exclusion is not a decision which is taken lightly. Where possible, alternatives to exclusion will be considered in the form of positive school community payback i.e. helping with a lunch club or activity, shadowing the child's chosen mentor, alternative arrangements for unstructured times of the school day. An internal exclusion will be given where possible over a suspension. Any decision to internally exclude a child must be made in conjunction with a member of SLT. Parents will be requested to attend a meeting with a member of SLT, Class Teacher and the child to agree outcomes and reflect on difficulties and successes. Where a child is excluded, consideration should be given to the appropriate level of monitoring required when the child returns to lessons. Where a child is given a fixed term exclusion, or following a referral to outside agencies, the reports received will form the targets for their PSP.

For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). (Also see Appendix 6) In these situations, working alongside parents to agree targets (see PSP) and building in steps to success are key. External Support In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us. Agencies involved could include:

- School nurse – provides access to support the health of every child by triaging each case that is referred and referring to Child and Young People's Mental Health Service (CAMHS) – An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- Specialist Teaching Service (STS) dedicated to providing in school advice and guidance in managing the needs of a specific child.
- Referrals e.g. paediatrician , educational psychologist.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive and the needs of the child will dictate which support is required. Parents will be informed and their views and consent sought should the school refer to one of the above agencies.

Pupil transition
Inducting incoming pupils
The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Section 3 – A behaviour 'curriculum' – how we use Thrive profiles 'The Zones of Regulation' to support children to self-regulate

Using 'The Thrive Approach' to inform the curriculum *(also see supporting Toolkit)*

In Inspire Education Trust Primary Academies, all classes are Thrive screened twice annually and class teachers, supported by members of the pastoral team create a class action plan. Class profiles support teachers should be used to adapt the manner in which the wider curriculum is delivered. For example, lessons for a class when many children struggle to work collaboratively may be designed to include partner or group work with time taken to review what successful collaboration might look like as part of the key teaching points and success criteria. All classes also have a 'Thrive session' on their timetables where specific activities may take place planned against the key targets.

The Zones of Regulation *(also see supporting Toolkit)*

Self-regulation is something most humans continually work on, whether they are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place.
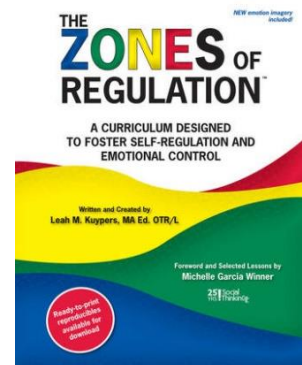
At IET the Zones of Regulation curriculum is used across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help children recognise when they are in different states, which are referred to as 'Zones'. Through planned activities children learn how to use strategies to stay in a zone or to move from one zone to another.

Although originally designed for children who struggle with self-regulation, the Zones of Regulation curriculum is recognised to be of benefit to a far wider group. Teachers and children alike, adopt the principles of Zones on a daily basis and we incorporate these into lessons and daily life. Zones forms part of the culture of our school and as such, the Zones of Regulation support our behaviour policy.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.
The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
The Blue Zone is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

Within class, the zones are visually represented and regularly referred to. The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A stop sign means stop, and when one is the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but the curriculum focuses on teaching pupils how to manage their Zone based on the environment and people around them. It is ok to have red zone feelings, but the correct 'expected' strategies need to be: help, take a breath, time out, not the red unexpected behaviours (e.g. hitting, screaming, swearing).

There are many strategies we can teach our pupils to help them self-regulate. The following are a few examples pupils should be able to select strategies from their toolbox to regulate their emotions:
- Wellbeing Checking In /coloured zones
- Breathing strategies
- Chill out area in the classroom
- Have a break
- Jump, bounce, squeeze
- Take a walk
- Social stories
- Listen to music

Section 4 – Monitoring – how we determine if this approach has a positive impact on behaviour

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the Local Governing Committee as part of the Headteacher's report. The Head of Primary Education will use school level data to compare behaviour across primary academies and present this to the Board of Directors.

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

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

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

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Head of Education Primary at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Responsibility

The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

Links with other policies

This behaviour policy is linked to the following policies

- Anti bullying policy
- Child protection and safeguarding policy
- Staff Code of Conduct
- EAL and New Arrivals Procedure - Primary
- Exclusions policy
- Inclusion Policy
- Learning Environments Policy – Primary
- Parent / Carer Links Policy – Primary
- Positive Handling Procedure

- Physical restraint policy
- Safe Touch Procedure - Primary
- Transition Procedure - Primary

Relational Behaviour Policy

Reviewed: Gill Bowser   September 2023
           Gill Bowser   June 2024

Next Review Date: September 2026

Approved by Directors: 23 October 2024

Signed:

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Lois Whitehouse   Nicky Aston
CEO   Chair of Standards