



Supportive Relationships and Behaviour Policy

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Policy statement

Our core beliefs are that everybody has:

- The right to be respected
- The right to be safe
- The right to learn

At Tregolls Academy, we believe that relationships are the key to ensuring a safe, supportive and engaging learning environment. They are the heart of our behaviour approach. Positive relationships allow us to set secure boundaries and high expectations for our children. We are a Trauma Informed School and believe that behaviour is form of communication. We understand that children have different life experiences; some of these experiences may impact negatively on their ability to regulate their behaviour and operate as part of the school community. This may require more personalised support, but our core values remain the same. We connect with children before we correct by responding to the emotion first and the concerning behaviour. Fundamental to our behaviour policy is the assertion that 'all emotions are acceptable, but not all behaviours are acceptable'. We support children in developing their emotional literacy from nursery upwards so they can communicate their needs in positive ways.

Parents and carers are integral part of our school community and play a vital role in supporting, modelling and reinforcing our expectations. We work in partnership to ensure inform and consult with parents and carers in order to support acceptable behaviour both in school and the home.

At Tregolls Academy, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding good behaviour, effort and progress. We understand the importance of 'feeling safe' in prompting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

Policy Aim and Purpose

Aim of the policy

- To create a culture of exceptionally good behaviour for learning, for community, for life.
- To ensure all children are treated fairly and always give and receive respect.
- To explain our expectations for the whole school community.

It is recognised that for some pupils, variance on the procedures outlined in this policy will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; approaches can be discussed with the SENDCo and SLT.

Purpose of the policy

To provide simple, practical procedures for staff and children that:

- recognise behavioural expectations
- positively reinforces behavioural expectations
- promote self-esteem and self-discipline
- teach appropriate behaviour through positive intervention

School Systems and Social Norms

At Tregolls Academy, we believe that the key to a sustainable approach to behaviour is to develop a **consistency** that ripples through every interaction in school. Rules and routines are vital to achieving consistency. We believe that the mundane details are important and that by placing importance on the mundane details of routines and expectations we can:

- maximise teaching and learning time by reducing need for repeated instructions
- reduce rule breaking
- help to build good habits for learning and reduce bad ones
- provide the structure that may be absent in other aspects of children's lives
- minimise and eradicate bullying
- spot signs of distress more readily
- create calm learning environments that minimise stress and triggers for behaviour or trauma
- make space for sublime teaching
- support character development

‘Teaching effectively is a combination of the sublime and the mundane’

Doug Lemov, author of *Teach Like a Champion*

Positive Relationships

In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a positive sense of self. We believe the best way to support a child is to build a connection with a staff member. For most children this can be achieved by a simple acknowledgement of the child and the child knowing you have them in mind, care about them and what they are doing. Staff need to be consistent and fair with children (whilst accounting for individual needs) and children should know that the staff member is in control at all times so that they feel safe. Staff should be approachable and there to help. If staff find they are struggling with an individual or group of children they should seek support to make a positive change.

We promote and model positive, nurturing relationships. Children's interactions with adults from the moment they step into the building are positive, respectful and ensure the child feels that they matter. Children who feel valued are much less likely to display inappropriate behaviours.

We develop positive relationships by:

- greeting every child positively in the morning and ensuring we end the day on a positive note
- disapproving of the behaviour, never the child
- getting to know each child individually
- being consistent with children and explaining the reason for consequences
- taking time to check-in with children who may be distrustful of adults or struggle to have a positive view of themselves
- building a shared understanding of expectations and responsibilities.

Learning Environments

Adults play a large role in setting the tone of the classroom through the language and behaviours they model. Staff speak in appropriate tones of voice and volume within the classroom. A usual tone would be calm and warm but a firmer tone may be used when appropriate so that children and young people see appropriate firmness being modelled. Behaviours that are expected within the classroom are explicitly named and demonstrated by staff. The language used by the teachers in the classroom suits the developmental needs of the children and young people. Instructions are broken down and understanding is checked by staff members. All staff use communication friendly strategies when instructing, questioning, or explaining to children.

Classrooms are well-organised to support with behaviour. Furniture and seating arrangements, access to resources and classroom displays all have a bearing on the way pupils behave. Displays should be purposeful to support with learning as well as reflect the children in the class so their contributions feel valued. Visual timetables are displayed and used in every classroom.

There is a high level of pupil voice in the classroom. All contributions are valued and acknowledged. Feedback from children is used to personalise our classroom environment and to ensure the environment meets the needs of all children.

Learning

Learning tasks can be a trigger for inappropriate behaviours. Lessons are planned to be engaging and appropriately pitched based on thorough assessment. Careful thought is given to adapting lessons so that all children can access the learning. All learners are challenged to ensure that they remain engaged with their learning. However, it is understood that excessively challenging work can cause children anxiety or concern which impacts on behaviour. Adults mitigate this by providing a safe base for learners and building up their resilience to challenging work by:

- Achieving success in manageable tasks first
- Breaking the work down into smaller chunks
- Giving children breaks to aid focus and concentration
- Using appropriate scaffolds
- Giving feedback to children on how they were able to succeed

Consistent rules, expectations and routines

Our Values

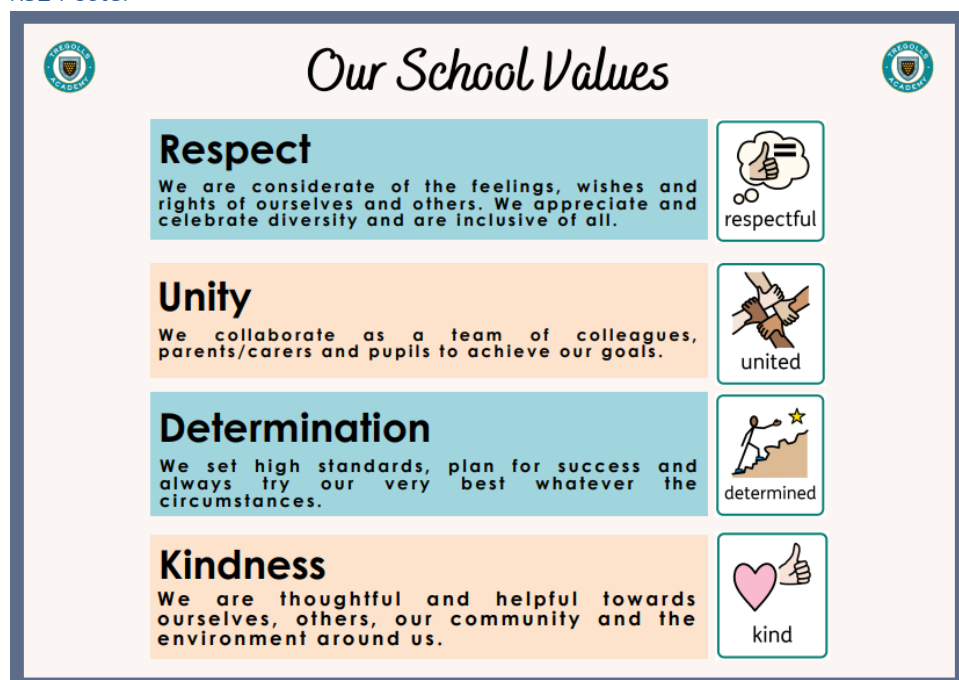
At Tregolls Academy our values of **determination, kindness, respect and unity** define our school rules and guide our behaviours.

We use these values to guide our interactions and talk to children about their actions. From Nursery to Year 6, these themes are discussed through PSHE lessons and assemblies throughout the year, and in day-to-day teaching. We expect staff, parents/carers and visitors will model these values at all times.

Poster displayed around school and every classroom help us to remember our values.

EYFS and KS1 Poster





Classroom Rules based on Values

From our values, each class create their own rules and class charter. This is set at the beginning of the academic year in line with our Jigsaw PSHE curriculum and revisited regularly. The class charter and values posters are displayed at the front of every classroom.

Examples of behaviours and classroom rules linked to each value:

Determination	Kindness
<ul style="list-style-type: none"> Trying our best in all subjects Have a go at something we find challenging To keep on improving Asking for help when we need it Using the 5 Bs to support our learning (brain, book, board, buddy, boss!) Crating high quality, neat pieces of work / outcomes 	<ul style="list-style-type: none"> Showing kindness and care for others Using kind words towards ourselves and others Using kind hands and feet Holding doors open for other people Helping people Listening to others Treating others as we would like to be treated
Respect	Unity
<ul style="list-style-type: none"> Listening to others and instructions Understanding that some people may have different ideas Taking care of ourselves and our bodies Wearing school uniform and school PE kit Taking care of our resources and property 	<ul style="list-style-type: none"> Helping others Working as a team Listening to others and sharing ideas Taking part in whole class and school events and projects Recognising our strengths and the strengths of others

Relentless Routines

Relentless Routines are clear expectations that guide everyday simple interactions and activities. They are used in lessons, walking around the school and in assemblies. Relentless routines include:

- Wonderful Walking
- Marvellous Manners
- Lovely Lining-Up
- Legendary Listening

These are displayed in communicate friendly format throughout school:



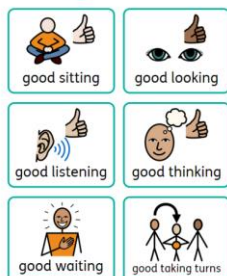
These are some of the ways that we show **respect** around our school



Relentless Routines extend into the classroom. In EYFS and KS1:



How we show **respect for learning** on the carpet



How we show **respect for learning** at our tables



And built upon in KS2:



How we show **respect for learning** during teaching time



Point-to-Point

We move around our school safely and with consideration for others. From entering the building at the beginning of the day, staff lead their class in a line through the school building. Teachers stop at regular intervals, or points, to check the class are together and moving respectfully. Staff model how to move around the building quietly and carefully so as to remain safe and not disturb other learners.

Habits of Discussion

At Tregolls Academy, each class has a clear expectation for listening and sharing ideas/discussions in the classroom. We believe this helps children to focus, and develop listening and conversation skills. We encourage children to:

1. Look at the person speaking (when possible) to demonstrate listening and respect
2. Track the speaker (KS2)
3. Magnet eyes (KS1)
 - Hands down when someone else is talking
 - Track the person talking
 - Not to be speak while someone is talking
 - Use different sentence stems to respond in discussions

Cold-Calling

To encourage participation from all pupils, at times, staff use a random approach to selecting children to answer questions. This encourages children to listen and be alert to the conversation. Pupils are taught to respond appropriately, or be unashamed to say they're unsure or to ask for help if necessary. Hands-up or Thinking Thumb responses are also used at the teachers discretion. It is important to us that no pupils 'opt-out' from engaging with learning.

123 Transitions

To support quick and quiet transitions in school, we have a collective, unspoken language: 1, 2, 3. Staff show 1, 2 and 3 fingers to demonstrate each point of the transition. For instance:

1. Stand up from the carpet/chair
2. Move to your desk/carpet/line
3. Complete the movement, e.g. sit down

To reduce cognitive load and classroom volume, where possible this should be done without verbalising.

Consistently Positive Reinforcement

Routine procedures are clear and understood; reinforcing, encouraging and celebrating appropriate behaviour. Rituals and routines for behaviour are modelled consistently e.g. movement around school, assemblies and the environment communicates consistent visual messages and echoes the core values through displays and presentation.

Rewards

Verbal recognition and ongoing positive feedback

Children respond well to praise and all staff use positive language. Staff are regularly reminded about the trauma-informed view that we take. There will be a culture where staff are supported and encouraged to be reflective.

Lighthouse Points

At Tregolls Academy we use Lighthouse Points as a vehicle to publicly and privately praise children for their efforts and achievements, reinforcing their positive behaviours and actions as well as those who go above and beyond. Children receive one Lighthouse point for behaving in a way that demonstrates one of our six areas of respect. Lighthouse points are recorded on the ClassDojo platform which is accessible to parents/carers.

Houses

To encourage comradery and teamwork across Tregolls Academy, each pupil is a member of a house. Lighthouse points contribute to the house total. House Captains collate the weekly Lighthouse points to share in Friday's Celebration Assembly. The team with the most Lighthouse points at the end of each half-term receives a reward.

Celebration Assembly

Children are congratulated for their achievements through our weekly celebration assemblies. Each week we explore one of our six areas of respect through our Key Stage assemblies, one child is then chosen from each class for role modelling this area of respect during the week. During a whole school assembly, they are awarded a certificate by a member of senior leadership team to share with their family.

Rewards are never taken away once they have been earned

Language and Responses

We recognise that in supporting any form of behaviour, the language adults use has a significant impact on how children respond. Our priority is always to celebrate children's positive behaviour choices. Our responses are positively stated, telling the children what to do rather than what not to do. We notice good choices and are explicit in what we see by using descriptive praise:

"Thank you...for being ready to listen"

"Thank you... for looking this way"

"Thank you...for starting your work" etc.

We also do this by giving proximity praise - we praise other children, seated around a child, who are doing the right and required thing.

Criticism should always be constructive and shared in a private matter between teacher and child. Inappropriate behaviours can often occur because of a poor self-image. Negative beliefs can be challenged in a sensitive way, e.g. *Do you remember the last time we did this and you were able to complete it?*






Aspects of the learner are never identified as the problem. The unacceptable behaviour will be identified and discussed rather than the pupil, e.g. *I find throwing a book on the floor unacceptable because...*, rather than, *you are very bad because...*




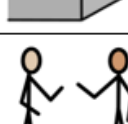
We understand that every child is unique and therefore our initial response to a situation will be based on our individual knowledge of the child. However, it is useful to have a guiding framework of responses.

Possible Responses to inappropriate behaviours

- Re-focus the child
- Quiet word
- Name the behaviours you need to see, e.g. *Everyone should be walking quietly with their hands by their sides.*
- Offer of support, e.g. *Are you okay, do you need anything?*
- Cue name, e.g.. *Bob – all okay?*
- Nip in the bud, e.g. *James, you're talking and we are working quietly in this lesson.*
- Wondering question, e.g. *Amy, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.*
- Distraction/ Redirection, e.g. *Daisy – please pop next door and ask Miss if I can borrow a xxx – Thanks.*
- Name the need, e.g. *You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week.*

To support conversations regarding behaviour for learning, Class Teachers use a discreet card system which indicates any reminders or warnings that have been given. This strategy is used with most children. However, this may not be appropriate for those with individual behaviour or health care plans.

		KSI Adult Script
		Reminder of instructions and re-focus on task without judgement or comment on behaviour.
		Remember our school values: Show me how you make the right choices. Thank you.
		I can see you're struggling to make the right choices at the moment. I know you can do it because I've seen you do it lots of times before. <i>I wonder...</i> <i>I imagine...</i> <i>I noticed...</i> If you continue not to make the right choices, you'll need to stay in the classroom for 5 minutes at your next break for a restorative conversation. Thank you.
		You have continued not to make the right choices. This is not what we do at Tregolls. You will stay in the classroom for 5 minutes at your next break. I know you are a respectful member of our class and Tregolls. I hope you make the right choices from now on. Thank you.
		You have continued not making the right choices even though you have had a reminder, a warning and some restorative time. I will need to speak to your grown up about your behaviour.

		KS2 Adult Script
		Remember our school values: Show me how you make the right choices. Thank you.
		I can see you're struggling to make the right choices at the moment. I know you can do it because I've seen you do it lots of times before. <i>I wonder...</i> <i>I imagine...</i> <i>I noticed...</i> If you continue not to make the right choices, you'll need to stay in the classroom for 5 minutes at your next break for a restorative conversation. Thank you.
		You have continued not to make the right choices. This is not what we do at Tregolls. You will stay in the classroom for 5 minutes at your next break. I know you are a respectful member of our class and Tregolls. I hope you make the right choices from now on. Thank you.
		You have continued not making the right choices even though you have had a reminder, a warning and some restorative time. I will need to speak to your grown up about your behaviour.

Cards are kept centrally in each classroom and are reset after each learning session. Cards do not belong to individual children.

If children are struggling to make positive choices or show positive behaviour for learning,

Class Teachers will follow these steps. Class teachers will only move onto the next step if the behaviour continues:

- a) Reduce unstructured time, re-establish relentless routines and positive praise.
- b) Place a card next to the child. Go through the first stage script and tick this box on the card so children can see visually where they are.
- c) Speak to the child quietly, going through the next stage script and ticking this box.
- d) Repeat as necessary, implementing TIS training and language at all times.
- e) At the end of the session, collect the card in. If the child has a tick in the following box or more, they will stay for a 5min reflective, restorative conversation at that break or lunch time.



- f) If a child has a tick in the following box, the Class Teacher will also speak with a Parent/Carer at the end of the day.

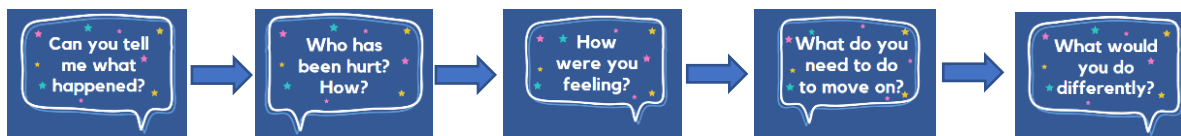


Restorative Approaches

When resolving conflict, a restorative approach is used to facilitate this. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship. The response and conflict management process involve:

- establishing a respectful rapport
- listening and responding calmly, empathically and without interruption or judgment to all sides of an issue
- inspiring a sense of safety and trust
- encouraging expression of thoughts, feelings and needs appropriately
- appreciating the impact of thoughts, feelings, beliefs and unmet needs on behaviours
- encouraging those involved in the problem to find their own solutions

The language used within these (see below) focuses on each person and what is needed to resolve a situation for all involved:



Meaningful consequences are an important response to negative behaviours since they ensure that there are clear boundaries in place as well as support for the child to learn from the experience. In using a restorative process with the child to identify meaningful consequences, firm boundaries are established whilst also using a relational response. The restorative session is where appropriate follow up and repair will be decided. When working with the child, consider what will have the best potential impact on the behaviour not being repeated.

Communication and Partnership

Clear communication and a positive partnership with parents and carers are fundamental in promoting positive behaviour. We value parental involvement in all aspects of school life and recognise the importance of a common approach to behaviour expectations. We believe that an effective partnership ensures that children making positive behaviour choices are celebrated both at home and school.

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. Where the teacher feels additional support or action is required to support a child, they should contact their phase coordinator, SENDCo and/or to discuss this.

In the instance that a child displays high-level behaviour (see below table for reference), parents/carers will be informed by the class teacher on the day. If a child hits the trigger of three incidents of high-level behaviour, the parent/carer will be invited into school for a meeting with the class teacher and a member of the SLT to discuss strategies to move forwards. Provision may include personalised behaviour plans, individual targets and rewards. Where there are concerns regarding a child's behaviour, the school team (class teacher, class support staff, SLT, SENDCo, Parent Support Officer) will work in partnership to ensure a consistent approach is in place to support the child. Through this internal professional dialogue, school staff will support and challenge each other to ensure appropriate and reasonable provision is in place for the child. Where appropriate, school staff will also work alongside other external agencies, such as the Educational Psychology service or Speech and Language Therapists.

Consequences

Tregolls Academy will provide a secure framework in which to support children to recognise their behaviour, take responsibility for their actions and make improvements. We believe that being fair is not about everyone getting the same but everyone getting what they need. We disapprove of the negative behaviour, never the child and always aim to connect first and then address the behaviour. It is important that children understand that there are always consequences to their actions and where possible the consequence should be linked to the action. The table on the following page gives guidance on consequences and follow-up responses where a child continues to present negative behaviours.

In determining consequences, it is important to reflect on and assure ourselves that appropriate pro-active support is in place for the child.

Pro-active support

- Model positive behaviour e.g., sharing, taking turns etc
- Have a clear and consistent routine for the child and use positive language
- Consistent strategies and responses by all adults
- Any identified specific individual support/provision
- Flexibility in approach based on knowledge of child
- Set clear 'Classroom rules and expectations' that children are reminded to follow.

Reflecting on negative behaviour

When reflecting on negative behaviours being displayed, it is important to reflect on the following:

- When does it happen and how often?
- How do people respond when behaviour happens?
- When does the child not behave like this?
- What is the child trying to communicate?
- Have I discussed this with parents/ carers?
- What is home life like? Are there other environmental factors impacting on the child?

Examples of behaviours, responses, boundaries and next steps

Underlying Communication	What this looks like...	Initial Response: Relational	Possible follow up response: Boundaries	Next Steps
<p>I don't feel safe</p> <p>I feel sad/angry/ worried/ tired/ scared</p> <p>I need to escape</p> <p>I feel overwhelmed/ over excited</p> <p>I can't cope with my difficult feelings</p> <p>I need to be in control to feel safe</p>	<p>Low-level</p> <p>EYFS:</p> <ul style="list-style-type: none"> Persistent disruption e.g. calling out on the carpet Tantrums Refusal Rough and tumble play <p>KS1 & 2:</p> <ul style="list-style-type: none"> Calling out Wandering around classroom Not following instructions Distracting behaviour, e.g. constant fiddling 	<ul style="list-style-type: none"> Verbal reminders - reset expectations focusing on behaviour you need to see Visual aids Praise other children or child for doing the right thing Give thinking time Reference to Zones of Regulation Eye contact Provide with supportive resources, e.g. fiddle toy, Now, Next, After visual 'Time in' with adult to reset expectations Support with learning 	<ul style="list-style-type: none"> Through restorative methods, decide with the child on appropriate action needed e.g. apologise, tidy up etc 	<ul style="list-style-type: none"> Evaluate current provision in place Within class team reflection and discussion Ensure work is appropriately scaffolded Ensure language used is understood
<p>I don't understand my learning/ what I need to do</p> <p>I don't have any friends</p> <p>Sensory need (it's too noisy)</p> <p>My body feels busy/fussy, I need sensory feedback</p>	<p>Mid-level</p> <p>EYFS:</p> <ul style="list-style-type: none"> Physical aggression: Smack/ slap, pinching, pushing Low level name calling <p>KS1 & 2:</p> <ul style="list-style-type: none"> Repeated low level behaviours Play fighting Name calling Non-directed swearing Disruption to learning 	<ul style="list-style-type: none"> Distraction/ Diversion techniques. Use reassuring words 'It's okay'. Calm down time/ area with sensory toys. Calm down time using visual timer. Use of emotion cards to express feelings. Regular Circle time on negative behaviour e.g. kindness, using kind words and kind hands. Saying 'Stop' firmly with hand signal. Restorative session with peer mediator/ adult Use of W, I, N, E (I wonder....; I imagine....; I noticed....; Empathy) 	<ul style="list-style-type: none"> Time 'in' partner class Actioning what was decided during the restorative session, for example: Reception child shows physical aggression: revisit rules on using kind hands using visual aids to support. Child disrupts lesson: practise quiet working for 5 minutes in class during breaktime. Children playfight: joining in an adult structured game Letter of apology Miss part / whole playtime revisit rules on playtime behaviour 	<ul style="list-style-type: none"> Share with parent If re-occurring, seek advice from SENDCo Send home visual timetable/ parent involvement

	<p>High-level</p> <p>EYFS:</p> <ul style="list-style-type: none"> • Repeated mid-level behaviours • Biting • Repeated swearing/ Offensive language. • Physical aggression: punching, kicking, scratching, breaking and throwing objects, harm to themselves/ others. <p>KS 1 & 2:</p> <ul style="list-style-type: none"> • Repeated mid-level behaviour • Leaving classroom without permission • Refusal to complete work • Spitting • Swearing at person/ across class • Offensive name calling • Breaking/ damaging school equipment • Classroom argument • Physical harm to others • Racialised language 	<ul style="list-style-type: none"> • Saying 'Stop' firmly with hand signal, give time to process and then repeat* • Use resources to teach what positive behaviour is expected E.g. for biting - mouths are for eating, laughing, smiling etc. • 'Cut the transaction' method • Attunement – meeting the child's emotional intensity to connect with them • Containment - ability to stay with child's intense feeling without deflecting into action, distraction, getting angry • Tactically ignore/ re-model appropriate use of language • Allow child a safe space to calm down • Then use restorative approach to jointly decide how to repair, e.g. mending broken items or completing missed work during child's play, apologising • Comic strip conversation/ drawing what happened • *response will be based on individual knowledge of the child. For some children, telling them to stop firmly will be successful in de-escalating, for others it will be time in a safe space 	<ul style="list-style-type: none"> • Time out in partner class for session • Time out in phase/ middle leader class for longer amount of time (e.g. remainder of morning/ afternoon) Morning or lunch play spent with member of SLT • Removal of whole school events e.g. trips • Letter of apology • Actioning what was decided during the restorative session, for example: • Child leaves class without asking, during break: discuss reasons why dangerous & complete any missed learning • Ripped up work/ refusal to work during a lesson: completing work during their lunch break • Damaging property: child fixes equipment • Child uses racialised/ homophobic language without knowing meaning: teaching session on meaning • *often the consequence will need to take place during the child's play time. Depending on the seriousness of the incident, this will need to either be with the class teacher or SLT 	<ul style="list-style-type: none"> • Record incident on MyConcern • Share with parent • Seek support from phase leader • Discuss with SLT / SENDCo as needed • Possible internal TAC • Do they need any sensory toys? E.g. for biting - do they need a chew toy? • Review provision, e.g. does work need further differentiating, movement breaks built into timetable, do they need opportunities to 'connect' with an adult each day?
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	<p>Extreme-level</p> <p>EYFS:</p> <ul style="list-style-type: none"> • Repeated / pro-longed biting • Repeated behaviour of previous levels <p>KS 1 & 2:</p> <ul style="list-style-type: none"> • Repeated behaviour of previous levels • Significant physical harm to self or others • Bullying • Behaviours that are a danger to self or others • Racism • Homophobia • Sexism 	<ul style="list-style-type: none"> • See strategies above • Seek support from SLT immediately • If behaviours are dangerous to self or others, use of Restrictive Physical Intervention to safe space (please refer to Positive Handling Policy) 	<ul style="list-style-type: none"> • Time out with SLT • Actioning what was decided during the restorative session, for example: <ul style="list-style-type: none"> • pushed over a table and contents on it: tidying up the table, writing an apology and completing missed learning • Possible Internal suspension • Possible External suspension 	<ul style="list-style-type: none"> • Record incident on MyConcern • Share with parent • Internal TAC to review provision • Possible involvement of external agencies
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Offensive language

All children have the right to be respected and feel safe at school. We foster a culture of acceptance and celebrate differences through our school values, curriculum offer and PSHCE lessons. Our classroom and school environment celebrate our diversity. We understand that the use of discriminatory language based on someone's race, religious belief, gender or sexual orientation can be highly upsetting and take the use of discriminatory or racist language very seriously. We ensure the victim's experience and needs are listened to in these situations. Children who use discriminatory language in school have their assumptions and attitudes challenged and are offered support so that they understand about different races, cultures and faiths. We understand that children are at very different stages of their language development and need to take this into consideration when dealing with discriminatory or racist incidences. Children at an early stage of their language development may mimic or copy language they don't fully understand. This does not diminish the hurt and upset it will have caused the victim or the seriousness of the incident. However, this will be taken into consideration when deciding on the correct support to ensure incidences do not occur again.

Sexualised behaviour

Whilst it is normal for children to exhibit age-appropriate curiosity with regards to their own bodies and physical development, it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations. Where necessary, incidents will be discussed with pupils and information shared with the Designated Safeguarding Leads when appropriate. Where there are concerns due to the nature of sexualised behaviour being displayed (when the behaviour is not age-appropriate, when the behaviour is repeated or when there are incidences of serious sexualised behaviour), this will be shared immediately with the SLT and DSLs and the local authority (social care and other appropriate agencies) will be consulted. If a child discloses inappropriate sexualised behaviour involving other children or adults, it is the legal duty of all members of staff to inform the SLT immediately (Designated Safeguarding Leads) of the disclosure. The appropriate agencies (social care, Local Authority Designated Officer (LADO), etc.) will be consulted. In these incidences, the safeguarding policy will be followed.

Suspensions and Exclusions

A decision to exclude a pupil should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to suspend a child may follow on from repeated high-level behaviour or extreme-level behaviour. This decision will be made following consultation with Tregolls' Aspire Strategic Partner and the Aspire Inclusion Team. When deciding to suspend a child, safeguarding factors for the child in question, the children in class and the staff all need to be taken into consideration. Parents will be informed of the suspension through a meeting with a member of the SLT which will be followed by a formal letter. A reintegration meeting with the child and the parent(s) will follow the suspension in a timely manner. The purpose of this meeting is to support the child to return to class and share strategies/resources for making this successful. The child will be present for part of this meeting. The member of SLT will then meet with the parent(s) alone to conclude the meeting.

Staff Responsibilities

All Staff

- a. Ensure that there are good routines (see above)
- b. Ensure that you are consistent, friendly and professional at all times
- c. Remain calm
- d. Aim to be positive at all times by seeking out and rewarding the good
- e. Regularly discuss the Respect Rules and why they are important
- f. Explain why certain behaviours are not acceptable using the Thrive approach
- g. Be consistent about praise and rewards as well as when supporting positive behaviour
- h. Be aware of individual needs
- i. Following COVID-19, all staff are aware that children will have had many varied experiences and will therefore respond differently to the changes within the school and their communities. Staff have an increased awareness of their responsibility to 'set the tone' within the school and respond with understanding and empathy to each situation

Playtime and Lunchtime Staff

As above, plus

- a. Be active and engaged with the children
- b. Be aware of the main problem areas (places, times, individual children, etc)
- c. Be active in your supervision
- d. Aim to return the children to class in a calm and orderly manner so that they are ready to learn

Classroom Staff

As above, plus

- a. Operate the Class Rewards System
- b. Support Playtime and Lunchtime

Staff Senior Leaders

As above, plus

- a. Monitor the patterns of recorded behaviour for their phase (EYFS, KS1, KS2)
- b. Identify the main problematic areas (places, times, individual children, etc)
- c. Discuss and agree changes in order to reduce the number or range of concerns – keep a record of the impact of any changes
- d. Support teachers in your phase when a parent meeting as required
- e. Support staff in the implementation of the policy

Links to Other Policies

- Safeguarding and child protection policy
- Positive handling policy
- Peer on peer abuse
- Code of conduct
- Anti-bullying policy