The Island Learning Trust

‘To be the best we can be’.

The best learner, the best friend, the best citizen.

Nurturing Relationships & Behaviour Policy



Date written: January 2026

Date of next review: September 2027

The Island Learning Trust

Vision

We exist to enable every child, **irrespective of ability, background or starting point,** to fulfil their potential:

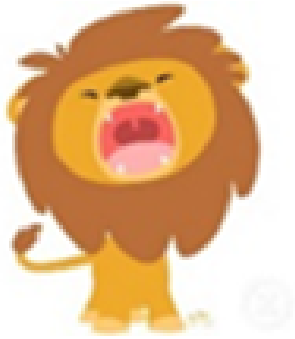
To become the best learner, the best friend, the best citizen of the local and global community. We believe in inclusion and we believe in the power of education to transform young people's lives.

The Island Learning Trust has total commitment to improving the life chances and aspirations of pupils. We want our children to thrive, flourish, achieve highly, have dreams and aspirations, know who they are and know the person they want to be. It is our duty to enable our young people by developing schools with an outstanding curriculum that empowers our youngsters to develop;

The knowledge, skills, values and attitudes that will enable them to flourish, live well, build character, drive social mobility and make a positive contribution to their local community and the wider world.

Values

We provide stimulating and safe learning environments **where development as a person is as important as academic achievement,** we care about our young people and their families, driven by our strong moral values, **we are determined that every young person achieves highly** and demonstrate:



Resilience; both personal and academic,
Optimism; maintaining a can-do attitude and spirit
Ambition; high expectations and work hard
Responsibility; personal and collective responsibility.

Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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

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

Rationale

Every member of our TILT community has the right **belong, be included, supported and heard.** We all have a responsibility to uphold these rights for all. Therefore, there is an expected standard of behaviour and conduct that all members of our community are committed to consistently communicating, promoting and upholding to enable all to thrive and learn effectively.

From the earliest age, our pupils are taught to take ownership for all aspects of their learning, academic, social and behavioural. Staff understand the need to balance a consistent approach to behaviour management with responding to the individual needs of every child and, therefore, this policy is not a manual for behaviour management, rather a set of sensible and agreed principles/procedures, to ensure everyone is safe, happy, supported, and therefore, enabled **to be the best they can be**.

Aims

- To build strong relationships between adults and pupils, pupils and pupils, adults and adults.
- Ensure that all members of our community feel safe and indeed are safe.
- Encourage pupils to respect themselves, others and the environment around them.
- To have high yet attainable expectations for both learning and behaviour.
- To be consistent with how we carry out our approaches to behaviour and relationships.
- To treat children fairly, but not the same, considering individual needs and challenges.
- To ensure all approaches to behaviour and relationships are meaningful and positive.

Introduction



As a Trust we recognise that at the heart of great teaching are **teachers who demonstrate strong relational practice**, enabling young people to feel psychological and physical safety, a sense of belonging, connection, attachment and therefore our young people can learn. Our schools hold **Connection, Care and Nurture** at the front and centre of all we do.

We are as rigorous about relationships as we are about curriculum and pedagogy;

"Research has suggested that the quality of pupil-teacher relationships is related to the development of young people's socio-emotional skills and the amount of knowledge they absorb in the classroom (Coristine, 2021).

We aim to achieve exemplary behaviour based on a consistent, fair and positive behaviour management approach. **High expectations for all, so that teachers can teach and learners can learn.**

"The quality of teaching, learning and behaviour are inseparable. The management of behaviour and the management of learning should be aligned and consistent." Sir Alan Steer - The Cambridge Primary Review Board.

Core Principles -Connection, Care and Nurture.

- Positive relationships between all members of the school community are essential to create an environment of trust, belonging and mutual respect. Adults have a responsibility to consistently, persistently model positive interactions with pupils, parents and colleagues. Pupils are then able to see respectful, warm relationships and interactions in action and use these as a basis for developing their own.
- All staff are responsible for supporting every pupil to **'be the very best they can be'.** Implicit in this is the expectation that all staff recognise we have a responsibility to support (positively) the behavioural and SEMH (Social Emotional and Mental Health) needs of pupils, just as we support pupils' learning needs. We provide a tailored individualised package of support, to support pupils in regulating and managing themselves, their interactions with others and their behaviour.
- The provision of consistent routines and boundaries provides a sense of security for all pupils. We recognise that not all children need the same thing and therefore we are responsive to the needs, adaptive in our approaches and facilitate the needs of pupils on an individual basis, ensuring fairness to all children.
- All interactions with children separate behaviour from the child and are underpinned with unconditional positive regard.
- We encourage all pupils to take responsibility for themselves, their learning (including homework), their actions and we support all pupils to develop emotional regulation skills.
- All staff support pupils with the de-escalation and management of their behavioural needs using a **restorative approach** to seek solutions and overcome barriers to emotional and academic learning.
- A Growth Mind-set ethos always underpins our thinking and actions.

It is the responsibility of teachers to effectively manage the behaviour of pupils in their care. It is a firm belief that great teaching, high quality planning based on accurate assessment, and the dynamic delivery of lessons with appropriate adaption will, in nearly all cases, eliminate disruptive behaviour. It follows that poor planning, assessment and unsatisfactory teaching may result in levels of disruptive behaviour.

Foundational Pillars

Behaviour



- Every interaction is steeped in respect
- We do not raise our voices unless to maintain safety
- We use de-escalation, we positively handle as a final recourse when safety is compromised
- We follow up and follow through all behaviour- once the child is calm
- Staff actively work to repair relationships following episodes of distress/dysregulation

- Staff do not talk about children in front of children
- Where an expectation has been outlined to a child, this will be followed through by all
- Visual supports will be used to explain appropriate behaviours to children

Routines

"Reality to an autistic person is a confusing, interacting mass of events, people, places, sounds and sights… Set routines, times, particular routes and rituals all help to get order into an unbearably chaotic life. Trying to keep everything the same reduces some of the terrible fear."

Jolliffe (1992) in Howlin (2004), p.137

Why are Routines important:

- Routines offer safety- no surprises to support consistent regulation.
- Routines reinforce behaviour expectations.
- Allow our pupils to develop independence.
- Prepare our pupils for life beyond our walls.

Non-Negotiables:

- Everyone in the class team sticks to the set routines
- Pupils are taught expectations of the routines/transitions- we line up quietly etc
- Visual supports help to prompt/manage change

Environment

" There are three teachers of children: adults, other children, and their physical environment."
LORIS MALAGUZZI (Reggio Emilia Approach)

According to Dr. Lori Ernsperger, an autism specialist with over twenty years of experience,
"the best way to make sure your students learn well is to ensure that the physical layout of your classroom is maximized and workstations are clearly defined."

Dr. Lori Ernsperger recommends considering the following:

1. **Pay attention to the physical layout**- think about transitions, movement, partitioning into areas
2. **Keep in mind sensory stimulation**- think about creating beautiful calming spaces
3. **Get rid of the clutter**
4. **Use visuals** to Increase independence and define spaces

Environments Non-Negotiables:

- Classrooms should be tidy and organised, beautiful environments which celebrate learning and demonstrate value and respect
- Clutter free surfaces
- Beautiful displays that are changed regularly

Across the Trust we hold 2 FIXED, IMMOVEABLE BOUNDARIES- which will certainly lead to exclusion:

1. Leaving the classroom/building/school site- unless this is an agreed part of a Behaviour Support Plan.
2. Physical assault- another pupil or an adult.

Rights Responsibilities and Expectations

Pupils are expected to:

- Work hard and play safely.
- Use inside voices and walk when in the classroom and in the school building.
- Should tell the truth.
- Should not leave the class – unless permission has been given.
- Are seated and actively engaged in their learning (not wandering around the classroom – KS1/2).
- Show respect and consideration to each other, themselves and staff and visitors.
- Treat all personal property, school buildings and school property with respect.
- Wear the correct uniform at all times, including PE, swimming etc.
- Accept consequences when given.
- Behave well when travelling to and from school and on school trips, recognise that the school is part of the wider community

Staff are responsible for:

- Planning and delivering rich learning experiences, matched to the needs of all pupils, adapted as necessary.
- Modelling appropriate behaviour and fostering positive relationships with pupils and colleagues.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Teaching and support staff are responsible for setting the tone and context for positive behaviour across the school(s).
- Implementing the behaviour policy consistently.
- Engage with all children, even if not in own class.
- Maintaining **a constant state of relaxed vigilance**, praising children behaving well and redirecting those who are not.
- Engage with parents/carers in order to share positive information about behaviour and to elicit support in improving behaviour.
- Recording behaviour incidents.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Create (with pupils) and uphold their classroom charters.
- Use restorative approaches to resolve situations of conflict and provide meaningful solutions for all.
- Be consistent in use of rewards and sanctions.
- Develop a positive relationship with pupils, which include:
    - Treat pupils as individuals, get to know pupils and respect them Greeting pupils in the morning/at the start of lessons.
    - Praise children's positive behaviour.
    - Establish clear routines.
    - Communicating expectations of behaviour in ways other than verbally.
    - Highlighting and promoting good behaviour.

- Use a sense of humour.
- Concluding the day positively and starting the next day afresh.

Around the School

- Greet pupils and others in a friendly manner, notice and comment on politeness, kindness etc
- Start a dialogue
- Always deal with misbehaviour, from any pupil – ignoring means accepting that behaviour
- Set high standards of speech, manner and dress
- Enjoy your relationships with pupils.
- Model mutual respect in how you always speak to pupils- even if re directing behaviour.

Things that are unacceptable:

- Humiliation/shaming
- Shouting
- Over reaction
- Blanket punishment
- Sarcasm

Parents are expected to:

- Support their child in adhering to our expectations, behaviour, work, homework, uniform and attendance.
- Attend any scheduled meeting regarding their child e.g. parent/carer consultations, individual meetings.
- Work with the school to resolve issues.
- Contact the school whenever there is a problem, so that is can be sorted quickly, refrain from using social media to air views.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

TILT staff consider the Iceberg model when managing the needs of the pupils, this recognises that layers of hidden complexities also need addressing often accompany the visible behaviour presentation. We utilise a de-escalation approach to manage pupils' needs, using a restorative approach to gain positive outcomes.

Our Approach to Behaviour

The more we notice and comment on good behaviour the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships. On occasions we do have to deal with behaviour that does not meet our agreed expectations, and we do this in two ways. Firstly, we use a restorative approach to deal with conflict to find meaningful, positive solutions for all involved. Secondly, if this approach is unsuccessful, we have agreed consequences which can be used to support the child in learning about good behaviour.

Each aspect of our behaviour/relationship approach is detailed as follows:

Restorative Approaches

As a Trust we use a restorative system rather than a punitive one. Restorative approaches follow the principles of restorative justice, which are:

- They focus on the harm caused by the wrong doer and actively seek ways to repair that harm.
- They help to create a dialogue and communication.
- They are fair, open, and honest; treating all participants with respect.
- Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

Authoritarian approaches/ punitive The focus is on:	**Restorative approaches** The focus is on:
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
and as a result;	
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addresses
Accountability=being punished	Accountability=putting things right

Restorative conversations

Restorative conversations are an essential part of the restorative approach. They need to take place once a pupil is calm and has had time to gather their thoughts. Staff use their professional judgement to decide when restorative conversations need to take place, however it is good practice to have these conversations to address persistently inappropriate behaviours and more serious incidents which have resulted in harm to others or property.

Script for restorative conversations:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who has been affected?

- What needs to happen now?

Pupils take responsibility for their behaviour and staff enable them to make amends. Staff can suggest consequences once the pupil has answered what they think needs to happen, for example "you knocked the pen pots over when you were upset so you now need you to tidy them up (to repair the harm)". Consequences should always be fitting for the behaviour and take into account the pupil's needs.

Sanctions and Consequences

There are times when sanctions need to be imposed for example when a pupil is refusing to take responsibility for inappropriate behaviours or repeatedly apologising but the inappropriate behaviour continues. Consequences should be aimed at repairing the harm caused by the inappropriate behaviour(s).

Behaviour tiers	Reasonable sanctions and strategies	Who is responsible
Tier 1 **Behaviours that fall short of the expected standard.** **Examples in and out of the classroom:** Shouting out Poor presentation in books Swinging on chair Not following instructions Answering back Poor effort Talking over staff Incomplete work/homework.	- All staff need to build positive relationships with pupils so they are motivated to behave well. - Tactically ignore inappropriate low-level behaviour in the first instance. - Praise and reward pupils nearby making the correct choices. - Verbal reminders. - Describe the inappropriate behaviour to raise awareness "you are doing…this breaks our school rule not to…..". - Explain why the behaviour is inappropriate, e.g. you could get hurt….you are distracting another pupil…etc. - Facilitation of work completion, supportive strategies or time markers. - Use the language of choice- - Use of non-verbal cues.	These behaviours can be supported by all staff. Everyone is responsible for promoting good behaviour around the school.
Tier 2 **Behaviours that fall short of the expected standard.** The pupil has not responded to tier 1 strategies and continues to display these behaviours (see tier 1). **Examples in and out of the classroom:** Swearing Work refusal Being disrespectful to peers or staff Shouting at others	**Restorative Approaches** - Explore the reasons why the pupil is behaving like that. - Restorative conversations, actioning any consequences to repair the harm caused. **Time in/out** - Offer an 'out' and set up a safe space where the pupil can go to calm down or reflect. - Offer time to think. - "We will need to talk about this later" and follow up with a brief talk at playtime/lunchtime. **De-escalation**	These behaviours can be supported by all staff. All staff support de-escalation.

Disrupting teaching and learning Defiance	Describing the inappropriate behaviour to raise awareness “you have done….twice now….this breaks our school rule not to…..if this continues I will need you to…..”. Give the pupil a job to distract them and a chance to receive positive attention. Time to reset with de-escalation task for 5 minutes. **Positive Reinforcement** Catch me being good strategy. Set up a social story to teach desired behaviour. Set up a behaviour/social time report card or Passport to the Playground. **Self-regulation** Emotion trackers to encourage self-regulation. Set up a social story to teach desired behaviour. Set up a behaviour/social time report card or Passport to the Playground. Social-time nurture provision. **Re-programming** Give the pupil daily jobs/responsibilities to boost self-esteem. Set up a social story to teach desired behaviour. Set up a behaviour/social time report card or Passport to the Playground. **Practice Reflection** Outside of teaching time, the use iceberg analysis tool to try to unpick the causes for the poor behaviour. Ensure TILT ethos and culture is promoted in the learning environment. **For prolonged low level poor behaviour try:** Meeting/phone call with parents/carers to go over concerns. Staff keep records of conversations. Set up an instant reward chart. Set up a behaviour log/timeline to identify triggers and patterns. Create and refer to emotional scale and/or Positive Behaviour Support Plan.	

	For persistent misconduct, pupils should be referred to: 1. Well-being lead 2. SENCo/AHT 3. Head of School Behavioural incidents and sanctions given should be recorded on Arbor by the person that gave the sanction.	
Tier 3 **Behaviours that challenge / fall short of the expected standard.** The pupil has not responded to tier 1 and 2 strategies and continues to display these behaviours (see tier 1). **Examples in and out of the classroom:** Bullying Destroying work Damaging property Threatening behaviour towards staff or pupils Physical violence towards staff or pupils Racism/homophobia Leaving the classroom Risking personal safety and the safety of others	**Immediate response:** • Act immediately to ensure pupil and staff safety (dynamic risk assessment). • Use positive handling strategies and de-escalation strategies to calm the pupil down. • Follow the Positive Handling Policy. • Internal exclusion: Removal from class for a whole period, AM/PM or whole day is an internal exclusion. This must be agreed with a member of SLT and be recorded as an internal exclusion on Arbor. **Once de-escalated/safe:** • Use Tier 2 approaches • Follow actions set out in the pupil's risk assessment or positive handling plan. • Write up an Incident Report Form (Positive Handling) **On reflection** • If the pupil does not have a risk assessment or positive handling plan, then one needs to be put in place by the class teacher and senior leadership team. Parents will also be involved at this stage. • Positive Behaviour Support Plan. • If plans are in place- review them- are they effective? Need changing? • Internal or external suspension may be organised at the discretion of senior leaders. • Contact parents/carers once the pupil is safe to go over what has happened. • Restorative conversations need to take place once the pupil is de-escalated. This could be the next day. • Positive handling plans, Positive Behaviour support plans, emotional scales and risk assessments need to be updated if new behaviours, triggers or risks have been identified.	These behaviours can be supported by all staff. All staff support de-escalation. If not already involved, seek support from the Senior Leadership Team and Pastoral Staff.

	• Liaise with SENDCo or Pastoral Support to consider next steps, provisions and/or referrals.	
Tier 4 **Examples in and out of the classroom:** Behaviours that challenge listed in tiers 1-3 over a prolonged period of time. The pupil's behavioural difficulties are believed to be caused by SEND, for example SEMH.	• Suspension **With parental consent:** • Consider a referral to Early Help. • Consider high needs funding and/or EHCP at the discretion of the Senior Leadership Team and SENDCo. • Consider adopting a reduced timetable at the discretion of the school Senior Leadership Team and Trust Leadership.	These behaviours can be supported by all staff. All staff support de-escalation. If not already involved, seek support from the Senior Leadership Team, Pastoral Staff, Trust Leadership.

Tier 2 (Behaviour Support Plan)

This stage is for children for whom regular Tier 1 support has not been effective in changing their behaviour (approx. 5% of the school population), e.g. repeated loss of playtime, persistent work refusal over an extended period. This plan will be developed following a referral to the well-being/behaviour lead, who will initiate the preparation of a Behaviour Support Plan and support the implementation of this in the classroom.

Purpose of this Plan:

- Inform and engage the whole school and the parents
- Reduce anxieties surrounding the behaviour
- Keep to an absolute minimum manual handling of pupils
- Ensure that observations and evidence for further analysis of behaviour is available to develop an understanding of the behaviour
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is less likely to happen and what the very early signs of difficult behaviour are (ABC charts)
- Set targets for behaviour that can be systematically rewarded. (Immediate, tangible rewards are most effective)
- Instigate regular and appropriate method of support from the well-being team: Lego therapy, Drawing and talking, Nurture group
- Assess extent of behaviour difficulties (Boxall profiles and Leuven scales) and regularly monitor it
- Focus on positive behaviour
- View unwanted behaviour as communication rather than 'naughtiness'
- Support Referral to outside agencies if appropriate

Pro-active – Planned Steps

- Timetable changes/curriculum modification
- Staffing change
- Use of key adults - the whole school informed

- Consistency of staff (actions and words)
- Negotiation of rewards

Plan action to support changes:

- Tell the child and walk away
- Offer support
- Allow take up time
- Use key words and simple sentences
- Teach consequences/boundaries through the language of 'choices'
- Social skills group
- Anger management strategies
- Time out/exit card
- Personal reward system
- Provide visual support, e.g. timetable for the day
- Provide a 'meet and greet' facility for each day

Record strategies to support behaviour on the class provision map
Discuss behaviour issue at well-being meetings

Re-active - Be aware of early signs and take immediate action (Unexpected behaviours}
Scripted steps (allowing time and space in between steps):

- Employ distraction techniques and reminder of desired behaviour
- Direct instruction
- Instruction and reminder of reward
- State choice of consequence (target behaviour & reward or no reward) using language of 'choices'
    1. Carry out consequence (low level, consistent, will take time)
    2. Time out should be directed

Ensure action is taken to avoid escalation and handling:

- Adopt a positive approach time-out
- Plan distraction
- Offer clear boundaries e.g. yes, when.
- Transfer to a different adult if appropriate

Individual Behaviour Support Plan Sanctions should be as low-level as possible and short term. **Low-level action that is consistent and certain is more effective that higher level action**. Sanctions should be planned and fair, they must not in any way damage the relationship between pupil and staff.

- Consequences should be short term
- Restorative justice conversations should be had as a form of debrief following any
- behavioural incidents

Time Out

Time out is recommended to de-escalate patterns of behaviour. Time out should be planned and this plan should include the pupils as far as possible. Ideally pupils should move toward identifying their own need for time out. Time out should be managed with Low key approaches. Use of symbols or signs can indicate that time out is recommended or needed. Time out should be used as close to the classroom as possible to avoid any need for positive handling. Ensure that time-out is discussed with pupils using the language of choices, e.g. 'If you can stop…. then you can stay where you are or if you choose not to then you will need a time out, it is your choice'.

If the time-out space is to be used for calming and as a directed sanction, staff action and words will need to make the difference obvious. Visual support can also demonstrate difference (objects, pictures, gestures). If being used as a sanction, staff should avoid interaction and no activities/toys should be available.

If it becomes obvious that pupils enjoy the time-out space, ensure it is available as a reward for subject good behaviour. For some pupils, it could be included on a visual timetable and the 'Yes… when…' script used.

TIER 3 (Pastoral Support Plan– PSP)

A small percentage of children, whose behaviour and responses can be difficult to predict or manage as a result of their individual additional needs, could be into a pattern of exclusion within a few days if the main behaviour policy is applied to them. These children will therefore be subject to a Pastoral Support Plan (PSP), designed to prevent exclusion. The whole school will be informed and know who they are. Their individual programme will be drawn up and will involve the parents and pupil. It will be reviewed regularly and all staff given a synopsis of outcomes.

Positive Handling (Tier 3 & Tier 4)

Positive handling should be rare- Our early intervention and proactive, needs led approach should prevent escalation to the point that physical intervention is necessary. (see Positive Handling Policy)

Classroom practice reinforces that any physical interventions are always a last resort when all alternative, positive interventions have been explored:

- Offer alternatives or options to the pupil
- Restorative justice conversation
- Distract/divert attention
- Change to a less demanding activity
- Change the environment/make it safe
- Reduce demand
- Avoid known triggers
- Teach behaviours which allow needs to be met appropriately

Positive handling will only be used:

1. If a pupil is at risk of harming themselves or others
2. If causing serious disruption that is detrimental to the learning of themselves or others
3. Prevent criminal offence from taking place.

"Force should only be used as a protective measure and never as a disciplinary penalty"
(Education Act 1996 Section 548)
The use of physical intervention must be both reasonable and proportional to the circumstances
(Section 550A Education Act 1996)

All members of staff are authorised by law to use physical intervention. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual in crisis and the nature of the harm they might cause. (Section 25- The Use of Force to Control or Restrain Pupils 2010)

Any member of staff, to keep a child, others or self safe, may:

- Hold a child's arm to monitor levels of anxiety or to provide reassuring support
- Lead a child by the arm, or guide them with an arm around their shoulders to escort to another space
- Deflect a child away or re-direct their path (e.g. if a child is attempting to leave the classroom or attempting to interfere with another child).
- Block blows using a protective stance (e.g. if a child is attempting to hit/kick another).
- Hold a child in a dangerous situation to maintain their safety.
- Move a child to a safe area where they can be provided with space to calm down
- Always make it clear that the physical contact will stop as soon as it ceases to be necessary.

Incidents of positive handling must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of reasonable and proportionate force, for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment or control.
- Be recorded and reported to parents.

All physical interventions are recorded and brought to the attention of the Senior Leadership Team. Parents/carers will be informed on the day of the incident by a member of the senior leadership team either by telephone or in person. Records of any incidents are recorded on the Trust Incident Report form held in a central file and will be used to monitor behaviour and to establish patterns.

Every intervention will prompt a review of pupil provision, school practice:

- What could have prevented this?
- Was the intervention essential, proportionate, safe?
- How will the Pupil Behaviour Plan/Physical handling Plan need to change considering this experience.

Once a physical intervention has been used once for a pupil, a Positive Handling Plan/Risk Assessment will be written by the SENCO, with key staff. This plan will determine the nature of any kind of physical intervention that may have to be used in the future. It will be shared with, and signed by, parents/carers and will be fully

accessible to key members of staff. The plan will be reviewed on a fortnightly basis and run alongside a pastoral support programme.

If a school is aware that a pupil has a history of very challenging behaviour, even if it has not yet been experienced in the current setting, a Physical Handling Plan and a Pastoral Support Plan may be written in advance in the interests of safeguarding the pupil themselves in addition to other pupils and members of staff.

Anti-bullying

Bullying is defined as the **repetitive**, intentional harming of one person or group by another person or group, which involves an imbalance of power. Bullying is, therefore:

- Targeted and deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Parents and pupils should report concerns about bullying to their child's class staff. This will lead to a conversation with the pupil to find out what has been happening. This conversation should be recorded. Restorative approaches should be implemented and if the pupil who has been targeted by bullying is willing, then a restorative conversation should take place between the pupils involved. Sanctions will vary depending on the severity of the incidence. Please see the Anti-Bullying Policy for further guidance.

Sexual Violence and Sexual Harassment (SVSH)

We are committed to safeguarding all pupils and ensuring that our schools are safe environments where respectful relationships are promoted and harmful behaviours are challenged. In line with Keeping Children Safe in Education (KCSiE), we adopt a zero-tolerance approach to sexual violence and sexual harassment.

- SVSH is never acceptable and will not be tolerated.
- All disclosures, concerns, or incidents will be taken seriously, acted upon promptly, and managed in accordance with statutory guidance.
- The welfare of the child is paramount; their voice will be central to all decisions.

The following definitions and examples clarify what constitutes sexual violence and sexual harassment (SVSH) in a primary school context. Sexual violence refers to physical acts such as rape, assault by penetration, or sexual assault. Sexual harassment is unwanted conduct of a sexual nature, which can include sexual comments, jokes, online behaviour, or sharing of sexual images. For primary-aged pupils, examples might include repeatedly saying things like "You're my boyfriend/girlfriend" when the other child has said no, making comments about someone's body or appearance, touching another child's hair or clothes after being asked to stop, trying to hug or kiss another child without consent, or sending inappropriate emojis or comments online.

Preventative education is a key part of our safeguarding approach and underpins our commitment to creating a safe and respectful school environment. SVSH prevention is embedded within our RSHE curriculum, promoting healthy, respectful relationships and challenging gender stereotypes. Pupils are taught about consent, personal boundaries, and online safety in age-appropriate ways. Staff consistently model respectful behaviour and challenge inappropriate language or attitudes. Practical examples include teaching pupils that repeatedly asking for hugs when someone says no is not acceptable and explaining why sharing private pictures or asking for them online is harmful.

All staff must report any concerns immediately to the Designated Safeguarding Lead (DSL). The DSL will then follow the Trust's Safeguarding and Child Protection Policy, which includes conducting a risk assessment and

liaising with external agencies where necessary. Victims will be supported through a trauma-informed approach that prioritises their safety and dignity. Where inappropriate behaviour occurs, responses will follow this Behaviour Policy and safeguarding procedures, ensuring that actions are proportionate and combine education with appropriate consequences to address harm and prevent recurrence.

Confiscation
Prohibited items are items which are not age appropriate for the pupil to own or may cause harm to themselves or others. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
To ensure behaviour is continually monitored and the support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training
Our staff are provided with training on managing behaviour, including use of positive handling. All staff have been trained on de-escalation techniques and undertaken attachment disorder training. Behaviour management will also form part of continuing professional development.

Monitoring arrangements
This behaviour policy will be reviewed by the Trustees on an annual basis. At each review, the policy will be approved by the Board of Trustees.

Date of next review: September 2027

Appendix 1

Policy in Action at Sunny Bank Primary School
Our underlying principle is 'To be the best we can be'.
The best learner. The best friend. The best citizen.

The Nurturing Relationships and Behaviour policy provides the foundation for our approach within the trust and highlights the core principles that we strive to achieve – ensuring that positive relationships and adult modelling are at the forefront of the behaviours that we expect from our stakeholders. At Sunny Bank Primary School we also endeavour to utilise the resources and skills within our school to supplement and compliment the strategies outlined above, supporting children to truly become the 'best they can be' in every aspect of their lives.

Behaviour Blueprint

Our Behaviour Blueprint (Appendix 1) is a quick reference, single page, document to quickly and simply share the Sunny Bank Primary School approach to behaviour within our school. Starting with our expectation for children to strive to be the best they can be 'in the classroom, on the playground and at home' – is our expectation that children should strive to be the very best version of themselves in all aspects of their lives and this includes their behaviour.



The expectations that adults model positive routines with vigour and consistency highlight the need for children to consistently expect the most of themselves too. The use of positive praise and rewards is the backbone of positive relationships and takes the centre of the document. Things do go wrong and bad decisions are made so the remainder of the document focuses on the need to reflect on choices made and work to repair damage that has been done. But most importantly, we always want to consider how we are going to move forward, together.

Tiered SEMH (Social, Emotional, Mental Health) intervention

We acknowledge that children are not inherently born with strategies to manage their emotions and support them in this learning journey through the application of our tiered approach. Our tiered approach to SEMH provision (Appendix 2) has brought together our existing provisions into a structure which has helped to add a sense of balance and act as a reference point.

Tier 1 – Universal Strategies

The first tier, universal strategies, are applied to all pupils. These offer pupils with opportunities to work on their own self-regulation journey and provide them with chances to put these into practice. These strategies encourage pupils to be self-reflective and offer opportunities to make 'good decisions' such as reflecting on their current feelings, quiet space to calm and reflect, strategies for mindfulness, amongst others.

Within the first tier is included the use of the progressive, Zones of Regulation. Through better, more purposeful, expression pupils can further engage in behaviour modification to prevent a sense of frustration or ultimately a loss of control.

Tier 2 – Additional School-based Interventions

Within the second tier of SEL intervention, as an accredited Nurture UK school, we aim to offer targeted intervention through the skilled staff within our school. Further intervention such as those undertaken by our Emotional Literacy Support Assistant (ELSA) and Pastoral Support Worker (PSW) are put into place to support specifically identified children who are expressing behaviours that place them at increased risk of making poor decisions with regard to their own conduct.

Tier 3 – Outside Agency Support

It is important to recognise that some behaviours and emotional scars are deep rooted and require specialist intervention. With the support of our families, we will endeavour to support such interventions and make swift referrals to ensure that all pupils receive the help they need and deserve.

Appendix 1

Behaviour Blueprint

Our underlying principle:
'To Be The Best We Can Be'

In the classroom | On the playground | At home

Visible Consistencies
- We meet and greet.
- We follow up.
- Model and reinforce expectations.
- Positive praise.
- Calm and consistent.
- Pick up your own tab.
- United front (come along to support if appropriate without undermining).

Relentless Routines
- Walking when moving around school.
- Good manners - thank, please, opening doors, a smile - Adults & pupils.
- Emotional Scales and Curves in use.
- Zones of regulation in use.

Recognition and Rewards
- Marvellous Me
- Certificates home
- Positive communication with parents
- Award Assemblies
- Star of the Week/Term



Restorative Questions
- What happened?
- What were/are you thinking?
- How did/do you feel?
- Who has been affected?
- How have they been affected?
- What do you need to move on/fix/recover this?



6 Rs
- **Recognise** the need e.g. I can see that you are upset, Your behaviour is showing me .....
- **Response** time - 10 second rule.
- **Revisit** expectations and rules.
- **Restorative** conversation e.g. how could we have managed the situation differently.
- **Repair** - identify consequence, next step.
- **Reflect**/acknowledge/recognise where child is at - supporting the repair.

6Rs Microscript and Mantras
- **Recognise:** "I have noticed that you are... (refer to child's behaviour) right now."
- **Response:** Give the child the time to process their thoughts and respond.
- **Revisit:** "You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) and this could be avoided by....."
- **Restorative:** Can you remember yesterday/last week when you... (refer to previous positive behaviour)? What could have happened instead?
- **Repair:** "That is what I need to see today..." "This is how we can move forward"
- **Reflect:** Thank you for listening"... then give the child some 'take up' time.





PSHRE Curriculum Assemblies

Tier 1 Universal strategies

Class Family Charters Co-constructed.
As a class what do we want to feel?
In order to have these feelings consistently we will .....

Emotional scales and tiered feelings.
Place photos/names on emotional scale.
Teachers make reference to these emotions.
Zones of regulation
Emotional curve

Restorative conversations
Informal
Formal
Circle time/class conferencing
Individual or mediation.

Class calming kits
Calming strategies shared

Buddies/playground mentors
Quiet zone

Growth Mindset

Positive self-talk strategies
Gratitude journals
3 good things
Walk and talk Wednesday

Tier 2 Additional school-based Interventions

Class-based interventions
- ✓ Developing self and social awareness, social regulation
- ✓ Friendship skills group
- ✓ Lego intervention – developing social communication, sharing and turn taking, collaborative problem solving.

ELSA
Emotional Literacy Support Assistant 1:1 sessions
- ✓ Recognising emotions
- ✓ Developing social skills
- ✓ Friendship skills
- ✓ Anger management
- ✓ Loss/bereavement

Pastoral Support Assistant
- ✓ Drawing and talking 1:1 sessions to support pupils experiencing emotional difficulties
- ✓ Nurture Breakfast Club
- ✓ Lunchtime wellbeing club
- ✓ Mentoring

Tier 3 Outside agency support

CAMHS Children and Adolescent Mental Health Service
NHS assess and treat young people with emotional, behaviour or mental health difficulties

Kent NHS Emotional Wellbeing Team
Whole school activities and workshops to promote emotional wellbeing and increase understanding of how to take care of our mental health.
Group and 1:1 sessions to support parents/carers including:
Supporting your children with worries and fears. Understanding your child's behaviour.

School Health/Kent Family
School or parental referrals for emotional health.

Other agency support e.g.
Child's Vision
Holding on Letting go
MP Counselling

Appendix 2 – SEMH Provision