'Opening the Gate to Success'

Relationship, Behaviour and Welfare Policy 2026-27

At Parkgate Primary School, The Futures Trust, we believe that each person in the school has the right to feel safe, valued and respected in a happy, calm and supportive environment. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe that this will support our children to manage their own feelings and behaviours and to be responsible for their own actions.

By forming positive, supportive relationships and by everyone acting as role models in the school, we are promoting our core vision, values and rights:

Our Vision

- what we want our school to be

~ Warm, Welcoming and Caring
~ Exciting and Inspiring
~ A promoter of healthy bodies and minds
~ At the heart of the local community

Our Values

- how we will act and behave

~ Professional and approachable
~ Inspirational role models
~ Effective team players
~ Aware of the physical and mental well-being of everybody

Our Rights

These rights have been devised and shared by the children and staff of Parkgate Primary School. They are clear, easy to understand and are all based on the principle of respect. The rights are displayed clearly in every classroom throughout the school.

At Parkgate we uphold the following rights:

The Right to learn (including the Right to teach)

The Right to be safe

The Right to be respected

These rights and values are used consistently across the school and the language of our rights is used with all the children, adults and visitors when referring to behaviour. Our vision, values and rights are taught and reinforced through assemblies, our curriculum, Wellbeing Family Groups and PSHE lessons. These help our children understand how to demonstrate these values in different places, in and out of school. Children are praised for demonstrating our vision, values and rights.

At Parkgate Primary School, The Futures Trust, our approach to behaviour is a relational one, where we see all behaviour as a **communication of need**. We are committed to being an **Attachment and Trauma Informed School** and **ALL** staff are trained in awareness. We are a member of **ARC 'The Attachment Research Community'** supported by the **Alex Timpson Trust.** We make effective use of current research in neuroscience and trauma informed approaches. We have a Clinical Psychologist, Dr George Harris on site one day a week to support us in this area. He is also a governor of our school, demonstrating our whole school investment in this work. Our relational approach follows three main steps: **Developing Relationships, Responding and Calming and Repairing and Restoring**

1. Developing Relationships

Our school ethos of collaborating as the 'Parkgate Family' underpins all that we do to ensure that school is a place of safety and a positive learning environment for all children. All adults in school invest in building relationships with the children they work with, so that children enjoy their learning and attend school regularly and on time. All children are treated with kindness and valued as individuals. All members of staff in school are expected to model and promote behaviours and further embed positive relationships. Every interaction between all staff and children will explicitly teach our school expectations, routines and values. We all follow the principles from Paul Dix's book (When The Adults Change, Everything Changes) of '*visible consistency and visible kindness to allow exceptional relationships and behaviours to flourish'* and that '*praise in public, reprimand in private'* to support the culture of kindness. This policy is also influenced by the work of Bessel Van Der Kolk, 'The Body keeps the Score' and Bill Rogers, 'Classroom Behaviour'.

Relationships are built through:

- Consistent caring adult behaviour,
- Clear high expectations for behaviour and learning,
- Consistent routines and practice in all areas in school.
- The systems that are fair and equitable to all, regardless of age, gender, sexual orientation or ethnicity.
- A 'fresh start' approach and all children have a 'clean slate' at the start of each day/lesson

Setting boundaries and celebrating positive behaviour

Good and expected behaviour must be role modelled and promoted by all staff at all times. Around school children should be given regular, specific praise for excellent behaviour.

The whole school reward system is designed around our 'University of Parkgate' House System. This consists of collecting individual 'House Points' on a Bronze, Silver, Gold and Platinum level. There is also a whole school element through the allocation of each child to one of our 'Houses'. The 'Houses' are named after what we consider to be key 'drivers' for our school and community

University of Parkgate

Our Houses are:

			
The House of Challenge	**The House of Resilience**	**The House of Aspiration**	**The House of Pride**

The House logos have been designed by our children and have been produced through a recycling project in conjunction with 'Team Recycle'.

Rewards for the accumulation of **House-Points** over- time are varied and change regularly to reflect children's wishes and ages. They can range from certificates, to wristbands and extra privileges like trips.

In our Foundation Stage, we immerse our children in the understanding of the '3 rights' in readiness for the introduction of House Points in Key Stage 1.

Years 1 to 3 collect '**House-Point Stickers'** which are collated on a chart which links to the tiered certificates. These are presented in Celebration Assemblies when complete and sent home.

Years 4 to 6 see the transition to '**House-Point Tokens**' which are also known as '**PARC Tokens**'. These tokens link to a school service which allows children to be rewarded by our schools very own currency!

Once children receive their PARCs, they have a scheduled time to visit the Bank and put coins into their personal account. Our House Wellbeing Champions monitor the bank. They sit behind the computer and add the children's PARCs onto an Excel spreadsheet.

The bank teaches the children about responsibility and the importance of saving money. The bank teaches them about the value of money and demonstrates that hard work is rewarded.

Children throughout school are rewarded **HOUSE POINTS** for the following:

- good work rate in class
- good effort
- positive attitude to learning
- achieving personal targets
- being able to self-regulate
- positive contributions in class
- up-holding the 'Rights'
- making good progress
- home-learning
- out of school achievements
- citizenship
- meeting deadlines……to name just a few!

Rewards

Extra special contributions are also recognised in the form of Headteacher's Award. This can be awarded when appropriate and its value is appreciated by the children. Children are invited to share time with staff such as 'Hot Chocolate Reading Award, 'Afternoon Tea' with the Headteacher/Deputy or an invite to share lunch in 'The Rainbow Room'

In addition, the Headteacher or a member of SLT may from time to time send a postcard to a child's home address or phone home as a reward for a positive behaviour/attitude. This is done without prior warning as a surprise.

Celebration Assembly

Our **Celebration Assembly** also recognises;

'Timestable Rockstars'
'Accelerated Reader'
'Social Superstar'
'Marvellous Mathematician'
'Star Writer'
'Super Scientist'
'Amazing Artist'
'Remarkable Reader' and other subject awards including 'Home Learning'

A variety of personal rewards like stickers etc are given by class teachers.

'Well-Being Awards' for a child who has shown excellence in demonstrating the core values/rights. A child or adult will explain why that child has been chosen and the child will receive a certificate home to parents, and they will be added to their classroom display.

The reward system is designed to celebrate and encourage the individual skills and traits that are needed for children to develop a positive attitude towards their learning and development but also to support them to become responsible members of the school community by collaborating as a class.

Consistent routines

Through teaching and promoting the core values and rights, children at Parkgate Primary learn that to achieve well and succeed in school they must work hard, concentrate and be resilient when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson teachers always ensure that the classroom is calm, well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.
To develop the effective relationships across the whole school we have adopted key routines:

- Meet and greet all children positively when they arrive in the morning
- Hand held up for children to stop
- Cues for moving to tables or carpet quietly
- Classes line up in register order
- Children move around the school in a calm and orderly fashion, showing respect for others

Setting high expectations

In all areas in school, children are reminded to demonstrate the Core Values and Rights by:

- Working with pride in the classroom so that their learning is always their best,
- Talking with kindness to one another and to adults,
- Ready to discuss with learning partner and contribute,
- Prior to handing their work in they will check it against the success criteria and amend / improve it,
- Be motivated to improve their learning using the feedback given,
- Trusting an adult to support them when feeling dysregulated,
- Using the **'Safe Spaces', Rainbow Room and Thrive Room** to self-regulate emotions so they can continue learning,
- Show resilience to solve problems and make things right.
- In reflection, use the time to take responsibility to improve their actions towards others.
- Play with kindness on the playground, use kind hands and kind feet and kind words,
- Collaborate to look after the school environment, use equipment responsibly, taking care with it, putting it back in its correct place after using it - It is the responsibility of all adults in school to model, remind and support children with these expectations.
- During whole class teaching (when on the carpet or at tables), children will always ensure they are looking and facing forwards. A minority of pupils with SEN, who experience sensory overload from the learning visuals, may need an adjustment here.

Supporting Inclusion

We recognise that some children have difficulties in self-regulation and managing their own behaviour, resulting in disruption to learning or relationships. Our expectations for all children are that they will follow our school-based routines with support, so that they do not impact on the learning of others. After teacher intervention, if children are regularly displaying unacceptable behaviours that impact on the calm, learning environment for all, they will be referred to the school's **Overcoming Barriers Team** and **SENCos** and seek support from their link member of the Senior Leadership Team. Support may include:

• Thrive Action Plan
• Movement Breaks
• Direct work which may include increased access to Forest School/Garden Area
• Accessing our Intensive Thrive provision,
• School Based Specialist provisions such as **'Pebbles'**, **'Stepping Stones', 'Leaves', 'Roots' and 'Wings'**
• External referral to specialist support or an Alternative Provision such as The Key or The Gateway or Coventry Alternative Provision (CAP)

Overcoming Barriers to Learning Team (OB2L)

At times a member of our 'Overcoming Barriers to Learning' may become involved with a child and their family. This team consists of Learning Mentors and a Family Support Workers that are trained to help children and families experiencing difficulties.

It is hoped that all parents/carers will support the school's 'Relationship, Behaviour and Welfare Policy' and reinforce the key message of respect with their child. The school works hard to work in partnership with parents. All children asked to sign a School Charter when they start each new academic.

Clinical Psychologist and Animal Assisted Activity

Parkgate School employs a Clinical Psychologist for one day a week to support children, staff and parents. Parkgate also has four Animal Assisted Activity dogs: Frankie, Stanley, Orla and Dottie
This additionality supports Parkgate's commitment to ensuring positive Mental Health.

Attachment and Trauma Informed Practice supported by Thrive

Parkgate Primary is proud to be an **'Attachment and Trauma Informed Practice School'** promoting a thrive activity approach. Based on neuroscience and attachment theory, the **Thrive** Approach offers a dynamic, developmental, trauma sensitive approach that helps teachers and adults interpret the behaviour and meet the emotional and social needs of children and young people.

Mental Health and Well-Being

Parkgate cares about and promotes positive mental health and well-being for children, staff and parents. We have a Nationally trained **'Mental Health First Aider'** and other senior staff and governors are trained in promoting mental health in the work place. We are committed to the delivery of MyHappyMind.

2. Responding and Calming

The Core Values and Rights are used by all adults to support children to make the right behaviour choices, the language of the values/rights should be used to help the child reflect on and choose their behaviour.
All classes have their own **'Safe Space'/ Calm Area** for children to use to aid self-regulation, children are taught to use these resources and to understand how this is helping them be ready to learn again. Through PSHE and Thrive sessions, children are taught breathing techniques, mindfulness and calming strategies.

Why have we created a corridor of calm ?
At Parkgate, as a trauma informed school, we recognise the need for our children to have spaces in school where they can experience calm. We recognise that some children 'mask' at school and then their emotions can explode like 'bottles of pop' at home. To support our families and children we have created a 'Corridor of Calm' across the school from nursery to Year 6.

How does it work?
This corridor of calm is designed to provide spaces for children to relax, take a breath, step away from busier areas of the classroom when needed. These calm areas are designed to support children so that they are ready to learn. The Calm Corridor is accessible to all children -with guidance from teachers. They may be used as part of a sensory circuit for the child, as a place to refocus and process information or simply as a place to reset for a moment.

What does it look like?
In class: Each classroom has a calm area, where children can choose to sit. This space is free from distractions and may be a quiet spot on the floor or at a table on its own. These spaces are designed to provide children with a place to rest their busy brains within the classroom.
Outside class: Each year group has access to a calm space outside the classroom. Here, the area is furniture and clutter free, with muted natural tones on the walls and a rug or cushions to sit on. Teachers adapt these areas according to the age of the children. In Early Years and KS1, we have introduced sensory areas too.
Our Corridor of Calm is a golden thread that runs through the school, offering space for our children to experience calm- when they need it.

All adults in school will always respond to in a calm and consistent way. In the classroom adults use the "30 second script" to support children in making positive behaviour choices (appendix 1). This sets a high expectation for behaviour along with a positive affirmation that the child can achieve this. Children will always be given time to correct the behaviour after the script is delivered. All children are entitled to a calm and safe place to learn and if a child's behaviour is continually disrupting, they will be asked to leave the classroom as part of the **30 second script.**
Step 1
I've noticed that you…
You are not following our right ….. … If you continue to do this you will be choosing to lose 5 minutes playtime.
Do you remember the fantastic… you did and how great you felt when you focused and worked hard?
That is who I need to see today. Thank you for listening.
Step 2
I've noticed that you are continuing to…
You are not showing our values of… You have chosen to miss 5 minutes playtime. If you continue to do this you will be choosing to…
Do you remember that you are amazing at….. when you focus and try your best?
That is who I need to see today. Thank you for listening.
Step 3
I've noticed that you are continuing to……
You are not showing our values of …. You have chosen to need a 'Time-in' with….
Do you remember the fantastic …… you did yesterday and how great you felt when you focused and worked hard?
That is who I need to see today. Thank you for listening.

- Child asked to leave the room to their 'Time-In' teacher for up to 15 minutes with a self-review sheet or learning to complete.
- **'Time-In'** can result in the loss of a privilege e.g. playtime
- Parents will be informed if a child reaches **3 'Time-Ins'** over a half-term period.

Step 4
Child sent (or collected by) a member of the Senior Leadership Team (an ADHT, DHT or Headteacher as appropriate)

Every classroom should be a calm and positive learning environment and children should feel safe in all parts of the school. If a child continues to not follow instructions to keep themselves or others safe, then parents will be contacted to discuss actions moving forward that are appropriate to the child's circumstances.

There are also regular opportunities for pupils to share their views within a cycle of consultation. Our **Inspiring Leaders** are nominated representatives from each class who form the School Council (led by Head Boy and Head Girl), House Well-Being Champions, Digital Leaders etc This process enables children, through healthy debate and dialogue, to understand democracy.

PROCEDURES

Progress and Standards Leads (Assistant Heads) are informed of all **'Time-Ins'** in their **Phase/Year Group**
Non class-based members of our **Senior Leadership Team** support each **Phase** and they may be called upon to talk to classes, groups or individuals about behaviour at any time Progress and Standards Leads or Class Teachers deem appropriate.

Supporting children to regulate emotions

Children with many social, emotional and mental health difficulties will find self-regulating their emotions a challenge; we understand that their behaviours are a way of communication.
'We wouldn't punish children for reflex action, like a leg kicking if the knee is tapped. Nor should we punish pupils for behaving as if their world is not safe; because it may feel unsafe, for them, and that is not a physiological state anyone can be argued out of.' (Bombér 2020)
Children need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. An adult will have to lend their "thinking brain" by talking out loud with the child using the Emotion Coaching Script (appendix 2). Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions. Adults will respond in a predictable, prompt, kind and assertive manner, we will provide additional support where needed so that all children can meet our expectations.

Individual children

We recognise that some children in some circumstances, may find it difficult to regulate their emotions with the support of an adult. In these situations, their behaviours may be dangerous to themselves and/or others. In these cases, children will need to have an Individual Behaviour Plan (appendix 3) which identifies triggers, strategies and adults who can support the child. In all classrooms, to promote a positive, calm climate we will use visual timetables, and recognition boards.
In the case of an **emergency situation**, the adult supporting the child must request additional help from any available adult through the use of the **red card system.**

3. Repairing and Restoring

Parkgate is committed to **Restorative Practise** with staff trained in restorative conferencing foundation level.

Reflection

All unacceptable behaviours must be dealt with and addressed with the child at a time when they are ready. A playtime/lunchtime incident should be dealt during a playtime/lunchtime rather than interrupting learning time. Adults will ensure that children understand that an incident will be resolved at a given time during reflection time (playtime/lunchtime/end of a lesson) to ensure the child is able to engage in their learning until this time. Adults will use these restorative interactions to help the child resolve the incident or conflict and understand how to repair the harm caused. The level of the behaviour may mean that there needs to be a further reflection time on other days to resolve and repair the incident.

Reflection time aims to:
- Teach children the impact of the behaviours they have shown,
- Support children to take responsibility for their own behaviour,
- Know how to repair the impact of their behaviour,
- Have positive strategies to improve their future behaviour.

Reflection Questions- these are the **5 focus questions for reflection. Tell me…**

1. *What happened?*
2. *What were you thinking and feeling- before, during and after?*
3. *How do you think it has made the other person/ people feel and think?*
4. *What could you do differently in the future?*
5. *What should we do to put this right?*

Adults reflecting on behaviour

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying causes of areas of poor behaviour. We believe that ALL behaviour is a communication of need or circumstances, so adults need to understand how a change to provision or practice for the group or individual could help improve behaviour.

What happens when things go wrong?

Behaviours not in line with our Core Values/3 Rights

Behaviour that can be effectively managed within a classroom environment by the class teacher. From following the 30 second script children may have lost a few minutes of playtime or lunchtime to complete any learning or to have a short restorative conversation with an adult including the Year Group Leader.

Where the behaviour escalates so that it is not so easily managed in the classroom environment, there may be a need for another teacher from the year group to be involved or the link member of SLT. The child will receive a reflection (part/whole of lunchtime or all playtime); the class teacher, link SLT member or SLT member on duty can carry out this reflection time. Parents will be informed of the reflection by the class teacher. If persistent behaviour is disrupting the learning of others it may be decided that the child works out of their classroom for a fixed period of time.

All behaviour incidents and reflections which lead to a loss of playtime/lunchtime must be recorded on CPOMS by the class teacher. This can be done by ticking the correct tab on CPOMs and then just adding a brief summary of the incident and time lost.

High Levels of Behaviour

Serious negative and/or unacceptable behaviour where the child has deliberately chosen to hurt another person (physically or verbally including racist/bullying/homophobic language) or damage to school or others property will involve head/ deputy head teacher or senior leader overseeing the year group.
The child will have a meeting with the head/ deputy head teacher to discuss what has happened. After investigation, parents will be informed of the school's actions and will be expected to support the school's decision. An appointment will be made for parents, teacher, child and head/ deputy head teacher to discuss the child's future behaviour.

Consequences may include:

- Additional reflection sessions,
- Loss of extra- curricular activities/ any privileges,
- An Individual Behaviour Plan,
- An internal exclusion where a child will work in school but not in their own classroom,
- Suspension for a fixed period of time (1 to 5 days).

Incidents of poor behaviour will be recorded on a secure electronic system CPOMS which is reviewed and analysed on a regular basis.

Behaviours not in line with our Core Values	• Not on task, wasting time, distracting others, • Deliberate avoidance, not completing work, • Accidental damage to school or others property through carelessness, • Running indoors. • Not telling the truth • Teasing others – using unkind words/comments, name calling, • Persistent play fighting/rough play, • Answering back • Retaliation.

High Levels of Behaviour	• Stealing • Continued refusal of adult's reasonable request, • Inappropriate/ bad language: racist language, comments which discriminate based on sex, (particularly against females) behaviour or attitudes that create stereotypes of social roles base on sex. Parkgate does nor accept **banter** • Incidents of sexual violence or sexual harrassment • Deliberate graffiti or damage to school or another child's property, • Deliberately hurting another child, • Serious acts of sustained violence towards children or adults e.g. Kicking, fighting, hitting, • Dangerous behaviour due to not responding to an adult's request, • Bringing dangerous items into school (vapes, knives, weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, any article that could be used to cause injury/offence/damage) • Racial or prejudice abuse, • Bullying including cyber bullying. Criminal behaviour will be reported to the Police.

Child on child abuse:

Where children's behaviour falls below our expectations, whether on or off site or online that is either witnessed by staff or is reported to the school, we will collaborate with parents to resolve them, putting in place sanctions as appropriate. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow our Child Protection Policy and the information within **Keeping Children Safe in Education 2026** addressing it through appropriate sanctions. All staff will challenge inappropriate language and behaviour between pupils. Mobile phones are not to be used when on the school premises and should be handed to a member of staff on arrival. **See Use of Mobile Phone in School Policy**

Sexism and Sexual harassment;

Parkgate wants everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Parkgate does not tolerate 'banter'.

Sexist comments are those which discriminate based on sex, particularly against females

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour (this may include referrals to outside agencies/specialist services.
- Monitor their behaviour for any recurrence
- Escalate the sanction as appropriate, e.g. a letter or phone call to parents or in the most serious of cases, issue a Fixed Term Suspension.

Our PSHE and RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Removal from class:

To support children who are presenting challenging behaviours in the classroom children may be temporarily moved to work in a separate area of school. The aim is to ensure they understand the acceptable behaviours that are needed to learn successfully in school. They will be supported by Learning Mentors, Thrive Practitioners or their link Senior Leader, who will help them practise strategies to ensure successful reintegration into their mainstream class. Children may be removed from class if they:

- Refuse learning
- Throw or kick anything
- Hurt anyone
- Refuse adult instructions
- Swear
- Are inappropriate via an electronic device

Short term adaptive timetables:

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil's individual needs. Parents will attend a meeting with a senior leader to discuss the adapted timetable and will be given a signed copy of the plan at the end of the meeting. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced/adaptive timetable will be shared with Governors and the Local Authority.

The action plan will:

- Specify an end date that the child is expected to return to full time education,
- Will be reviewed weekly, and formally every 6 weeks
- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will be supervised when they off site,
- Be shared and understood by parents with clearly recorded objectives.

Suspension:

If a child has a fixed term suspension as a result of their behaviour, work will be provided (this maybe via an online portal) while the child is at home. On return, the child and parent must attend a reintegration meeting.

Reintegration following a fixed term suspension:

If a child has been suspended from school they will attend a reintegration meeting on their first day back with the Head/ Deputy Head teacher and parents. This meeting will be to reflect on the behaviour that led to the suspension, allow the child to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class. Strategies for reintegration include:

- A fixed period transition plan building up a child's time back in school,
- A planned period of time in our dedicated internal suspension room,
- Improving behaviour chart,
- Actions for parents to put in place at home,
- Access to our **Rainbow Room/Intensive Thrive/Access to Clinical Psychologist**
- Adult support in direct work and/or in the classroom.

In extreme cases the child may be Permanently Excluded (PEX) this sanction is used with the greatest reluctance. Fixed term suspensions and permanent exclusions will follow guidelines set by DFE. If children have persistent unacceptable behaviour an individual improving behaviour plan will be put into place. This will outline support given by class teacher, Thrive practitioners, external agencies and will set targets for improved behaviour and the consequence of continued unacceptable behaviour.

Safe Touch and Safer Handling – Read in conjunction with Safer Handling Policy

Safe touch/Safer Handling is used to calm, soothe and regulate a child's emotions and is a needed developmental experience. The brain does not develop pathways to initiate calming and self-soothing unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch and calming regulation, this may be a priority to help their brains to develop.

Safe Touch may be used in the following ways:

- To calm and comfort a distressed or upset child,
- To help regulate emotions when a child is feeling angry or frustrated,
- To reassure and calm an anxious or worried child,
- To support a child with low self esteem
- A Thrive intervention targeted to support social and emotional development

Some strategies that may be deployed are:

- Holding hand, hug or reassuring touch if a child is upset or distressed,
- Use of hand massage, modelling deep breathing or a rub on the back for an anxious or angry child,
- Providing sensory input such as deep pressure hug/massage, support with sensory movements e.g. crab walking/pushing/pulling activities/yoga.

Physical contact with pupils

On rare occasions, it may be necessary to use reasonable force to prevent children from hurting themselves or others, from damaging property, or from causing disorder. This may be to control a situation by standing between children who are going to fight or leading a child by the arm to remove them from a situation. Restraint may need to be used to prevent a child from attacking another child or a member of staff, or to prevent a child from causing harm to themselves through physical outbursts. Physical intervention should be avoided where possible and other strategies should always be used if possible. It is essential to never use any more force than is necessary and to try to ensure there is no physical injury to the child or staff member. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Any incident involving physical intervention requires full details of what happened and the intervention used should be logged on CPOMs and reported to Head/ Deputy Head teacher. When a child needs to be handled on a regular basis, a Positive Handling Plan will be created with parents to safe guard child and staff wellbeing. Adults in school have had Safer-Handling de-escalation and restraint training. All incidents are reported in a 'bound' book and reported to Governors. This is to be completed by the senior member of staff involved in incident. The book is stored securely in the headteacher's office. Accessed via HT or DDSL Zoe Brown.

Monitoring of Behaviour Incidents

Logged behaviour incidents will be viewed daily and monitored on a weekly basis by the member of Senior Leadership Team linked to each year group. **Vulnerable Children** are a standing item on Phase/Year Group Meetings. A copy of these minutes is sent to HT, DHT, SENco and OB2L. This allows any persistent issues/ children to be identified. If a child is persistently making poor behaviour choices this may indicate a safeguarding issue or signal an unmet learning or developmental need, these children will be referred to the school **Inclusion, Belonging and Pastoral team**. Termly feedback will be sought from all children about the existing climate within school and a termly report on incidents and suspensions will be shared with Governors and the Board of Trustees.

Lunchtime Behaviour

Lunchtime Supervisors will follow the same Relationship, Behaviour and Welfare Policy as teaching staff. They will always role model good behaviour, be positive and praise children for good behaviour choices. Lunchtime supervisors will award House Points. When these are given to children, they will clearly explain why they are giving them to the child referencing the values.

Lunchtime provision is in place for some of our more vulnerable children for whom lunchtime is complex. This is a positive intervention and takes into account the children's interests. A range of clubs are on offer to support these children.

Unacceptable Behaviour at lunchtime

Lunchtime supervisors will use the 30 second script to support children to make good behaviour choices at lunchtimes.
If the behaviour continues after time out or if it is felt it is not safe for the child to stay on the playground the child may be taken to reflection. This should be clearly explained to the child. If a child will not cooperate or their behaviour is dangerous then a Learning Mentor, Thrive practitioner or member of SLT will be called to support.

Reporting to Teachers
Lunchtime supervisors are expected to deal with behaviour issues that occur at lunchtime but any rough, aggressive or unkind behaviour must be fed back to the teacher or learning facilitator at the end of lunchtime via the use of a **'White Form'**

Allegations

Malicious Allegations against staff

Any allegation against staff will be fully investigated by the Headteacher and if the allegation is found to be malicious consequences will be put in place that may lead to suspension or permanent exclusion.

Induction of staff

Leaders will ensure that all new staff are fully inducted into school, so that they fully understand our school culture, values and routines and know how best to support all pupils to participate in learning, ensuring that they create a calm, supportive climate within the area of school that they work. All induction will be fully aligned to our relational behaviour policy, the Early Career Framework (ECF) together with the National Professional Qualifications in Leading Behaviour and Culture (NPQLBC).

Role of leaders

School leaders will act as role models at all times; demonstrating a consistent, predictable approach to children. They are highly visible throughout the school day, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and the environment where everyone feels safe and supported.

Links to other policies and documents

- PSHE and RSE Policy
- Suspension Policy
- Attendance Policy
- Equality Policy
- Safe Touch and Safer Handling Policy
- Search and Confiscation Policy

This policy is written in accordance with the agreed **Governor's Statement of Behaviour Principles** which can be found on the School's website.

The policy has been revised after successful use and after the School has earned a reputation among staff, parents, the Futures Trust and visitors to the school for good behaviour.

All staff are required to adhere to this policy, including temporary, volunteers or supply staff.

This policy was reviewed in **July 2026**

This is a review of the policy devised in September 2022 with changes drawn to the attention of staff, parents, children and governors.

Zoe Richards
Headteacher

Approved by Full Governors September **2026**

Signed: Carol Blair (Chair of Governors) ……

Date to be reviewed: **July 2027**

Appendix 1 – 30 Second Script for managing classroom behaviour

Step 1

I've noticed that you…
You are not following our right ….. … If you continue to do this you will be choosing to lose 5 minutes playtime.
Do you remember the fantastic… you did and how great you felt when you focused and worked hard?
That is who I need to see today. Thank you for listening.

Step 2

I've noticed that you are continuing to…
You are not showing our values of… You have chosen to miss 5 minutes playtime. If you continue to do this you will be choosing to…
Do you remember that you are amazing at….. when you focus and try your best?
That is who I need to see today. Thank you for listening.

Step 3

I've noticed that you are continuing to……
You are not showing our values of …. You have chosen to need a 'Time-in' with….
Do you remember the fantastic …… you did yesterday and how great you felt when you focused and worked hard?
That is who I need to see today. Thank you for listening.

- Child asked to leave the room to their 'Time-In' teacher for up to 15 minutes with a self-review sheet or learning to complete.
- **'Time-In'** can result in the loss of a privilege e.g. playtime
- Parents will be informed if a child reaches **3 'Time-Ins'** over a half-term period.

Step 4

Child sent (or collected by) a member of the Senior Leadership Team (an ADHT, DHT or Headteacher as appropriate)

30 Second Script for managing whole school behaviour

Stop, Notice and Move on

'I'm on my way to get my class. You know the rule about walking with pride in the corridor and I am sure you will do this. Thank you for listening'.
'I need to work with _____. You know the rule about working with pride and I expect to see you doing that when I come back. Thank you for listening'.

Appendix 2 – Emotion Coaching Script

Step 1: Internally recognise the child's feelings and empathise with them.
Also consider:
Are you the right person to speak to this child? Are you emotionally ready to speak to this child? Do you need help from another adult?

Step 2: Label and **validate** the feelings:

Label
You seem… to me
I can see that you are feeling…
I can tell that you are…
The way you are feeling is making you feel…

Validate
I am sorry that this has happened to you… you must feel…
I would feel… if that happened to me too.
It's ok to feel…
I understand why you feel…

If the child is struggling to calm down at this point keep repeating the above whilst completing some soothing activities e.g. singing, colouring, scribbling, jumping, running, mindfulness, carrying heavy objects.

Step 3: Only when the child has calmed down… Set Limits and **Problem Solve:**

Set Limits
It's not ok to behave like that…
In school, one of our rules that we have to follow is…
Doing that, is not ok…
Behaving like that is not helpful/safe/acceptable…

Problem Solve
What made you feel like that?
Have you ever felt that way before?
Let's think of what you could have done instead…
I can help you think of a different way to cope…
Try and do this next time you feel like this…
Let's decide what you can do next time you feel like this...

Appendix 3 – Individual Behaviour Plan (to be individualised/adapted)

Name: Class:

Background:	
School Input: Teacher Input: Child Input:	
Behaviour:	Response: