Howden Junior School
Relationships and Behaviour Policy

Championing Excellence, Nurturing Aspirations

At Howden Junior School, relationships are at the heart of all we do. We are a strong community of committed and hard-working staff, dedicated governors and supportive parents. At the centre of our community are our wonderful children. They are the driver for all that we do. Our children have a voice in our community. They lead projects, have chosen charities to support with fundraising and contribute to our continued improvement. Our close-knit community includes Howden C of E Infant school and our multi-academy trust, The Education Alliance.
Together, we share a common purpose:

'We are here to make great schools and happier, stronger communities so that people have better lives.'

Purpose

At Howden Junior School, our vision is to inspire children to believe and ultimately achieve their best possible outcomes. For this to happen, we believe that children **have the right to be safe, the right to learn and the right to be valued.**
We believe that all pupils need to experience a sense of belonging and pride in their school and develop a respect for themselves and others. We endeavour to create a community in which empathy and understanding are paramount and in which everyone is expected to accept responsibility for their own actions and work within our school boundaries.
Our school approach reflects a developmentally appropriate response to behaviour by recognising that behaviour often represents an unmet need and is a form of communication. We recognise that everyone is at a different stage of social learning and may have experienced Adverse Childhood Experiences (ACEs) and/or neurocognitive or neurochemical profiles that can impact on their emotional regulation.
Underpinned by our core values of community, care, courage and curiosity and through a consistent approach to behaviour; we develop positive relationships between children, staff, parents and our community to create a relational environment where everyone feels safe and happy to learn.

Aims

- To realise our vision, values and aims through children's high standards of behaviour and the conduct of all members of the school community.
- To use trauma informed approaches such as the training provided through Blue Mental Health:
- To foster a happy and nurturing environment in which children feel safe and are able to develop positive self-esteem
- To enable our children to develop self-discipline, take accountability and understand that positive behaviour is part of belonging to our school family.
- Equip pupils with the skills and values they need to form positive relationships based on equality and mutual respect and develop self-awareness of the state of their own emotional regulation.

- To teach our children to recognise the importance of respecting others, particularly showing understanding for those who may be different to them.
- To enable the school to work effectively as a learning community.
- To ensure consistency of approach and fairness for all.
- To ensure that everyone takes responsibility for modelling behaviour through appropriate language and actions.
- To minimise the attention given for poor conduct.

Whole School Philosophy

- All members of the school community will set high standards and expectations for the children's behaviour and work.
- A positive approach is essential and will be achieved through use of positive language, praise, warmth and celebration of good behaviour.
- All members of our school community are unique and special. The children will be encouraged to not only recognise their own achievements but also to celebrate each other's successes.
- Good behaviour will be promoted in a way that enables children to develop a positive self-image and high self-esteem.
- Work in PSHE and RE as well as content planned within times of collective assemblies/house team meetings and afternoons will all contribute to this area of the school's work.
- The children will be given opportunities to reflect on any behavioural issues that arise to help them to improve their behaviour choices and conduct.
- Positive and constructive behaviour will be supported by an appropriate system of rewards and sanctions.
- Staff will receive regular training to ensure that all aspects of this policy are carried out with confidence and consistency.
- We seek to work in partnership with parents and carers. We want the very best outcomes for our pupils and expect that their parents/carers will support us by upholding the aims of this Behaviour Policy.
- All children will be encouraged to tell a trusted adult in school if they are experiencing any difficulties with other members of the school community in order that swift action can be taken to address the issues.
- We are a wholly inclusive school and will not tolerate any behaviour that is deemed to be bullying.
- All members of our school community have a right to learn and feel safe and valued.

Our philosophy is presented in a child-friendly and memorable format through our use of **'Howden Juniors Three Rights'** which is built on our core values of **Community, Care, Courage and Curiosity:**

Our Rights .....

All children and adults at Howden Junior School have a right:

- to learn
- to be safe
- to be valued

Roles and Responsibilities

All staff will:

- Meet and greet children at the beginning of the day
- Refer to 'Howden Juniors Three Rights' throughout the day, every day
- Model and build positive relationships using models such as PACE (playfulness, Acceptance, Curiosity and Empathy) with pupils from all groups.
- Adopting an attitude and culture of 'botheredness' – the daily acts of care and genuine interest in children's lives.
- Implementing the behaviour policy consistently and treating all pupils fairly and equally
- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm and stay curious. Think about why the child is exhibiting a particular behaviour and be proactive to negative behaviour rather than reactive.
- Contact parents by the end of the day regarding an incident so parents are fully informed.
- Never ignore or walk past learners who are making poor behaviour choices.
- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seeking both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always reminding children about the expectations, rules and routines we have-what does good behaviour for learning look like? As with all learning, each child is at a different stage and will need support and modelling to help them develop their emotional intelligence.
- Highlight the behaviour you want to see rather than what you don't. Instead of saying 'stop shouting out' or 'stop talking' say 'put your hand up' or 'show me good listening' and remind pupils what that looks like (see Behaviour Curriculum policy).
- Use Zones of Regulation to identify and talk about emotions so consistent approach is used.
- Committing to improving their behaviour management skills and pastoral support for pupils by attending training and acting on feedback given. This includes using and updating behaviour plans/risk assessments of those children who demonstrate more challenging behaviours (**Appendix 3).**
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us.

Senior Leaders

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

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Develop and model positive relationships with pupils, staff and parents.
- Be a visible presence around the site and especially at transition times.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Celebrate learners whose effort goes above and beyond expectations and encourage use of positive notes and positive phone calls.
- Regularly share good practice and CPD.
- Use behaviour data (recorded on CPOMS) to monitor school wide behaviour
- Regularly review and update policy in line with recognised best practice.
- Regularly review individual provision for learners who fall beyond the range of written policies and work with parents, class teacher, Inclusion team and external agencies as required to support these learners.

The Governing Body will:

- Have oversight of behaviour records as part of the Headteacher reports.

Pupils

Pupils will:

- Do their very best to always demonstrate good behaviour for learning.
- Know the Howden Three Rights and their part to play in upholding those expectations and routines
- Reporting unacceptable behaviour as soon as possible, to a member of staff.
- Know where to get help to support them with their behaviour.
- Take responsibility for their behaviour and following any plans drawn up to help them.

Working with parents and carers

At Howden Junior School, we recognise that an effective school behaviour policy requires a close partnership between parents/carers, staff and children.

Parents will:

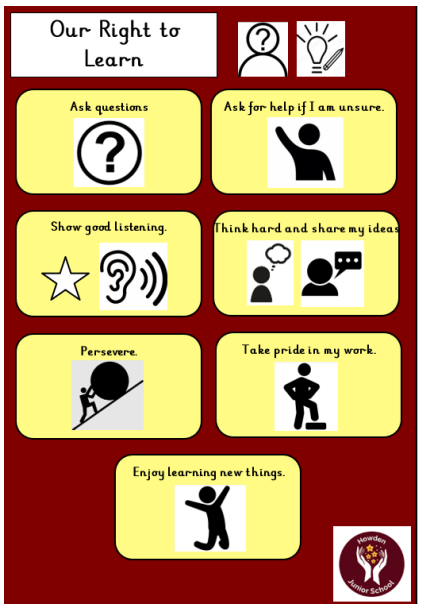
- Get to know the school's behaviour policy
- Support the school in having good behaviour in school as a shared expectation

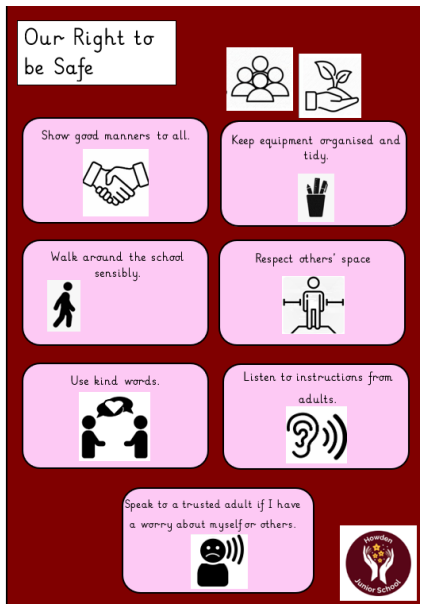
- Support our Howden Three Rights 'Right to be Safe, Right to Learn, Right to be Valued'.
- Support the school to work with their children to uphold the behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Maintain open lines of communication with the school.
- Model positive behaviours and build relationships.
- Encourage their children to respect and listen to all school staff.
- Help their children develop self-respect and respect for others.
- Teach their children to show kindness and tolerance and avoid physical and verbal aggression and retaliation.
- Encourage their children to seek help from an adult at school if they need it and to share any worries.

Rewards and Sanctions

What is positive behaviour?

The following definition has been formed through consultation with staff at Howden Junior School. Positive behaviour is linked to our school values and outlined under three headings:





Recognising and Rewarding Positive Behaviour

The school operates a system for recognising and rewarding positive behaviour. Staff should use a combination of extrinsic rewards (House points, stickers) to encourage good behaviour and intrinsic rewards (targeted praise and encouraging pupils to value good behaviour and learning for itself, not because of some other outcome. This is scaffolded by consistent class routines focussing on explicitly positive learning and social behaviours).

- House points are awarded to children who are seen to be learning well together, living well together or looking after one another as previously outlined. They can be awarded in the classroom, at playtime, at lunchtime and around the school.
- House points are recorded using the Class Dojo app. Any points given by a member of the lunchtime staff will be passed on to the class teacher at the end of lunchtime play.
- House points are collated each week to see how many have been awarded to each House team across the school. This is announced in our Class Champion Assembly each Friday afternoon.

- The House team that is awarded the most points across a half term wins a treat, such as attending school in non-uniform for the day.
- Individual children are celebrated and certificates handed out in Friday's assembly where children are awarded 50, 75 and 100 House points in a term.
- Every week, a 'Class Champion' is chosen in each class for children who have been noted by staff as trying to be the best they can be through demonstrating one of the school's core values in the classroom, playground or around school. Parents of those children are invited to our Class Champion Assembly on a Friday afternoon to see their child being celebrated and receiving a certificate.
- Children who have made an extra special effort in their work or behaviour are sent to see the Headteacher or the Assistant Head at the discretion of the class teacher.

Managing Inappropriate Behaviour

We have 3 simple rights:

- **Right to be Safe**
- **Right to Learn**
- **Right to be Valued**

Managing inappropriate behaviour is when a child is not following 'Howden Juniors 3 Rights'. In response to this, the nature of the inappropriate behaviour will be made clear to the child. It will be made explicit that it is the behaviour of which we disapprove and not the child. We also do not tolerate any form of violence towards pupils or members of the school staff and will take appropriate measures should any such incident occur. We manage this behaviour as privately as possible and use Praise in Public (PIP) and Remind in Private (RIP) Praise the positive behaviours you want to see. Where behaviour does not meet our expectations, a reminder of the expectations for children in the classroom / teaching space / hall/playground are delivered privately to the child. The teacher / staff member makes them aware of their behaviour with a firm but non-confrontational tone.

See **Appendix 1** for our Graduated Response to Behaviour and **Appendix 2- restorative script example** to be used consistently by all staff.

Playtime and Lunchtime

At playtime and lunchtime, the inappropriate behaviour will be managed as follows:

- Where 'Howden Juniors 3 Rights' are not being demonstrated, the child will receive a verbal warning and if appropriate refocus the child/ren to the behaviours you want to see- 'You are on a warning as you are not looking after each other so how about we change the game to...
- If the behaviour continues, a second warning will be given and the child asked to either sit on a chair near the wall or stand with the member of staff who has issued it for 5 minutes.
- If after this time out, the behaviour persists, or if a child intentionally hurts another child, they will be either moved inside to a classroom (if staffing allows) until the end of the break or sit on a chair near the wall for an extended period and the member of SLT on duty will have a restorative conversation with the child.
- Where this occurs, parents must be informed.

- Lunchtime supervisors must inform the class teacher of any timeouts, and this should be recorded on CPOMS at their earliest convenience.

Suspension or Permanent Exclusion

Howden Junior School will use suspensions and permanent exclusions only as a last resort.
The Headteacher will have responsibility for suspensions. In the event of the absence of the Headteacher, the Assistant Head would have full delegated authority for statutory actions and other management responsibilities. The Headteacher should as far as possible avoid permanently excluding any student with an EHCP or CLA status.

Before deciding to suspend a child, the Headteacher will:

- Ensure that an appropriate investigation has been conducted.
- Ensure that all the relevant evidence has been considered.
- Give the child an opportunity to be heard.
- Consult other relevant people, if necessary

A decision to exclude a child permanently will only be taken as a last resort and when a wide range of strategies have been employed without success or if an exceptional 'one off' offence has been committed.

Pupils with SEND

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND).
When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. While this may involve a more sensitive interpretation of the Behaviour Policy for pupils with additional needs, unacceptable behaviour will not be allowed to remain unchallenged. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis and will involve a member from the Inclusion team alongside the headteacher or Assistant Head. When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Ensuring reasonable adjustments have been made considering the child's SEND before taking the decision to suspend or exclude
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)

If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies as part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
Any preventative measures will consider the specific circumstances and requirements of the child concerned.

- Short, planned movement breaks for children with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a child with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (HUBs) where children can regulate their emotions during a moment of sensory overload.

Adapting sanctions for children with SEND

When considering a behavioural sanction for children with SEND, the school will consider:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time because of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND The school's special educational needs co-ordinator (SENCO) may evaluate children who exhibit 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 children, 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.

Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of children with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Please refer to the **Tiers of support (Appendix 4), Understanding and Reframing Behaviour Toolkit (Appendix 5) and Environmental checklists (Appendix 6)** for extra guidance. Ensure any behaviour plans/risk assessments in place have been read and understood. These can be found pinned to the child's profile on CPOMS and on Insight.

The Zones of Regulation

Self-regulation is something most humans continually work on, whether they are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we can recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place.

The Zones of Regulation curriculum is used across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help children recognise when they are in different states, which are referred to as 'Zones'. Through planned activities children learn how to use strategies to stay in a zone or to move from one zone to another.

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

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

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

There are many strategies we can teach our pupils to help them self-regulate. The following are a few examples pupils should be able to select strategies from their toolbox to regulate their emotions:

- Wellbeing Checking In /coloured zones
- Breathing strategies
- Chill out area in the classroom
- Have a break
- Jump, bounce, squeeze
- Take a walk
- Social stories
- Listen to music

PACE approach

PACE is a trauma informed approach developed by Clinical Psychologist Dan Hughes which is centred around building safe, trusting, and meaningful relationships with children and young people that have experienced trauma or attachment difficulties. PACE provides opportunities for adults to build on their attachments with children, by communicating and interacting in a way which helps children and young people feel safe. PACE stands for Playfulness, Acceptance, Curiosity and Empathy.

Playfulness

For children and young people with a background of neglect, abuse, or loss, it can be difficult for them to realise adults are safe, friendly, and caring towards them. Playfulness is a great way of showing them that there is still plenty of room for fun and relaxing interactions even during difficult times. Playful moments can reduce the shame a child might feel when something has gone wrong and reassures them that your disagreement is only temporary and will not impact the strength of your relationship.

Examples of playfulness:

- Try using a light tone of voice and positive facial expressions to show your interest
- Try adding enjoyment to your social interactions whenever you can

Acceptance

Acceptance is a fundamental aspect of developing a therapeutic relationship with children and young people who have experienced trauma because it shows that you can connected with their feelings and emotions without judgement. It communicates that your positive regard for a child is unconditional, regardless of the way they behave. It is showing a child that you accept the thoughts, feelings, experiences, and memories which are associated with a particular behaviour, even if you don't agree with the behaviour itself.

Examples of acceptance:

- "I can see you're angry at me, I'll still be here for you after you calm down"
- "I'm disappointed with how you behaved, but I still care about you"

Curiosity

Curiosity is wondering about the reasons behind the behaviour of the child which often leads to a better understanding. By being curious we as adults are simply trying to understand 'why' and help the child, rather than lecture and convey annoyance. When we direct non-judgemental curiosity towards a child's experience, they will become more open to understanding this experience themselves.

Examples of curiosity:

- "I'm wondering if you broke that telly because you were angry"
- "I'm thinking you might be slightly nervous about going back to school today and that's why you don't want to get ready this morning"

Empathy

Empathy is actively showing a child that their feelings are important to you, that you are alongside them during difficult times and that they're not alone. Rarely can a response make something better, empathy is all about the connection with a child.

Examples of empathy:

- "You're crying I can feel that pain, I want to be here for you"
- "I know it must be hard for you to hear what I'm saying"

The Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DFE guidance; "Restrictive Interventions and Reasonable Force Policy."
'The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.

This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.'

Staff never use force as a punishment for undesirable behaviour. Team Teach is all about de-escalation strategies and how to support children in crisis. However, it may at times be appropriate to physically intervene. Key staff have been trained to move, handle and hold children to keep them safe and only when it is in the best interests of the child.

Team Teach moving and handling techniques may be used when:

- **a child is hurting themselves**
- **a child is hurting someone else**
- **a child is causing damage to school property**
- **a child is committing a criminal offence**
- **a child is demonstrating behaviours that are prejudicial to maintaining the good order and discipline either in school or when off site (e.g., attending a school trip)**

The decision to do this is made by the trained lead adult at the time of the incident. All members of staff have a legal power to use reasonable force. Reasonable adjustments will be made for children with disabilities and special educational needs. De-escalation is the first strategy and handling children is a last resort. The Inclusion team and/or Headteacher/Assistant Head work with every child after experiencing crisis to explore triggers and any support needed to ensure crisis is avoided as much as possible. The incident is recorded on CPOMS under the category of Team Teach. Parents must be informed in writing, no later than the end of the same day. **(See Appendix 7)**

Risk assessments and behaviour plans help to identify known triggers and strategies that help to de-escalate a child in crisis. After any restraint, these plans should be reviewed and updated so we can support individual pupils in the best possible way.

This policy should be read in conjunction with:

- Anti bullying policy
- Behaviour Curriculum
- Child protection and safeguarding policy
- Staff Code of Conduct
- SEND Policy
- Positive Handling Policy

Policy Review

The Behaviour Policy will be reviewed every three years and updated in line with any changes to guidance or legislation.

Date of next review: **September 2027**

Appendix 1 – Graduated behaviour response

Use alongside Tiers of Support and Understanding and Reframing Behaviour toolkit

Step	Behaviours	Approach	Script	Support
1	**Low level behaviours eg:** • Interrupting/calling out • Distracting others and interrupting their learning • Rudeness, answering back • Work avoidance • Slow to take adult instruction • Unkindness to others • Rough play	A reminder of expectation using whole class praise.	To the whole class with praise for those children modelling the 'Howden Juniors 3 Rights' .	Universal support for all regardless of behaviour. Well planned lessons Adjustments for learning Check any SEND need Question why the behaviour-do they understand the task Zones of regulation Sensory box Relational practice Processing time Brain breaks Physical break
2	As above.	**Remind**-A reminder of expectations to the child. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rights, **The Right to be Safe, The Right to Learn, The Right to be Valued** delivered privately/discreetly wherever possible. Repeat reminders if necessary, De-escalate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. PACE may be used here.	**I noticed you chose to……. (noticed behaviour).** **This is a reminder that we need to……. (3 Rights).** **You now need to make the right choice. Thank you** ***Example: I noticed that you chose to speak whilst I was speaking.*** ***This is a reminder that you need to listen as we all have the right to learn together.*** ***You now need to make the right choice. Thank you.***	

		Refocus- A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outline the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.		
3	Continuation of behaviours despite reminders and refocus.	**Reinforce** If behaviour is still not improving following positive reinforcement and time left alone then it is time to clarify the rule again. Use the script to support. If the behaviour continues despite this reminder, then at this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time to go through what happened. Incident recorded on CPOMS. Teacher to inform parents.	**I noticed you chose to … (noticed behaviour). This is a warning. You need to……. (3 Rights).** **You need to make the right choice or you will miss 10 minutes at playtime.** **Do you remember when … (model of previous good behaviour)?** **That is the behaviour I need to see now. I know that you can make good choices. Thank you.** ***Example: I noticed you chose to speak whilst I was speaking.*** ***This is a warning. You need to show good listening as we all have the right to learn together.*** ***Make the right choice or you will miss 10 minutes of playtime/lunchtime.*** ***Do you remember yesterday when you showed good listening during Maths?***	Time in spent with an adult to discuss behaviours. Depending on stage of emotional intelligence this is where the opportunity to discuss how better choices could have been made or to support the child to help them understand why the sanction has been put in place and how they can prevent this happening again.

			That is the behaviour I need to see now. Thank you.	
4	Continuing the above behaviours. Ignoring adult direction Shouting or other aggressive behaviours. Lashing out to objects in the heat of the moment. Disrespectful language/swearing lashing out in anger to others in the heat of the moment. Deliberately disrupting the learning of others.	**RELOCATE** Clear explanation that what has happened is so serious and breaks our school rules that immediate cool down and relocation strategies are needed. This will either be in class, a quiet place, to another class or to pastoral support (Head, Senco, other TAs) if available. Work must be provided by the teacher. Removal from communal play until trust is rebuilt and we can be sure everyone is going to be safe and behaviour improves. Discussion with SENDCO if repeated behaviours to check unmet needs and risk assessment in place. Incident recorded on CPOMS Teacher to inform parents.	Restorative time to be built in when appropriate.	Social stories Calming strategies-Blue Mental Health Extra group work on zones of regulation 5 point scales Outreach referrals Parental support Sensory Box MIND Mental Health Team
5	Repeating of level 1,2,3 level behaviours despite interventions and support and plan. Racist or religious abuse. Targeted or deliberate assaults on other pupils. Bullying - verbal and physical	**RESPONSE AT HIGHEST LEVEL** Parental meeting with the class teacher and Head teacher. External support sought e.g. educational psychologist, behaviour support. Risk Assessment revised.		Ed psychologist Play therapists Inclusion team Outreach from inclusion schools CAMHS Behaviour support team Early Help

	Destruction of school property after support offered to de-escalate. Assaulting staff	Removal from communal play until trust is rebuilt and behaviour improves. **Possible responses after discussion with parents and agencies** Removal from some lessons to work elsewhere. Reduced timetable Alternative provision Fixed term exclusion Revisit all the above Permanent exclusion		

Appendix 2 - Restorative Questioning – a tool for helping the conversation following a time out or relocation.

If a child has been given a sanction, they should also be given the opportunity to reflect on their behaviour and begin to make reparations.
We use restorative questions to support this process when it is appropriate to do so.

1. What happened?
2. What were you feeling at the time? - What have you felt since?
3. Who has been affected - How did this make them feel?
4. What would you do next time?
5. What do you need to do to start to put things right/do things differently?

Appendix 3-Individual Behaviour/Risk Assessment plan example.

Behaviour Plan/PEP

Start Date:		Review Date:		Class Teacher:	
Year Group:		Date of Birth:		Age:	
SEND Provision:		Broad Area of Need:		Attendance:	

Assessments

What are the known common trigger?

- Can come into school when something has gone wrong at home.
- doesn't always like to talk about what is bothering him, so he can get frustrated.
- finds a task difficult or is struggling with a piece of work

Behaviour Plan

Positive displays of behaviour:	Strategies/reasonable adjustments that support this behaviour:	Low-level negative behaviour:	Risks:	Actions to de-escalate and eliminate risk:	Crisis point:	Risks	Actions to de-escalate and eliminate risk;
• Quiet and on task. • Smiling • Participation in lesson • Talking with confidence and happy to have a go. • Keen to share his thoughts / ideas.	• Sensory break • SLT to be called to assist with XXXX if he shows signs of self-harm. • Supervised time in the library. • Give XXXX a false job to help break the cycle. • Drawing / painting in a quiet space. • For XXXX's safety ensure sharp objects or materials are monitored and XXXX is supervised at all times especially when in crisis.	• Humming loudly • Tapping pencils • Shouting out • Fidgeting • Getting up and down out of seat Distracting other children • Leaving the classroom.	• Learning impacted due to work not being completed. • Others' right to learn taken away due to disruption.	• Intervene as soon as possible to reduce risk of escalation. • Clear explanation of what is required and the consequence of not conforming - using the school behaviour code. • Use phrases like 'I understand you to don't want to do this but …' 'This has to happen because…' • If there is conflict with a peer, ask XXXX his side of the story. Let him get all his words out. Explain his peer will also have this opportunity	• May threaten to hurt himself with objects such as plastic bags, string or scissors. • May use his hands to strangle himself. • Will bang my head against a wall or table. • May hurt other children.	• Learning impacted due to work not being completed. • Others' right to learn taken away due to disruption	• Explain this is not acceptable and that further steps will need to be taken. • Refer to the behaviour code so that XXXX is clear about what his actions mean for what happens next. • Allow him to calm (may need a quieter space). Ask for him to tell you about what has happened. • Help him to find a solution.

Questions for staff reflection following each incident:

- What was the child trying to achieve with this behaviour? (underlying issues)
- Was the response effective?
- Can we do anything differently next time?
- Do we need to amend/ update the plan?

Appendix 4-Tiers of support

Tiers of Support	Learning	Behaviour & Regulation	Safety, Attendance & Wellbeing	Family and Community
Tier 3: **Specialist** Pupils with highest need (as per EHCP) or at significant risk of harm, complete disengagement, CMN or exclusion	Specialist adult support for complex needs as outlined in ECHP 1:1 specialist support (SALT, OT, EP, Neurodiversity team, SAPTS, SEMH team) New Options SALT	Safe Space to support self-regulation alongside detailed risk planning Pastoral/SEND Support Plan outlining significant interventions and support for pupils at risk of CMN or exclusion. Specialist therapeutic services (art therapy, Lego therapy, ELSA, MIND Be Well programme) Outreach support from The Hub Behaviour Support and Advisory team Sensory processing service	Specialist support for complex needs; educational psychologists; occupational therapy; personal care etc. CAMHS Education Welfare Service Youth Offending Service Children's Social Care Support Multi-agency safeguarding plans (Early Help, CiN, CP, CAMHS) - Intensive attendance intervention (EWO/legal routes if needed) NHS Mental Health team	CAMHS: parent conferencing Children's Social Care Support Direct social care involvement Liaison with police, local PCSO Specialist LAC/PLAC support Youth & Family Support Howden Children's Centre Schools and Communities team (Early Help)
Tier 2: **Targeted** Pupils identified with increasing needs or at risk of harm, disengagement or exclusion	Access to speech and language support Phonics and reading comprehension interventions Maths interventions Small-group interventions (reading, writing, maths) Personalised learning plans (support plans) Annual reviews Seating arrangements	Safe Space to support self-regulation: sensory room; sensory circuit breaks; soft starts Short-term therapeutic programmes (ELSA, art and Lego therapy) Reintegration meetings with parents Individual Behaviour Support Plans (reviewed regularly) Sensory equipment (e.g. sensory boxes, fidgets, wobble cushions)	Home visits by attendance/pastoral team to understand barriers and support In-year arrivals induction support Mind School Nurse Health visitors Bereavement support Targeted wellbeing sessions (e.g. anxiety, bereavement) Regular pastoral check-ins with a key adult Inclusion team Toilet facilities with changing areas and grab rails.	Bereavement support TAF meetings VCET and Children's LAC team for P/LAC students Police Liaison officer Parent support advisor Cluster SENDCO forums Dedicated disabled parking bays
Tier 1: **Universal** All Pupils	Have a great teacher in every classroom, all of whom are committed to and capable of delivering high quality inclusive education Ensure all our young people are supported to read fluently, can fully access their curriculums and are equipped with good literacy and numeracy skills Adapted resources and scaffolds for all in need (e.g., writing frames, enlarged texts, overlays, sloped writing boards, pen grips) Regular check-ins to support readiness to learn. Termly Pupil progress meetings Visual timetables School trips are appropriate for all children.	Trauma-informed practice & relational approaches Clear routines Positive handling plans & RA's known to staff Safe spaces at lunch/break Supervised lunchtime games and activities Lunchtime and after school clubs. Pastoral presence ensures that every young person at school feels seen, valued, heard and has a strong sense of belonging Relational routines and approaches captured within all behaviour systems. Positive behaviour rewards system Zones of Regulation Forest school	Daily meet & greet Whole-school focus on wellbeing & resilience PSHE programme Early identification of attendance dips Basic needs support – breakfast, lunch, etc Robust systems for staff for noticing, reporting and communicating (CPOMS) All young people access to mental health support (MIND) Relational practice is developed intentionally throughout our CPD and embedded and interactions. Healthy snack and drink trolley available every morning break. All staff have basic First Aid training	Open communication with families Twice yearly Parent's Evening with Pastoral and SEND team available Access to Family Support Practitioner/Linked person Links with local youth/sport/community projects Supportive transition: Primary/Secondary, in year transfers Coordination of early help and support services that reduce the burden on NHS and other services Advice, guidance and support through the school's easily accessible communication tools.

Appendix 5-Understanding and reframing behaviour toolkit

Describe the behaviour **Review and be curious**	**Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful.** **Examples of reframing-**	**Reflections** **How is this behaviour understandable?** **What's getting in their way/what are the barriers?** **How can we help?**	**Adult response** **What do we need to intentionally teach?** **Find the barriers and remove them**
Be the stress detective - why and why now? What is the typical adult response? Is there a behaviour/RA plan? Is the plan helpful, shared, used and understood? Consider the environment Is there adequate differentiation for learning and sensory needs and personal strengths How are rules shared, talked about and explained?	Avoidant: in 'fight/flight' survival mode Defiant: in 'fight/flight' survival mode, coping with threat Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in 'fight' survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging) Withdrawn: cautious possible indicator of an emerging 'flight/hyperarousal and or freeze' response being used to cope with the situation Rude: self-protective: "I need you to know how I feel so I'm going to make you feel like it too so you will help me", or "I don't think you like me/don't care". In fight mode. Not engaging: doesn't feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.	The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed) Feelings fuelling the behaviour Is the child/young person projecting their feelings onto you? Are you inadvertently reenacting previous relationships? Are you too distressed by the behaviour to co-regulate? Attachment history- what is their survival strategy? How have earlier experiences shaped the child/young person's preference for connecting with others? How is this being challenged/affirmed? Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?	Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child/ young person's strengths Rhythmic/repetitive intervention/support. Relationships with the staff Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE. Relationships with peers Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.

Appendix 6-Environmental checklist for those with SEMH needs.

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school?		
Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	**Y/N n/a**	**What needs to be done**
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is a support plan in place for this child/young person?		
Is there a current behaviour/risk assessment in place for the child/young person?		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		
Are parents/carers requesting parenting support at home and have they been appropriately signposted?		

Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	**Y/N n/a**	**What needs to be done**
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Teaching Assistant directed to support the child/young person?		
Does the Teaching Assistant have a good understanding of the child/young person's needs?		
In line with best practice, does the Teaching Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		

Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		
Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		

Are adults using positive language around and to the child/young person?		
Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		

Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		
Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		
Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in worship?		

Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		

Social interaction (less structured environments)	**Y/N** **n/a**	**What needs to be done**
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities e.g. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person e.g. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		

Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Appendix 7 – Physical Intervention Record

Howden Junior School Primary Parent / Carer Information

Physical Intervention Record

Dear Parent/Carer,

Your child has needed additional adult support, involvement and/or intervention today, following dysregulation and disruptive behaviour. This has required trained members of the school team to use Team Teach methods of physical intervention and support, as detailed below. Adaptations have been made to your child's day today, due to the behaviour and needs they presented with. We will always include time with a familiar adult to support your child to reflect on what has happened, and restorative support, as well as helping them to make positive choices. A member of the pastoral team will be available to discuss the behaviour incident further, if you wish to explore any aspect. Please do not hesitate to get in touch with school. Thank you for your support.

Claire Isitt - Headteacher

Pupil Details	**Physical Intervention Record Form**
Name:	
Date of incident: **Nature of behaviour incident:**	Inappropriate physical behaviour / Inappropriate verbal behaviour / Serious disruption of learning / Defiance Further information regarding physical intervention used by trained staff: Details of further adaptations (if applicable) NA
Please note, a copy of this report is retained by school.	