Abberley Parochial VC Primary School

Love, Grow and Flourish Together

Relational Behaviour Policy

"The school is calm and orderly. Staff consistently provide clear routines and apply the school's high behaviour expectations. In classrooms, pupils listen attentively and engage in the learning tasks set. Pupils are well-mannered, polite and well-behaved." (OFSTED, March 2025)

Author/reviewer of policy	Headteacher
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FGB/committee	FGB
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Our school vision is based on the writings of Paul to the Ephesians.

Ephesians 3:17-19
That Christ may dwell in your hearts through faith, as you are being *rooted and grounded in love*. I pray that you may have the *power to comprehend*, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be *filled with all the fullness of God.*

This highlights three principles which form our decision making:

- We seek to enable children to be **rooted and grounded in love**; we will feel loved and show love to others in our school and wider communities. We seek to feel a connection with the school, the staff, and the community through a shared sense of belonging.
- We strive to instil in pupils the **power to comprehend**; We will seek to grow in our understanding of all that is around us, encouraging all to live well together. By growing in confidence and self-awareness, pupils will be well-grounded and equipped with the intellectual freedom to think independently, explore big ideas, and challenge different perspectives.
- **Filled with the fullness of God**; We will be filled with His love, joy and goodness to live a fulfilled life. We encourage interests, hobbies and enrichment opportunities that will help all to thrive in life.
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Our school vision underpins all we seek to learn and experience in our school community.

Love, Grow and Flourish Together

Legal framework
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Guidelines
- Anti-bullying Policy
- Online Safety Policy

Abberley's Rationale:

We aim to enable pupils to experience challenge, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. We would like pupils to become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society. Learning to be skilful in relationships and ready for challenges requires experience, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

At Abberley, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential. When children experience safety in their relationships they open up to new learning; it is therefore vital that wellbeing is placed at the foundation of our school offer.

We recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, building a community which values kindness and empathy for others with mutual respect between all members of the school community.
- Provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- Provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- Provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- Underpin our beliefs with evidence-based practice and current research.
- Create a culture with high expectations for good behaviour supporting life-long learning through a positive and safe school climate.
- Provide a safe, nurturing environment and restorative approaches to foster appropriate behaviour.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions.
- Maintain a consistent, safe, caring and happy school community where all pupils have the opportunity to learn in a calm, safe and supportive environment.

Roles and Responsibilities

The **governors** will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate. (See Appendix 1)
- Ensuring the Abberley Aims and Standards of Behaviour are in line with the school vision, and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **headteacher** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the Abberley Aims and Standards of Behaviour, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The **SENCO** will be responsible for:

- Collaborating with the governing board and headteacher to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Devising annual Behaviour of Standards with new pupils in September and displaying alongside Abberley's Aims for Behaviour.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.

- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Adhering to the Abberley Aims and Standards of Behaviour.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to Abberley Aims and Standards of Behaviour and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Behaviour Practices & Procedures

"Classroom management is not about having the right rules, it's about having the right relationships."

At Abberley we strive to demonstrate a relational approach, that behaviour is a communication of unmet need. We place relationships and young person's sense of safety and security at the heart of classroom management and encourage nurture, warmth and empathy, even when a student is presenting with behaviours that feel challenging. The sense of community and belonging is all important and we take individual circumstances into account. We understand behaviour is a communication of an emotional need (whether conscious or unconscious), and it is our job to respond accordingly.





Our approach to developing positive behaviours:

• Programmes of PSHE, (Personal, Social, Health Education) are used to provide rich opportunities which are part of all areas of school life and learning.
• Encourage children to recognise their feelings and then manage them in a positive way.

• Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps.
• Any plan of action is agreed and shared in a working partnership with parents and carers.
• Pupils need to know explicitly what behaviour is expected in different circumstances.

It is recognised that good behaviour needs to be modelled and taught. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages children to behave in appropriate and less challenging ways.



Consistency in Practice:

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority.

All staff are responsible for setting the tone and context for positive behaviour within school and will complete the following actions in order to create and maintain a highly engaging learning environment where respectful relationships sit at the heart of classrooms.

- Greet each pupil as they arrive in the morning
- Establish clear routines using visual timetables to support
- Communicate expectations of behaviour through verbal and non-verbal means in a calm manner
- Give pupils time to respond when going through the behaviour steps
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- A mechanism for positive recognition is used in each classroom throughout the lesson
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly
- Responding in a consistent and respectful way when behaviour does not meet expectations, referring to the Abberley Aims and Behaviour Standards. (See Appendix 2)

Recognition and rewards for effort

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach.

At Abberley, we will reward those children who demonstrate positive behaviours in and around school through verbal praise, celebration assemblies, house points, certificates, additional privileges and recognition boards. (See Appendix 4) Each classroom will also use its own individualised, age-appropriate recognition systems. Headteacher Awards are given to pupils who have excelled in demonstrating our school values or attributes and are awarded with a certificate and termly are invited for a hot chocolate and cakes to enjoy.

We celebrate good behaviour at lunchtimes with a certificate awarded from the lunchtime supervisors for individual children. Once every half term, children who have demonstrated our lunchtime goals (see Happy Lunchtimes on website) will be selected to a lunchtime treat on the 'Table of Awesomeness' and the class with the most pom poms will have a class treat from 'The Golden Lunch Box'.

Consequences

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. Consequences may look like:

- Reminder of the school rule or expectation.
- Reflective conversation with an adult.
- Moving seats or working in a different space.
- Completing unfinished learning during a suitable time.
- Practising the expected behaviour (e.g. walking sensibly, entering the classroom appropriately).
- Apology, where appropriate.
- Loss of a privilege linked to the behaviour (e.g. choosing a game at playtime).
- Communication with parents
- Temporary removal from an activity if safety is compromised.

Our vision shapes both our responses to behaviour and the consequences children receive. Consequences are intended to help children:

- **Love** by repairing relationships and restoring trust.
- **Grow** by reflecting on their choices and learning from mistakes.
- **Flourish** by making better decisions that support themselves and others in the future.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through the Relate, Rupture and Repair Cycle which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community. The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort. Significant physical interventions will be recorded and information passed on to all parties as soon as possible after the event. In extreme cases staff have the right to ask for Police Intervention.

A fixed term suspension and exclusion is the decision of the Headteacher following an investigation.

Behaviour Steps

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms i.e. "Show me your listening ears." It is vital that knowledge of the child's social and emotional development is taken into account. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We recognise that the following steps are appropriate for children who are at 'thinking' or above. All children must be given time in between steps to make good choices. It is not possible to leap or accelerate steps for repeated low-level disruption. i.e. jump steps.



Detailed information regarding the above steps

1. **Attunement:** Consistent high-quality teaching. Read the room and use positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders. Reposition, and redirect using small acts of kindness.

Praise in Public and Remind in Private. Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children classroom / teaching space / lunch room delivered privately to the child.

2. **Reminder**: Use whole class reminders of expectations to re-engage pupils. A reminder of classroom / school expectations delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things contained at this stage.

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children – Refer to Abberley Aims and Class Behaviour Standards. Repeat reminder if necessary but usually no more than twice.

3. **Final Reminder**: A clear conversation delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue.

Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.

Praise in Public (PiP) and Remind in Private (RiP)

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit. The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour

Now walk away but remember to return at the given time!

4. **Time in/ repair in classroom**: If a child reaches this stage, they are beginning to dysregulate. At this step the child will be asked to go to the wellbeing space in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques. If this is at a playtime, then the child's 'time in' will be standing by the adult.

Try using WIN – I am wondering, imagining, noticing.

Boundaries are reset.

The child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.
For there to be a positive outcome from 'Time In' the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tolls to be successful. This doesn't come from isolation of shame; it comes from practice and supported learning.

If successful, Step 4 concludes in Repair with the adult where (or with whom) the rupture occurred.

If the child is unable to co-regulate with the adult then they will move to step 5 to co-regulate.

5. **Time in/ repair in sensory room** (This is recorded on CPOMS under behaviour. Stage 5 Time in/ Repair): If step 4 is unsuccessful, or if a child refuses a Time In within the classroom, then the child will attend the sensory room at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Immediate support at the sensory room will be provided where the level of dysregulation increases risk for the child, other pupils or the staff member.

Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in.

Parents will be informed either by a phone call or spoken with at the end of the school day.

Step 5 always concludes in Repair with the adult where (or with whom) the rupture occurred.

6. **Restorative/ Repair conversations**: Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

A restorative conversation should take place as a soon as possible. It is important that the Repair conversation concludes with the adult where (or with whom) the rupture occurred, in order to complete the rupture- repair cycle.

A written account of the conversation is recorded and uploaded to CPOMS.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. Offer a postponement and some support if the child is not ready to speak: '**I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?**'
It is important that the reparation takes place with the member of staff involved in the incident, in order to complete the rupture – repair cycle.

Once the child is regulated, the child needs an adult to lend them their thinking brain through a shared restorative conversation.
All staff will take responsibility for leading restorative conversations, the SENCO/ Pastoral Lead/ Headteacher / other staff members will support when required.

Once the conversation has taken place, a written account will be completed (either by the child/adult or the adult) and this can be shared with the adult where (or with whom) the rupture occurred, in order to complete the rupture-repair cycle. (see Appendix 4)

7. **Meeting and Monitoring:** Where a child continues to struggle with showing improved behaviours in school we will put in place further support structures to ensure they can improve. A meeting with the teacher, child, parent and either the SENCO or/and the Headteacher to complete a Positive Report Card (PRC). Pupils will use the 'My Iceberg' template (See Appendix 5) to discuss hidden feelings and this discussion will form part of the individualised targets. These targets will be reviewed fortnightly. Decisions to place children on any formalised positive behaviour support plan will be taken by the Headteacher, in collaboration with the class teacher and SENDCo.

Positive Report Card (PRC) and My Iceberg uploaded to CPOMS

8. **Personalised social and emotional support plan**: **If a child continues to be dysregulating regularly, then they will have an individualised plan.** A formal positive behaviour support plan (See Appendix 6) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. The purpose is to promote social inclusion and help to reduce the need for fixed term or permanent exclusion. The effectiveness of the plan relies on identifying the underlying causes of the child's behaviours. The results of the underlying causes will shared with parents as part of the plan meeting; these will then help to form the formal targets for the child's plan.

A mentor will also be assigned to the child to offer support and a positive role model. This mentor will be of the child's choosing. The mentor will observe the child and complete an 'A-B-C chart' to help establish any patterns which may be triggers to the inappropriate behaviour. (See appendix 7)

A child's behaviour may deteriorate before it improves when a plan is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a plan for maximum success, especially with younger children. These formal monitoring systems ensure a child who is struggling to maintain acceptable levels of behaviour is given targeted support for a full half term before a plan is enacted.

Positive Behaviour Support Plan uploaded to CPOMS

Removal from Class, Suspension and Exclusion
In a minority of cases following a severe incident there may be a need to consider either a removal from class, suspension or permanent exclusion as an immediate consequence. A removal from class, suspension or permanent exclusion may also be considered when the range of interventions and consequences identified in ' Personalised social and emotional support plans' have not led to an improvement in a child's behaviour. This decision is made by the Headteacher, or 'Teacher in Charge' acting in the Headteacher's absence and adheres to the school's Suspension and Exclusion Policy.

Removal from class is where a pupil, for serious misbehaviour or disciplinary reasons, is required to spend a limited time out of the classroom (this will be for no longer than one day). This is deemed a serious consequence and is only considered once other strategies have been attempted. Children will be given a comfort break and opportunity to walk in the fresh air during the day. Parents will be informed the same day if their child has been removed from class. It is vitally important that the home/school link is strong in supporting the school's behaviour policy and every effort will be made in enlisting the support of parents throughout the process.

Off-Site Direction
An 'Off-Site Direction' is when the Headteacher requires a pupil to attend another education setting to improve their future behaviour. Where interventions or targeted support have not been successful in improving a pupil's

behaviour, off-site direction should be used to arrange time-limited placements at Alternative Provision (AP). The Local Authority fully supports the strategy to use Off-site Directions to avoid a permanent exclusion and this can also be used where pupils experience social and emotional difficulties which prevent them from accessing learning and as a means of supporting improvement to behaviours in the future. At Abberley Primary School we follow the Off-Site Direction Protocol for Worcestershire Schools including conversion to Managed Move guidance.

Bullying
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. We are committed to supporting the victim and perpetrator of bullying and providing pastoral support. Please refer to the Anti-bullying Policy for full details. Any incident of bullying is referred to the Headteacher and recorded on CPOMS**.**

Behaviour Online and Cyber Bullying
We understand that the way in which pupils relate to one another online can have a significant impact on the culture at school. As part of online safety curriculum, we teach children that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity. Abberley's monitoring and filtering systems alert the Headteacher and DDSL of any inappropriate online behaviour. Incidents are recorded, dealt with and reported to Governors termly as part of the Headteacher's Report.

Social, emotional and mental health (SEMH) needs
To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Preventative measures for pupils with SEND
Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Physical intervention
Members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

Sexual abuse and harassment
The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances
In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures in the Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation
Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.

- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Mobile Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers are role models of excellent behaviour for pupils at all times
- Staff and pupils have respectful relationships with each other at all times, this includes all spoken language and actions
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The Relational Behaviour Policy is understood by all pupils, staff and Governors
- Consequences for behaviour should be known and understood by all staff and pupils and consistently applied. Consequences should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable students, and offering support as necessary. The Suspensions and Exclusions Policy explains that suspensions will only be used as a last resort, and outlines the processes involved in removal from classroom, suspensions and exclusions.
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour towards pupils or adults will not be tolerated under any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every 2 years.

Next Review: September 2028

Appendix 2: Abberley Aims of Behaviour



Appendix 3 Recognition Boards Extract from When the Adults Change Everything Changes
(Written by Paul Dix)

A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour, it just means that you will be dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.
Simply right at the top of the board the behaviour on which you want to focus. Try 'One voice' for classes who constantly talk over each other, 'Speak politely' to emphasise manners or 'Hands and feet to yourself' for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. In this case the focus might be 'Accurate peer feedback', Persuasive language' or 'Show working'.

When you see children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to show praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.

Pursue the behave you want by chasing it hard and reinforcing it enthusiastically.

The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson / session / day (depending on context) the aim is for everyone to have their name on the board.



Appendix 4: Record of Restorative Conversation



Restorative Conversation Record

Date of Incident	Names of Children Involved	Class	Member of Staff

Can you tell me what happened?	
What were you thinking/ feeling at the time?	
How have you been thinking/feeling since it happened?	
Who do you think has been affected by your actions? How were they affected?	

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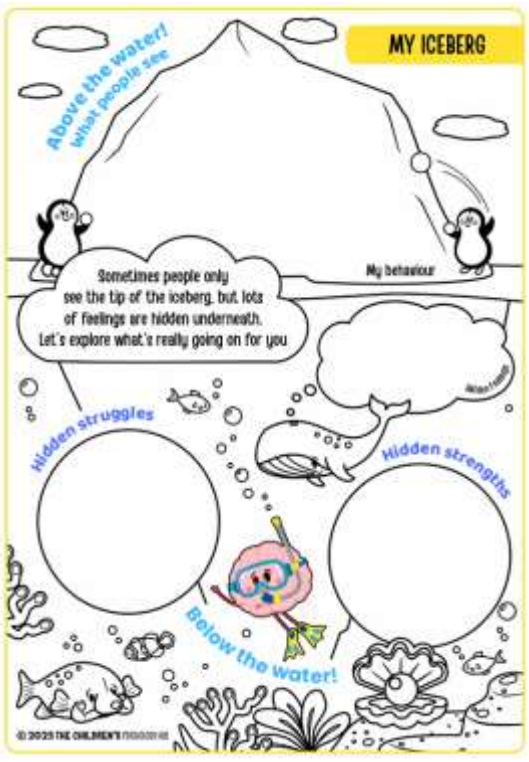
Restorative Conversation Record

What could you do now to help make things right?	
How can we prevent this from happening again in the future?	
What can I do to help you?	

Additional notes:

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Appendix 5: My Iceberg & Positive Report Card





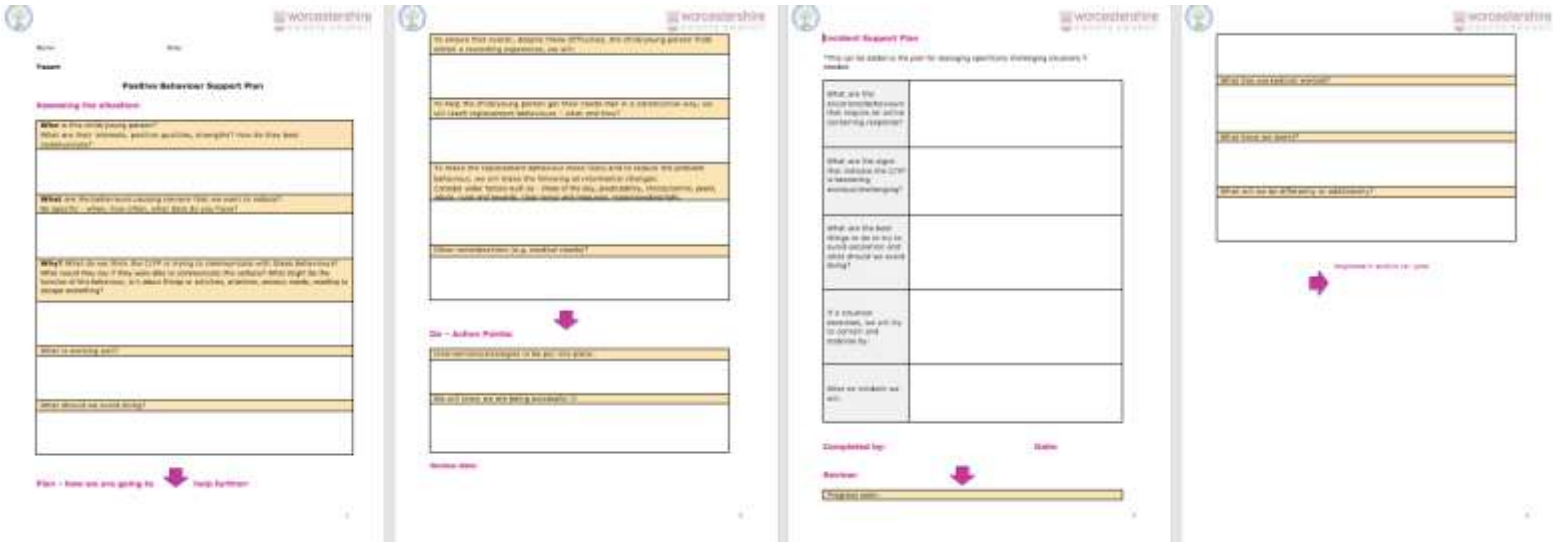
Relational Policy: Positive Report Card (PRC)

Name: Date: Year Group:

Pupil View	Views of others
What am I doing well?	What do others think I am doing well?
What could I improve further?	What do others think I could improve further?
What could help me?	What do others think they could do to help me?

Review date:
Pupil Signature:
Parent Signature:
School Signature:

Appendix 6: Positive Behaviour Support Plan



Appendix 7: A-B-C Chart (if required)

ABC chart

Name: Date: Class Teacher:

Date and time	Antecedent What happened before the behaviours? - Can you identify triggers - What was the event, who was close by?	Behaviour What happened during the behaviour: - What was the behaviour (emotional, physical etc) - How long did the behaviour last?	Consequences What happened after the behaviour? - How did staff and children react? - Was a consequence given because of the behaviour?	Communication What do you think the child was trying to communicate?

STRATEGIES TO SUPPORT CHILD TO BE RECORDED ON INDIVIDUAL SUPPORT PLAN AND CONTINUE TO REVIEW AND UTILISE ABC TO DETERMINE IMPACT OF STRATEGIES. ABCC | Worcestershire County Council

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