



Blessed Robert Widmerpool Catholic Voluntary Academy

Relationships and Behaviour Policy

‘Show yourself in all respects to be a model of good works.’

Titus 2.7

Mission Statement

“We walk kindly in the footsteps of Jesus Christ as we live and learn”

Introduction

Blessed Robert Widmerpool’s Relationships and Behaviour Policy is rooted in the Gospel values of love, respect for all, reconciliation and forgiveness. As a community we focus on high standards, praise, rewarding good behaviour and in so doing, we actively develop a positive and growing self-esteem in our children. We recognise that sometimes the wrong choices are made resulting in unacceptable behaviour. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start again each day. In this way all pupils are enabled to live like Jesus and to grow in Christian maturity.

We believe that children are likely to behave well within the school environment when:

- There are high expectations of behaviour and clear, consistent routines and procedures exist
- The curriculum is engaging, broad and balanced
- Work set meets the needs of learners and is matched carefully to the ability of each child
- Adults use positive language and reward positive behaviour and children’s efforts
- Time is found to recognise the contribution of each child
- Children are involved in the decision-making process
- Positive role models are demonstrated through staff and volunteers present in the school
- All staff are training in and demonstrate an understanding of Attachment and Trauma
- Staff use Emotion Coaching (Appendix 1) to support any children who have particular behavioural, emotional or social needs
- Staff show understanding that behaviour is a form of communication; and that this may be particularly relevant to:
 - children who are in the Care of the Local Authority (Looked After Children)
 - those who have been subject to a Child Protection Plan
 - those with SEND
 - those who may have had a referral to the school ELSA or therapeutic Counsellor
 - those who have experienced bereavement
 - those with challenging home circumstances
 - those who have Social, Emotional and Mental Health Needs

Aims

- To ensure that every member of the Blessed Robert Widmerpool school community feels loved, valued and respected
- To promote respect, responsibility, tolerance and forgiveness

- To help children to grow in a safe and secure environment where they develop self-confidence and self-control taking pride in their achievements
- To help children to become positive, responsible and increasingly independent members of the school community
- To foster strong relationships through strong development of a strong behaviour for learning culture with high standards of teaching and learning

Whole school rules

The whole school rules are based upon the school's mission and Gospel values:

- Show love and respect to everyone
- Be the best version of you
- Take care of our environment
- Move calmly around school
- Wear our uniform with pride

These are displayed in classrooms for children to know and understand.

Class Code of Conduct

Each class has a copy of their agreed Code of Conduct, or similar, which is on display in the classroom to remind all children of the expectations of behaviour within the classroom and wider school community.

The Behaviour for Learning Curriculum at Blessed Robert Widmerpool

In order to create a strong behaviour for learning culture, clear procedures and routines are in place which are rehearsed consistently across the school. Children need to know and understand how to act within the classroom to encourage learning.

This is done by ensuring clear routines and procedures exist, encouraging positive habits of attention and other procedures to manage behaviour and expectations which are outlined below.

- Encouraging positive Habits of Attention – encouraging active listening and participation of all children. This is achieved through the use strategies such as
 - **SLANT** (Sit Up, Listen, Ask and Answer Questions, Nod, Track the Speaker) this encourages a supportive classroom environment where everyone is valued
 - Teachers using '**Frame the Day**' to go over the routine of the day in a positive way
 - Use of the **3 As** – Attention, Affection, Affirmation

Positive Behaviour Strategies

A whole school approach of positive reinforcement to the management and improvement of behaviour is followed consistently by all staff.

The children receive clear guidance whilst learning to play a responsible role both within the school and wider community. They understand that all actions have consequences. They are encouraged to express their opinions showing sensitivity and regard for others.

In order to enforce a strong culture and positive relationships and behaviour, a range of strategies used by staff which include:

- **CLEAR SYSTEMS, ROUTINES and PROCEDURES** including transitions, entering the classroom, morning starters, exiting the classroom. Clear instructions delivered with even tone
- **PREVENTION** – anticipation and removal of potential problems. *If you can predict it, you can prevent it.*
- **INTERACTION** – ensuring all pupils receive positive attention, eye contact and specific praise from adults. Habits of attention are encouraged where children are expected to sit up, actively listen, give eye contact to the speaker, nod and encourage communication
- **PROVISION** – ensuring high standards of teaching and learning and that all children are engaged and participating in learning
- **PRAISE and REWARDS** – a detailed list of these are included below
- **LEADING BY EXAMPLE** - positive role modelling from staff and peers
- **POSITIVE RE-ENFORCEMENT STRATEGIES** are used such as: 'DO' instead of 'DON'T' when stating expectations, clear and simple instructions and proximal praise
- **NON-VERBAL** gestures and signals to re-enforce behaviour management strategies rather than raised voices
- **SPECIFIC RE-DIRECTION and CORRECTION** for misbehaviour - Clear, calm verbal warnings i.e. *If you continue to..... then.....*

Praise and Rewards

The following strategies are used to ensure a safe and positive learning environment where children are encouraged and supported behave appropriately:

- **Rewards** - rewards are used by adults throughout the school. They range from rewards for the whole class, groups and individuals. Rewards are obvious and delivered quickly in response positive behaviours.
- **Wellbeing Warriors** - children selected to raise profile of positive mental health choices
- **Mystery Students/Hidden Heroes** – used to praise and support behaviours for learning
- **Mental Health Check-In Charts** are established in all classrooms and teachers offer support as and where necessary. Parents are informed if required following these check ins.
- **KS2 Retreat** is a safe space available to all children on Friday lunchtimes with in school ELSA
- **Class Rewards** - each year group uses a wide range of rewards. Teachers discuss with children what the rewards will be within the class and how children can achieve them.
- **House Points** - house points are awarded for positive behaviour and achievement in areas across the curriculum both in and out of school.
- Class time, Circle Time, Liturgies and Assemblies provide opportunities to discuss aspects of personal and social development including positive and negative behaviour.
- **Celebrate Assembly** - Children from each year group are nominated by their class teachers for particular mention in whole school Celebration Assembly. This may relate to their work, effort, attitude or behaviour. Each of the winners is presented with a certificate; work is then displayed on the WOW board in the school hall. Parents are encouraged to come and visit the display with their child and receive postcards home to celebrate successes.
- **Special Mentions** for behaviour, good work, contributions in School Events etc. are read out in Celebration Assembly. Children are awarded Stars in their house colours which they collect until the end of term where the winning House receives a reward.

- **Achiever of the Term** - at the end of each term, in whole school assembly, children are nominated by class teachers to receive a certificate. This celebrates those children who are conscientious and demonstrate a good attitude to school life as a whole.
- **House Teams** - House Meetings and Eco Councils encourage mutual respect between members of the school community, help develop strong values and attitudes and enable all pupils to feel that their views and opinions are important within the context of the whole school.
- **Areas of Responsibility** - Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:
 - Liturgy Team Leaders
 - Learning Ambassadors
 - School Captain(s)
 - House Captains
 - Digital Leaders
 - Sports Ambassadors
 - Science Ambassadors
 - Library Leaders
 - Eco Warriors
 - Wellbeing Warriors
 - Art Ambassadors
- Setting of **personal targets** for improving work and/or behaviour.
- **Record of Achievement** - efforts and achievements of children, both in and out of school are acknowledged and recorded in Record of Achievement Files.
- Attendance awards - children with 100% attendance each term are presented with a special pencil and a certificate. At the end of the year children who have 100% attendance for the whole year receive a pencil, certificate and a prize. Announcements regarding class attendance rates are communicated regularly to children and parents via the school newsletter and social media.

Universal Provision and Reasonable Adjustments

The school has universal provision to support mental health and wellbeing in all classes. This includes Mental Health Check-Ins, Worry Boxes, in class ELSA and a robust RSHE curriculum.

The school have a graduated response to Mental Health Support and in school ELSA and School Counsellor who is available to pupils, parents and staff. This is observable on the school website. The school SENDCo is also a Senior Mental Health Lead and Mental Health First Aider. The school have an established Wellbeing Working Party.

Consequences of Inappropriate Behaviour

When children's behaviour falls below an acceptable standard, a range of consequences may be used which includes:

- Identification of time out/safe space
- Completing or repeating work during break or lunchtimes
- Loss of privileges or lunch time to a reasonable degree based on child's needs
- Incident log kept by class teacher on CPOM's
- During play time, a pupil may be directed to time out
- Discussion with parent

- Home- school report book or chart to record behaviour
- A meeting and discussion with the Head Teacher or Deputy Head Teacher

Unacceptable Procedures/Strategies in response to challenging behaviour

Challenging and negative behaviour can be a method of communication. We believe that positive relationships, consistency and understanding are paramount in successful behaviour management.

The following are unacceptable strategies in response to challenging behaviour:







- Making it personal
- Labelling the child rather than the behaviour
- Asking a child why they are behaving in a certain way
- Criticism, sarcasm, comparison
- Discussing a pupil's behaviour in front of them or other children
- Discussing a pupil's challenging behaviour negatively with other staff

Restorative Process of Reflection and Reconciliation

Inappropriate behaviours are dealt with consistently across the school. Following a sanction for misbehaviour there may be a requirement for reflection. Within this, dialogue between the child and adult will focus around the following:

- What did you do wrong?
- What happened as a result?
- What will you do to move on/make it better/turn things around?
- How will we stop this happening again?
- How will you show you are sorry?

Graduated Response – Consequences of Inappropriate Behaviour

Graduated Response – Inappropriate Behaviour		
Help Stages	Steps	Procedure
	Reminder	Child is reminded of school rules and expectations. The adult explains why we have the rule and what this looks like.
	Reflection Time	Child is given time to reflect in a designated area in the classroom of close proximity under supervision of teacher and supporting staff.
Consequences	Steps	Procedure
	Missed minutes of breaktime	If the child continues to make the wrong choices, minutes will be taken off their break or lunchtimes to a maximum of 15 minutes.
	Work completed during breaktime	If the child's behaviour has resulted in their classwork not being completed, they must finish their work during break/lunchtime to a maximum of 15 minutes.
	SLT to meet with parent/carer	Class teacher contacts parent/carer to discuss the behaviour of their child and impact this is having on their learning.
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Headteacher</div>	Conversation with SLT	Discussion about the incidents of behaviour with a member of SLT. Decision on next steps made.
	Report	Provision of a behaviour report of the child to an SLT member on a weekly basis.

If the above sanctions do not lead to a modification of behaviour the following actions are considered.

- A formal meeting between parents and Head Teacher/Deputy Head
- Development of personalised Risk Assessment
- Implementation of ABC (Action, Behaviour, Consequence) chart between both home and school to track triggers
- Exclusion from class room (Meeting Room under supervision)
- Exclusion from an activity (short term use)
- Exclusion from the right to represent the school
- A requirement for a written apology
- A regular behaviour report to be given to the Headteacher/DHT
- Use of Routes to Inclusion supporting documents
- Home/School parent questionnaire
- Targeted Support from Behaviour Support Team

The school aims to work with parents and pupils to ensure a resolution. Following discussion between parents, class teacher and headteacher, the following may result

- Establishment of support programme i.e. a personalised behaviour contract
- Exclusion from school [Academy guidelines to be followed]

Unacceptable Behaviour

Behaviour considered 'unacceptable' may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category. The following list is not exhaustive.

- Disobedience to a reasonable instruction
- Inappropriate dress, extreme hair styles, jewellery, makeup, body piercing
- Throwing, biting, spitting, hitting and kicking
- Foul language and swearing
- Making unkind remarks
- Damaging property
- Answering back, rudeness or aggression to adults
- Stealing
- Carrying knives, drugs, alcohol or any offensive weapon into school
- Truancy
- Racist/Homophobic/Sexist comments or behaviour that causes offence
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property

- Disturbing good order, discipline and learning in the classroom, eg failure to leave the classroom when requested to do so.

Force is never used as a punishment, but may be used occasionally to bring pupils under control or to restrain them.

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- knives and weapons; alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers
- e-cigarettes or vapes
- fireworks and
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil)

Exclusion

The Head Teacher (or Deputy Head in the Head Teacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have)?

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. EHCP, Provision Map, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies are successful in managing behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

If this next step is considered, the DfE September 2022 ***Suspension and Permanent Exclusion Guidance*** is consulted and followed. This document provides advice to headteachers, trust leaders and school staff on implementing a behaviour policy which creates a school culture with high expectations of behaviour. This guidance should only be necessary when strategies, practices and interventions set out within the ***DfE's Behaviour in Schools*** guidance have not been successful in improving a pupil's behaviour or the use of more significant interventions or sanctions are required. Suggested strategies, practice and interventions outlined within this document are included in the school's Behaviour Policy.

See Appendix 8 for weblinks to these documents and Appendix 9 for reintegration after suspension support.

Roles and Responsibilities

Staff

All staff of the school share the responsibility for managing behaviour of children and upholding the clear systems and procedures in place to support the strong behaviour for learning culture. All staff have high expectations of behaviour and treat children with respect.

All staff of the school share the responsibility for managing unacceptable behaviour, both in school, and out of school (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.)

CPD is provided for staff on managing challenging behaviour. Three school staff are trained in RPI techniques and one member of staff is training to follow the guidelines recommended by the Nottingham Local Authority in Coping with Risky Behaviours. All school staff will receive training in October focused on Trauma Informed Schooling and use of PACE (Appendix 3).

Class Teacher Responsibility

The class teacher discusses the school's expectations of behaviour and whole school rules with each class in the first week of the new academic year and regularly throughout the school year. In addition to this, each class also has its own classroom code, which is agreed by the children and displayed on the wall of each classroom. In this way, every child in the school knows the standard of behaviour that is expected in our school

It is the responsibility of the class teacher to ensure they:

- Have high expectations of children and ensure that all children behave appropriately and work to the best of their ability
- Set **clear routines** and uphold these
- Know the school's curriculum and the school's behaviour curriculum
- Plan and teach good lessons and ensure learning time is maximised
- Meet the needs of **ALL** learners including those children who are vulnerable or experiencing stress and or trauma
- Always follow up on behavioural incidents

If a child misbehaves repeatedly in class, the class teacher will follow the school's graduated response. They will also keep a record of all such incidents on CPOM's. In the first instance, the class teacher deals with incidents in line with the school's policy.

Behavioural incidents that take place at break or lunchtime are discussed with class teacher, lunchtime supervisors and actions decided upon. In some cases the senior leadership team are involved.

If a child threatens, hurts or bullies another pupil, the class teacher will deal with the incident in line with the school's policy. They will record the incident on CPOM's. If a child repeatedly acts in a way that disrupts or upsets others, parents will be contacted to inform them.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. In some cases of behavioural problems, the class teacher may liaise with the SENDCo and external agencies.

Support Staff and Lunchtime Staff Responsibilities

- To have high expectations of behaviour and uphold the school's policy, procedures and routines
- To use positive reminders with children to remind them of expectations i.e. *Show me....I am looking for someone who is.....*
- To give short, clear instructions delivered with even tone
- To use non-verbal gestures and signals rather than raised voices and repeated instructions
- Clear, verbal warning i.e. If you continue to.... then.....
- Listening to children's view points and gaining a full understanding of what has happened
- Use of Emotion Coaching strategies for children with SEND or those experiencing trauma and or stress
- Report concerns to the child's class teacher

Headteacher Responsibilities

It is the headteacher's responsibility to:

- Create a clear relationships and behaviour policy and behaviour curriculum and ensure staff and children know and understand this and can apply it consistently
- Implement the school's relationships and behaviour policy, and to report to governors, on the effectiveness of the policy
- Train and support staff to implement the school's relationships and behaviour policy
- Monitor behaviour across the school and report this to the Governing Body
- Ensure the health, safety and welfare of all children and staff in the school
- Keep a record of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for fixed-term exclusions. For repeated or very serious incidents the head teacher may permanently exclude a child. Both these actions are only taken after the school governors and Academy DPS/CEO have been notified.

Parent/Carer Responsibilities

Parents are expected to support and engage with the school's Relationship and Behaviour Policy.

Parents are expected to support their child's learning, and to work in effective partnership with the school. They are asked to sign a home-school agreement that outlines the responsibilities of both the parent and the school, including those about behaviour and attendance.

Parents are encouraged to share any concerns which may affect their child's behaviour with the class teacher or the head teacher. Appointments with teachers are made through the school office. Parents are informed if the school has concerns about their child's welfare or behaviour.

Aggressive, threatening and abusive behaviour can present a risk to staff and children and is not tolerated in school. Such behaviour extends to remarks made on the school playground, social networking sites e.g. Facebook. It may lead to individuals being banned from school premises (in accordance with section 547 of the Education Act 1997).

Home School Agreement

At the beginning of Foundation Stage 2 and again in Year 3, parents are asked to sign a home school agreement that outlines the responsibilities of the school and parent with regards to the expectations of behaviour and attendance. Parents are expected to support the school in encouraging their children to show respect and support the school's approach to behaviour management.

The Governing Body

The governing body has responsibility for this behaviour policy and for reviewing its effectiveness.

Monitoring

The head teacher and SLT monitor the effectiveness of this policy and reports to the governing body on its effectiveness, if necessary, making recommendations for further improvements.

The school keeps a record of serious incidents of misbehaviour. The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Links to other Policies:

OLoL Safeguarding and Child Protection Policy

OLOL IT Policy

BRW Anti-Bullying Policy

BRW RSHE Policy

BRW Equality Policy

Exclusions Policy

OLOL Searching and Confiscation Policy

Reviewed by Governing Body: November 2023

Next Review Date: September 2024

Appendix 1

Bullying

The school does not tolerate bullying. This includes all forms e.g. cyberbullying, racist, discriminatory, homophobic and gender related bullying. A record is kept of known bullying incidents which is shared with and analysed by the governing body. The school's policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures. Cyberbullying is covered within the OLOL Trust IT policy.

All children know and use the school's **STOP** definition and strategy (Several Times On Purpose; Start Telling Other People). During National Anti-Bullying week school and house captains present an anti-bullying assemblies to the school. All children take part in activities which raise awareness of STOP. This is done through assemblies, competitions and discussions or debates in classrooms. The subject of bullying is addressed at regular intervals during RSHE sessions.

Racist, Homophobic or Sexist comments or behaviour

Any words or actions that cause offence to another person and are considered racist, homophobic or sexist by the offended person are deemed to be offensive remarks.

In this event;

The pupil is reprimanded, the Head Teacher informed and a record of the incident is made on CPOMs. Parents are informed. The Head Teacher reports to the Governing Body on behaviour including Racist, Homophobic or sexist comments or behaviour. In persistent cases, parents may be asked to discuss the matter with the head Teacher and a referral made to police in line with the school Equality Policy.

Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of KCSIE 2021, all staff working with children are advised to maintain an attitude of **'it could happen here'**.

Any report of sexual violence or sexual harassment will be taken seriously. All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.

See BRW/OLOL Safeguarding and Child Protection Policy which includes more detail on sexual harassment and sexual violence.

Appendix 2

Emotions Coaching

Emotions Coaching is a strategy used for children experiencing stress and or trauma. Strategies include:

RELATE

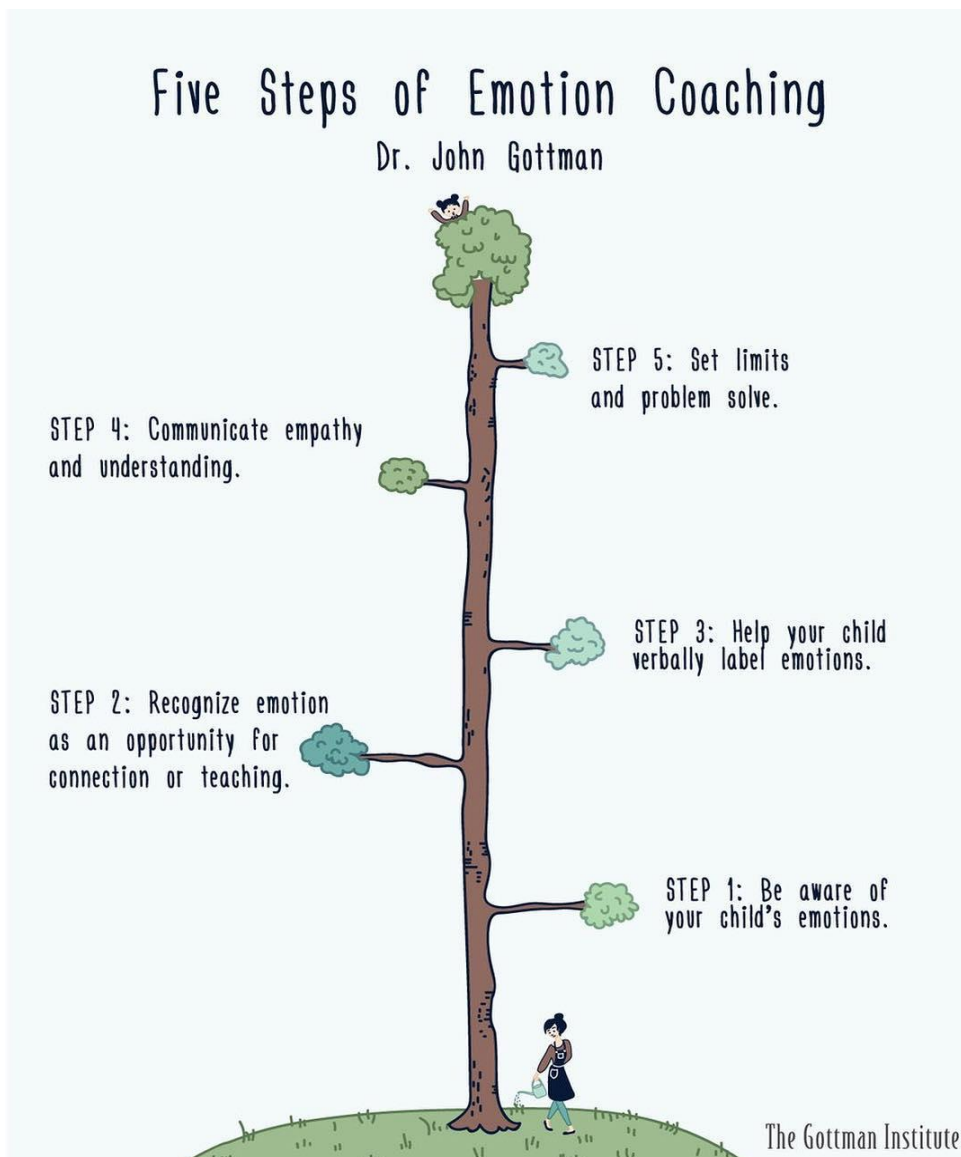
- **RECOGNISE:** *'I can see you're feeling... right now', 'I wonder if you are feeling...'* *'I wonder what you are trying to tell me right now?'*
- **CONNECT:** *'It's not nice when we feel...'* *'You're not alone feeling...'* *'that was really brave of you to tell me that...'*

REGULATE

- **VALIDATE AND LISTEN:** *'But it's OK to feel.....do you want to tell me about it?'*

REASON

- **SET LIMITS:** *'Although it's OK to feel..... it's not OK to.....'*
- **PROBLEM SOLVE:** *'Another time when you're feeling.....maybe you could try.....'*



Appendix 3

Use of the Acronym PACE to explain further when experiencing challenging behaviour from children.

Playfulness - find fun/use humour to prevent negative behaviours

Acceptance – acknowledge the child’s feelings and frustrations

Curiosity – ask more about what happened and why the child is upset

Empathy – show that you understand why they are feeling that way



Appendix 4

Relationships and Behaviour Policy Summary 2023	
We believe that children are likely to behave well within the school environment when:	
Clear expectations, routines procedures exist and all staff uphold these	
Staff plan and teach good lessons and ensure learning time is maximised	
Staff show understanding that behaviour is a form of communication	
Children are involved in the decision-making process	
Adults use positive language and reward positive behaviour rewarding children’s efforts (house points/praise)	
All staff understand it is their responsibility meet the needs of ALL learners including those children who are vulnerable or experiencing stress and or trauma	
Whilst monitoring/trying to diffuse situations:	Emotions Coaching Phrases to use with all children:

<ul style="list-style-type: none"> • Use of positive reminders i.e. Show me..... • Use of gestures and signals rather than raised voices • Clear instructions delivered with even tone • Clear, verbal warning i.e. If you continue to..... then..... • Listening to children’s view points and gaining a full understanding of what has happened • Use of Emotion Coaching strategies • Direct child to time out space and report concerns to teacher 	<p>RELATE RECOGNISE: ‘I can see you’re feeling.....right now’, ‘I wonder if you are feeling...’ ‘I wonder what you are trying to tell me right now.....’ CONNECT: ‘It’s not nice when we feel...’ ‘You’re not alone feeling...’ ‘that was really brave of you to tell me that...’ REGULATE VALIDATE AND LISTEN: ‘But it’s OK to feel..... do you want to tell me about it?’ REASON SET LIMITS: ‘Although it’s OK to feel... it’s not OK to...’ PROBLEM SOLVE: ‘Another time when you’re feeling..... maybe you could try.....’</p>
<p>We believe that positive relationships, consistency and understanding are paramount in successful behaviour management.</p>	

Appendix 5

A useful blog focused on promoting positive behaviour and building relationships

<https://missquinnmaths.wordpress.com/2020/02/07/mean-what-you-say-say-what-you-mean/>

Appendix 6

Behaviour in Schools Dfe October 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Suspension and Permanent Exclusions Dfe October 2022

<https://www.gov.uk/government/publications/school-exclusion>

Appendix 7

Reintegration Strategies from Suspension and Permanent Exclusion Document

Reintegration after a suspension or off-site direction

26. Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction (see paragraphs 35 to 46). They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

27. The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil’s return to school. During a reintegration

meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

28. Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.

29. A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

30. Schools can consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
- Daily contact with a designated pastoral professional in-school;
- Use of a report card with personalised targets leading to personalised rewards;
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- Planned pastoral interventions;
- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential external support