Windmill Hill Academy

Positive Relationships and Behaviour Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

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Recommended	
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Advisory Committee	Local Governing Body
Linked Documents and Policies	Anti-Bullying Policy Child on Child Abuse Policy Complaints Policy Exclusion and Pupil Movement Policy Health and Safety Policy Mental Health and Emotional Health Policy Online Safety Policy PSHE RSE Policy Restrictive Interventions Policy Safeguarding and Child Protection Policy Safe Touch Policy SEND Policy

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

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

Introduction

This policy is designed to promote a positive ethos of good behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

Windmill Hill Academy is committed to developing a Trauma and Mental Health Informed Approach which is underpinned by the UNICEF Rights of a Child.

Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

UNICEF's Rights Respecting Schools Award (RRSA)

We are a UNICEF Rights Respecting School and this policy links to the following RRSA (Rights Respecting Schools Award) human rights:

- Article 16: Every child has the right to privacy.
- Article 19: Governments must protect children from violence, abuse and being neglected by anyone who looks after them.
- Article 28: Every child has the right to an education.
- Article 29: Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.
- Article 31: Every child has the right to rest, relax, play and to take part in cultural and creative activities.

Aims and Objectives

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

This Positive Relationships and Behaviour Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice[1].

1. Consistent trauma-informed approach to behaviour management
2. Strong school leadership
3. Classroom management

[1] *Learning behaviour - the Report of the Practitioners' Group on School Behaviour and Discipline (2005)*

4. Rewards and consequences
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents/carers and other agencies
9. Managing pupil transition
10. Organisation and facilities

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

To this end, our school is committed to educational practices which **Protect, Relate, Regulate and Reflect;**

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the start of the school day and an open-door policy for informal discussions with parents/ carers. Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions). Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

Staff 'interactively repair' occasions when they themselves move into defensiveness. Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-

regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) and psycho-education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Consistency & Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims, we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, children, parents and management committee members;
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Our Positive Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach.

At Windmill Hill Academy, our values are:

- Respect and Kindness: *We learn how to learn and play together by being considerate of others' feelings, wishes and rights.*
- Honesty: *We speak the truth and act truthfully. It forms the basis of trust in our relationships with others.*
- Resilience and determination: *We promote the capacity to recover quickly from difficulties or challenge. We encourage all to be very determined and show determination despite a challenge.*
- Curiosity: *We inspire all learners to have strong desire to know or learn something and questioning their learning experiences to find out more.*

These values, as well as the UNICEF Rights of a Child, are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these by drawing attention to them daily as part of their classroom management strategies.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour *(see Anti-Bullying Policy).*

Rewards and Consequences

Recognition of positive behaviour:

When a pupil's behaviour meets the expected behaviour standard, staff will recognise it with positive recognition and reward where a pupil goes above and beyond the expected behaviour standard, as well as it being celebrated. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

In addition to a culture of regular verbal praise and appreciation, the following systems operate:

House Team points (ClassDojo points)

All pupils belong to one of four houses: Northgate (red), Southgate (blue), Castle Keep Gates (green) and Westgate (yellow). All pupils collect house team points. They are collected by each individual and are logged on ClassDojo. Pupils are given a certificate for achieving 50, 100 and 200 points. Each individual's points also contribute to the team as a whole. House team points are counted at the end of each week and a running total is displayed in the hall. At the end of each term, the team with the most house team points are rewarded with an extra activity.

We believe that the 'House' system is a positive influence with the academy for several reasons:

- Pupils are motivated to work hard and behave well to earn house team points (ClassDojos) which will contribute to the overall total for their house team.
- It brings the whole academy together by giving pupils a common goal.
- It helps with organising pupils into groups, for example, Sports Days, for PE lessons and on trips/enrichments.
- It is a fair system as the pupils are sorted ensuring that pupils with different abilities and talents are represented evenly across the houses.
- The element of competition gives many pupils further motivation to work hard and reach their full potential.
- Having the additional responsibility of working in a team towards a shared goal, helps the pupils understand the importance of learning how to work as part of a team.
- It is known that all of the above points have a positive impact on behaviour.

Celebration assembly rewards

Pupils have the opportunity to earn and be awarded with certificates and prizes during our weekly celebration assembly. This includes:

- Stars of the week: selected pupils from each class are awarded with a star of the week certificate. This is decided by a staff member from the class which link to our learning sails.
- Respect and Kindness trophies: there are three trophies (Key Stage One, Lower Key Stage Two and Upper Key Stage Two) which are awarded to pupils who have demonstrated our school value respect and kindness. This award is presented weekly.
- Positive Role Model Trophy: this trophy is awarded to a pupil on a fortnightly basis who has been a positive role model to others.
- Raffle: raffle tickets are given out at playtimes by staff members on duty, Year Six prefects and Lunchtime Supervisors who have observed positive behaviour. Three raffle tickets are randomly selected fortnightly celebration assembly and pupils can choose a prize.
- Attendance: Attendance is displayed weekly and the class with the highest attendance is rewarded with a trophy and an extra playtime.
- Visible Learner of the half term: towards the end of each half term, pupils from each class are rewarded with a certificate for demonstrating one or more of the learning sails.
- Reader, Mathematician and Writer of the half term: towards the end of each half term, one pupil from each class is rewarded with a certificate and a small prize for demonstrating progress in either Reading, Writing or Maths.
- End of year trophies: Trophies are awarded at the end of the academic year for a variety of different reasons, e.g. progress, attitude to learning etc.

Other rewards

- Stickers: pupils may also be awarded stickers in their class to celebrate success instantly.
- Celebrating success with others: they may be sent to another member of staff to celebrate success.
- Person of the week: each week, pupils in class vote for a member of their class to be 'person of the week' who has demonstrated positive behaviour and attitude to learning. This person may be granted privileges, e.g. lining up first, sitting on a special cushion etc.
- Golden table: If a child receives a certificate or trophy during our Celebration assembly, they are invited to sit on the Golden table during a lunchtime to eat their lunch.

Unacceptable behaviour or inappropriate behaviour

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. All of our staff will undergo regular Trauma Informed training and key information, including ACES and external factors, will be shared promptly with relevant staff. All of our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.
We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school, we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

It is the responsibility of all staff to consistently manage behaviour, apply consequences and carry out restorative practices.

For the purposes of this policy, the school defines 'Unacceptable behaviour or inappropriate behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork

- Poor attitude
- Failure to follow instructions
- Disrespect

Our progressive system is used to help pupils when behaviour is unacceptable or inappropriate but is designed to give pupils choices to stop and make changes. The pupils realise that there will be consequences for unacceptable or inappropriate behaviour.

Step 1: An initial warning is given. The pupil is asked to think about making the right choices and changing their behaviour.

Step 2: The pupil is given a 'Reflection' card to read and as a reminder. They are to read it again as a reminder at the start of the next play session (playtime or lunchtime).

Step 3: The pupil will complete 'Reflection' time during the next lunchtime session. This is supervised by the Senior Leadership Team and Class Teachers on a rota basis. Parents will be informed by text and Class Teachers are to give more detail if requested by a parent.

Step 4: The pupil will spend half a day in another area of the school. A member of the Senior Leadership team will contact the parents/carers to inform them.

Step 5: The pupil will spend the next day working in another area of the school and break and lunch time will also be taken separately to the other pupils. Parents/Carers will be informed and a meeting held to devise a plan for the way forward with a member of the Senior Leadership team.

At step 3 or higher, a child's behaviour is recorded and monitored via our academy online chronology, 'MyConcern'.

<u>Playtimes</u>

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

The academy has developed a range of structures to support at playtimes:

- A member of the Senior Leadership Team meets with support staff termly to review policy/practice and to offer further training as identified.
- The academy and playtime charter are displayed on playgrounds and around the school.
- Raffle tickets are given out at playtimes by Staff members on duty, Year Six Prefects and Lunchtime Supervisors who have observed positive behaviour. Three raffle tickets are randomly selected fortnightly in a Friday's celebration assembly and pupils can choose a prize.
- The work of lunch time play leaders helps pupils avoid unacceptable behaviour or inappropriate behaviour.

- On the playground there is a 'Friendship bench' where pupils who are feeling lonely can wait. All pupils are taught to approach pupils sitting on the 'Friendship bench' and ask them to join their game.
- Rights Respecting Pupil Parliament groups discuss issues which are feedback to Pupil Parliament groups/classes/whole school.

Our progressive system which is used to help pupils when behaviour is unacceptable or inappropriate also applies at playtimes and lunchtimes.

Serious unacceptable or inappropriate behaviour

This includes, but is not limited to, the following:

- Repeated breaches of the school rules
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (protected characteristics).
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- Vandalism
- Theft
- Fighting and aggression
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items
- Bullying
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Staff are to liaise with the Senior Leadership Team on how to manage this behaviour. A minimum of Step 3, depending on the severity of the behaviour, will be applied.

Suspension and permanent exclusion

The school 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.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. *Please refer to our Exclusion and Pupil Movement Policy for more information.*

Special Educational Needs and Disabilities (SEND)

Windmill Hill Academy will ensure that the specific needs of pupils with special educational needs and disabilities (SEND) are taken into account when dealing with issues arising from behaviour incidents. We are fully aware of relevant legal duties to make 'reasonable adjustments' to practice and policy for children with disabilities, under the Equality Act to ensure discipline procedures do not discriminate against pupils who may have a condition that impacts upon their behaviour.

Teachers will seek to identify the underlying cause of the behaviour and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening, and ensures that pupils who are displaying challenging behaviour because of an underlying disability or SEND are not discriminated against.

Behaviour Strategies and the Teaching of Good Behaviour

It is recognised that good behaviour needs to be modelled and taught. We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by Hughes, in order to support a child's social engagement system. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Teacher or teaching assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room

When behaviour becomes challenging, TIS de-escalation strategies are first put into place where and whenever possible. In certain situations, where either the child is in danger or they are putting others in danger, then it may be appropriate to use positive handling (Team Teach). Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and only done if other strategies have failed. De-escalation is always preferable where this is possible (see Restrictive Interventions Policy). When pupils have been restrained, it is vital that accurate records are kept on a De-escalation log, that parents are informed and that staff involved are debriefed by the Team Teach Co-ordinator or Headteacher.

Individual Behaviour Plans (IBPs)

Some pupils may require additional personalised support to help them meet the school's behaviour expectations. An Individual Behaviour Plan (IBP) will be considered for:

- Pupils with identified or emerging SEND whose needs significantly impact their behaviour.
- Pupils receiving a **Step 3 consequence** or higher on a regular basis despite universal and targeted behaviour support.
- Pupils whose behaviour is resulting in repeated disruption to their own learning or the learning of others.
- Pupils returning from suspension or following a significant behaviour incident.
- Pupils identified through behaviour monitoring as requiring a more individualised approach.

The Individual Behaviour Plan will be written by the class teacher using the school template provided by the SENCo. The class teacher will work alongside the SENCo and any other relevant professionals to identify appropriate targets, strategies and support.
Once drafted, the plan will be shared and discussed with parents/carers during a meeting with the child's class teacher. The plan will only be implemented once all parties have had the opportunity to contribute and agree the strategies and targets. A copy of the plan will be provided to parents/carers.
To ensure consistency, the IBP must be shared with all relevant staff working with the pupil, including teaching assistants, lunchtime supervisors, wraparound staff and any other adults who regularly support the child.

Confiscation of inappropriate items

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives and extreme or child pornography **must** always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Behaviour outside school premises

As a school, we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff. Regulation must be reasonable and is as follows:

- consequences can be imposed when a pupil is on the school site or otherwise under the lawful control or charge of a member of staff.
- consequences can be imposed when a pupil is on a school trip or being transported - in these circumstances the pupil may have to wait until they are back in school for the consequence.
- cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour.
- where the behaviour took place.
- the extent to which our school's reputation has been affected.
- the extent to which the behaviour would have an impact on the orderly running of our school.
- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion).

Staff Development and Support

The induction of new staff includes an introduction to our Positive Relationships and Behaviour Policy. Staff meeting and class briefings enable relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, performance management and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner.

Pupil support systems

Pupils are expected to adhere to the agreed school expectations and strive to meet and reflect on their personalised behaviour targets. They are always able to request a meeting with a member of staff that they feel comfortable with and more general concerns or suggestions can be voiced through social times such as shared play.

If a pupil makes a complaint or allegation against a member of staff, the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff

to show that he/she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force *(see Complaints Procedure and/or Allegations against Staff documentation).*

Liaison with parents/carers and other agencies

Parental support for our Relationships and Behaviour Policy, and the encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour.

Parents/carers are encouraged to contact our school whenever they need to with any concerns they may have, and are encouraged to be proactive in sharing and solving problems as they arise.

Managing pupil transition

Changing school is often a time of increased anxiety for pupils and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

Organisation and facilities

Teachers establish strong routines both in their classrooms and across our school which help greatly to establish the smooth running of the school.
Due to individual needs of the pupils, there may be times when a pupil may not be managing within a group and require a period of reflection. This may be done using a quiet space or room. In these situations, children are monitored at all times by an adult and used for no longer than is necessary. This time should be used as constructively as possible and children are supported in getting back into class.

Monitoring & Review

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the Senior Leadership Team and a three year cycle by the Local Governing Body.