

St. Mary's Church of England Primary School Fownhope

RELATIONAL BEHAVIOUR POLICY



Walking together in the fruit of the Spirit

UPDATED SEPTEMBER 2026

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Church school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world.

Section 1: Why we do what we do

***Why attempt to crush behaviours with punishment when you can grow better ones with love?
Visible consistency with visible kindness allows exceptional behaviour to flourish.***

Paul Dix - "When the Adult Changes Everything Changes"

Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Christian community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

St. Mary's School has a holistic approach to education, valuing all learning in and out of the classroom. We are an 'attachment aware' school which means that we focus on building positive relationships between children and staff and children with their peers. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through emotion coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning.

The school fulfils its statutory duty under the Education and Inspections Act 2006 to promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete their work, and regulate the conduct of pupils. The governing body and Headteacher have a duty to promote high standards of behaviour for all pupils.

We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form.

Ultimately, we wish to give our children confidence in their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the 'real world'.

The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

The school meets its duties under the Equality Act 2010. Behaviour expectations and sanctions will not discriminate against pupils with protected characteristics. We will make reasonable adjustments for pupils with Special Educational Needs or Disabilities (SEND) to ensure they can meet behaviour expectations.

This policy should be read in conjunction with the school's Anti-Bullying Policy.

Policy Statement

This policy was based on guidance provided by Herefordshire Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers, pupils, the school nursing team and other stakeholders.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and

enable students, parents, carers, staff and governors to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the SEND co-ordinator or member of the Senior Leadership Team.

Three Rules for School

Be ready, be safe and be respectful are the three rules that underpin the behaviour we expect to see in school from all staff and children (Paul Dix - When the Adults Change, Everything Changes 2017). When discussing behaviour, we expect to hear the language of Ready, Respectful, Safe being used by children and staff. In the classroom, teachers will work with children to develop 'charters' which exemplify 'Ready, Respectful and Safe' so that everyone fully understands the expectations.

Managing Behaviour Relationally

We believe that a trauma informed, relational approach is the foundation of resilience and life-long learning.

The Rationale

Here at St. Mary's, 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 strive to demonstrate a relational approach to supporting social and emotional development and behaviour, based on the following principles:

1. We understand that behaviour *communicates unmet needs and can separate the child/young person from their behaviour*. We accurately assess and understand the pupils' needs by referring back to their individual provision maps, pastoral plans, personal education plans (for looked-after children), EHCPs, etc.
2. We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an antidote to shame.
3. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
4. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
5. We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
6. We keep in mind that we are the adults and the children are still growing, learning and developing. Mistakes are part of the learning process, and we recognise that all of our pupils are at different stages of the developmental process. We do not make a judgement about it - instead we support and guide our pupils to make appropriate choices.
7. We seek to restore relationships and change behaviours rather than punish the actions a

child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management. We will achieve this through teaching around The Zones of Regulation.

8. In developing emotional development and self-regulating skills, pupils can learn to modify their behaviour. Learning new behaviour is a task, just like learning to read or write.

9. Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and all other school staff must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.

10. All incidents will conclude with a restorative conversation with the member of staff in which the 'rupture' occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained. A relational behaviour policy is based on the knowledge that behaviour is a communication of unmet need.

Being Trauma Informed

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all; however rigorous support is offered to those having difficulty meeting those expectations.

St. Mary's School has embraced a wide definition of Adverse Childhood Experiences (ACEs) encompassed by any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Day-to-day exposure to events such as divorce, loss of a loved one, physical or mental illness within the family, preparing for an exam or moving to a new house can be experienced as traumatic for some children.

At St. Mary's we also acknowledge that many children, particularly those who are looked-after or previously looked-after, have experienced trauma and/ or attachment issues in their lives and this can often reflect in their behaviour

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, with mutual respect between all members of the school community, for belongings and the school environment.
- create a culture of exceptionally good behaviour for life-long learning through a positive and safe school climate.
- provide a nurturing environment, using PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to foster appropriate behaviour (*Appendix 7*).
- promote self-awareness, self-control and acceptance of responsibility for our own actions through explicit curriculum experiences.
- ensure that all staff have high expectations and maintain agreed boundaries at all times.
- provide pupils with excellent role models.
- create a school atmosphere which is consistent, safe and caring.

Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022*
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- 'Restrictive interventions, including use of reasonable force, in schools' guidance for schools in England (DfE April 2026)
- Supporting pupils with medical conditions at school
- The Special Educational Needs and Disability (SEND) Code of Practice.

* *The school follows the Department for Education statutory guidance Searching, Screening and Confiscation (2022).*

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in open school spaces between lessons, and at break and lunchtimes
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical attacks on staff members where the child is not at a point of crisis
- Any form of bullying
- Sexual violence and /or harassment*, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments
 - sexual jokes or taunting
 - physical behaviour like interfering with clothes
 - online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**The school uses the definitions of sexual harassment, sexual violence and harmful sexual behaviour as set out in KCSIE 2025.*

Bullying (also see *St. Mary's Anti-bullying Policy*)

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. Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Behaviour related to protected characteristics under the Equality Act 2010 is treated as a serious safeguarding concern.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Mobile Phones

Personal mobile phones and other smart technology with similar functionality are prohibited for pupil use during the school day. Occasionally, children are permitted by parents/ carers to bring a mobile phone to school for use to and from the school site. Where this is the case, children must hand their phone to a member of office staff at the beginning of the school day and it will be returned to them at home time. If children are found to have a mobile phone (or similar technology) at an unauthorised time, it will be confiscated and returned only to a parent or carer. Any children with a medical or pastoral condition whose individualised provision requires contact with families during the school day will be supported to do so using school phone lines.

Where mobile phones are brought onto the school site, staff may search for, confiscate, examine or erase data from a phone where this is lawful and necessary. Confiscated phones will be stored securely and returned only to a parent or carer.

Prohibited Items

If any of the prohibited items listed in the 'Serious misbehaviour' section of this policy are found in school, the school will confiscate the item from the pupil and will contact the parent or carer to arrange the item's return to them. If a member of staff suspects that a child is in possession of such an item, the school has the right to search the child and their property in order to confiscate it. Again, the parent or carer will be notified and arrangements will be made for the item's return. If the bringing in of a prohibited item constitutes an illegal act, the police and the local safeguarding team will be notified; in such an instance, a suspension will be considered by the senior leadership team.

Section 2: How we do what we do

Specific Roles and Responsibilities

The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. The Governing Body supports the Headteacher in ensuring that all adults are adhering to the policy.

The Headteacher

The headteacher is responsible for:

- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure that the recommended ways of working, rewards and consequences are applied consistently to all groups of pupils
- ensuring that all staff understand the behavioural expectations and the importance of

maintaining them

- providing new staff with a clear induction into the school's behavioural culture to ensure that they understand its rules and routines, and how best to support all pupils to participate fully
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- offering appropriate training in the impact of trauma and disrupted attachments on children
- ensuring that all staff understand that many looked-after and previously looked-after children have experienced trauma and/ or attachment issues in their lives and this can often reflect in their behaviour
- ensuring that this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- ensuring that the data relating to behaviour logged onto the school's behaviour recording system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- ensuring that the school's relational behaviour policy is shared with and understood by parents/ carers and all stakeholders of the school.

The Leadership Team

When children are referred to school leaders due to their behaviour, leaders are not expected to deal with these in isolation. Rather, they are to stand alongside colleagues to support, guide, model and demonstrate a unified consistency to the children.

The member(s) of staff who has the strongest relationship with the child is best suited to address the behavioural incident.

Leaders will:

- meet and greet children at the beginning of the day on the gate and /or building entrances
- be a visible presence around the school, especially at transition times
- celebrate staff, leaders and children whose effort goes above and beyond expectations
- model PACE in their interactions
- regularly share good practice
- support staff in managing children with more complex distressed behaviours
- regularly review provision for children who fall beyond the range of written policies
- organise regular staff meetings for teachers and support staff to keep all staff fully informed of any relational strategies and to discuss any specific cases within the school

- plan regular opportunities to review the well-being of all staff, particularly those regularly working with children who become dysregulated more than others, as this can have an impact on staff well-being and emotional health
- conduct regular staff appraisals and have an ‘open door’ policy whereby staff can share their concerns and ask for advice when they feel in need of support
- ensure regular and supportive supervision for the ELSA
- conduct regular staff appraisals and have an ‘open door’ policy whereby staff can share their concerns and ask for advice when they feel in need of support
- plan flexible timetabling for support staff, ensuring that children who become often dysregulated are supported by more than one named teaching assistant. This will enable the child to build a positive relationship with more than one trusted adult and will reduce the risk of staff burn-out and negative emotional well-being.

Teachers and Staff

Staff are responsible for:

- creating a calm and safe environment for all pupils
- establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour
- building relationships through the use of PACE, ‘meet and greet’ and check-ins
- adopting an attitude and culture of ‘botheredness’ - the daily acts of care and genuine interest in children’s lives that matter
- focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children
- modelling positive behaviours and always highlighting the behaviour you want to see in positive terms
- planning lessons that engage, challenge and meet the needs of all children
- promoting intrinsic motivation by rewarding the process of learning (behaviours for learning), for example by awarding house points or with verbal praise
- seeking both resolution and learning when dealing with incidents, i.e. by following up every time, retaining ownership and engaging in restorative dialogue with children to repair the rupture
- always reminding children about the expectations
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording behavioural incidents promptly on a school reflection form (*Appendix 1*) or My Concern and submitting it to the management team on the day of the incident
- speaking with respect and thoughtfulness every time we speak about children and families even when the subject of the conversation cannot hear us.

Emotional Literacy Support Assistant (ELSA)

The school's ELSA will:

- help children recognise, name and understand their feelings, which is central to building positive relationships
- guide pupils in developing empathy, cooperation, conflict resolution and respectful communication
- provide targeted support for children struggling with behaviour linked to unmet emotional needs, reducing escalation
- reinforce the school's ethos that behaviour is a form of communication, encouraging staff and pupils to respond with curiosity and compassion
- deliver structured sessions on topics like self-regulation, friendship skills, resilience and managing anxiety
- work alongside teachers and all staff to ensure that consistent relational strategies are used across the school
- offer children a trusted adult and a calm environment where they can reflect and practise emotional regulation.

Parents and Carers

Parents and carers, where possible, should:

- get to know the school's relational behaviour policy and reinforce it at home where appropriate
- support their child in adhering to the school's relational behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- ensure that school attendance does not negatively impact their child's ability to cope
- take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- the expected standard of behaviour that they should be displaying at school
- that they have a duty to follow the behaviour policy

- the school's key rules and routines - *be ready, be safe, be respectful*
- the rewards they can earn for meeting the behaviour standard, and the consequences that might be applied if they do not meet the standard
- the pastoral support that is available to them to help them meet the behavioural standards.

Extra support and induction will be provided for pupils who are mid-phase arrivals.



The 'Rule of Three'

As adults working with children, we recognise that we are in a privileged position of power and influence. In order to ensure that this policy is easy to remember and therefore can be implemented consistently, we have adopted the '*rule of three*':

How our staff behave:	<ul style="list-style-type: none"> • positively • calmly • consistently
All members of the school family will show respect for:	<ul style="list-style-type: none"> • themselves • other people • the school environment
All staff, every day will:	<ul style="list-style-type: none"> • promote a positive culture • PIP and RIP (Praise in Public and Remind in Private) • provide early intervention to support children's behaviour (see step process)
Teachers and teaching assistants will:	<ul style="list-style-type: none"> • meet and greet, walk around and be visible in their designated area • go into lessons to catch children being positive • ensure that restorative conversations take place
Senior leaders will:	<ul style="list-style-type: none"> • meet and greet around the school on a daily basis • be visible at transition times • engage in learning time and wellbeing walks to see positive behaviours, provide support and coach and model expectations
Our key ways to recognise behaviour that is 'over and above':	<ul style="list-style-type: none"> • 'Good News' / Golden Spatula / Fruit of the Spirit weekly merit awards presented in our weekly Good News Assembly on a Friday afternoon

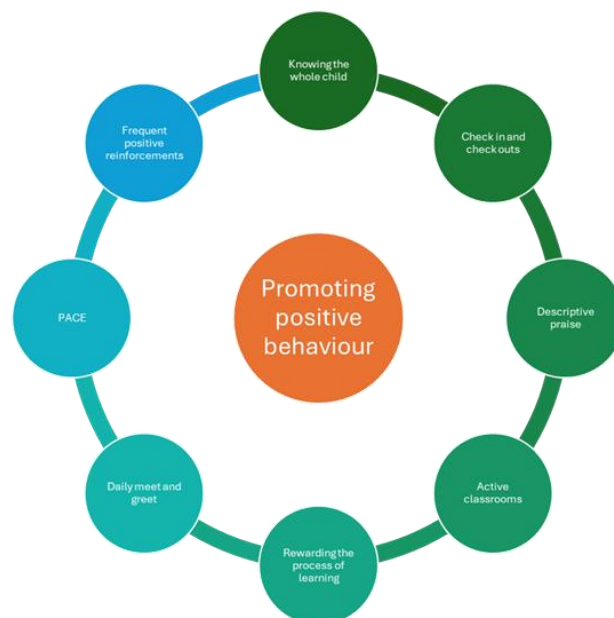
	<ul style="list-style-type: none"> • House points and Class Dojo points, celebrated in Good News Assembly - these may be linked to our 'Fruit of the Spirit' Christian values [Galatians 5:22-23] • Verbal, immediate praise when incidences of such behaviour are witnessed
Support beyond the classroom: <i>(to be used for change of face or to support the restorative conversation)</i>	<ul style="list-style-type: none"> • key stage team member or another year group team member • pastoral support assistant/ ELSA (emotional literacy support assistant) • Senior Leadership Team
Alternatives to exclusion:	<ul style="list-style-type: none"> • meeting with child, parents and school staff to agree outcomes and reflect on difficulties and successes • assigning a mentor to the child to offer support and a positive role model • alternative provision when a child frequently cannot cope with a certain environment, e.g. indoor supervised playtime rather than on the playground.

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. Where children feel heard and treated as valued individuals, they respect adults and accept their authority.

Recognition and Rewards for Effort

The best form of behaviour intervention acknowledges and enhances the positive.



‘It is not what you give but the way that you give it that counts.’

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. We promote a growth mindset when using praise by rewarding the process of learning, through interactions that identify the key skills and attributes that lead to intrinsic motivation, resilience and life-long learning. We will reward those children who demonstrate positive

behaviours in and around school through verbal praise, stickers, house/ dojo points and certificates. We may also use other approaches of rewarding positive behaviours according to the individual needs of each child, bearing in mind that some children only respond to rewards which are specifically tailored to them. We reward behaviours that link to our school Christian values (*the fruit of the Spirit*) to frame expected behaviours.

Classroom/ Teaching Space

Best practice is always to promote positive behaviour by stating the behaviour that 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 may not be appropriate for all children and that there may be children who are not able to comprehend or engage with the steps as well as others; these children will be supported by staff as appropriate. 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.

Managing Behaviour Relationally

Step	Action
1. Attunement	Read the room and redirect using PACE and small act of kindness.
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.
3. The 30 second script	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.
4. Time in	If a child reaches this stage, they are beginning to dysregulate (more vulnerable children may have already begun to dysregulate before now but this has not been visible). Child will have a ‘time in’ for regulation - in a space within the classroom. Allow them to use the calm box / Zones of Regulation stations until an adult can speak to the child privately as a co-regulator. Use <i>WIN - I am wondering, imagining, noticing</i> . Reset expectations. If this is at playtime, the child should have ‘time in’ by standing with the adult.
5. Restorative conversation and repair	A restorative conversation should take place before the next lesson where possible but as soon as possible. This step must be recorded on a behaviour form. It is important that the reparation is with the member of staff and/or child involved in the incident, in order to complete the rupture - repair cycle. Consequences should be decided upon; i.e. if a child has not completed their work, they should complete it at lunchtime; if a child has damaged school property they should repair it. It might be decided that further reflection with a member of the SLT is needed. All consequences and sanctions are applied in a reasonable, proportionate and lawful manner, taking into account the pupil’s age, SEND needs, mental health, and any relevant protected characteristics. Sanctions must be linked to learning, restoration and reparation and must not humiliate or degrade the pupil.
6. Further support and monitoring	A meeting with the teacher, child, parent/ carer and a member of the SLT, recorded on the child’s behaviour records on the school system, with agreed targets that will be monitored over the course of two weeks.

7. Personalised social and emotional support targets	At this stage, targets are set which aim to help a child to improve their social, emotional and behavioural skills. These targets may be on an individual provision map or a school inclusion support (SIS) plan. The plan will identify precise and specific targets for the child and key adults to work towards and should include the teacher, child, parents/ carers and a member of the SLT in the drafting process. One of the targets might be for the adults to work together to identify what the unmet need is. It might be appropriate to involve the county's Inclusion Outreach Service in the writing of such a plan.
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Steps 1 and 2 - PIP 'N' RIP

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 hall delivered privately to the child. The teacher/ staff member makes the child aware of their behaviour through use of PACE and other resources/ materials.

Step 3 - The 30 second script (get to the child's level)

The script then involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- *I noticed you are having trouble with* (state the behaviour you see in order to separate the behaviour from the child)
- *I am wondering if you are feeling...*
- *You know we have a ready/respectful/safe rule in the classroom. It was the rule about ...* (lining up/ bringing toys into school/ allowing others to learn) *that you broke.*
- *Do you remember when you... (did that really kind thing for...?)*
- *That is who I need to see today...*
- *When I come back in X minutes, I want to see your wonderful.... Thank you for listening*
- (Now walk away - remember to return at the given time!)

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.

Step 4 - Time In

- The child will be asked to go to the 'wellbeing space' in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- The teacher will have a chance to speak to the child away from the class.
- Boundaries are reset.
- The child is asked to reflect on their next step. Again they are reminded of their previous positive behaviour for learning.

- The child is given a final opportunity to re-engage with the learning/ follow instructions. The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If a second adult is available, they may choose to take the child for a walk to follow these steps.

Step 5 - Restorative conversation and repair

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

[Maya Angelou, 2015]

Restorative approaches teach behaviour. 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.

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. If a child is dysregulating regularly, then they will have an individualised plan. Strategies that help a child to regulate vary according to the child, in order to meet their individual needs.

Shining a light on the behaviour using a restorative approach

Once the child is regulated, the child needs an adult to 'lend them their thinking brain'. The following questions can allow learning to take place:

1. *Can you show me what happened?* [Using the arts will allow the child to express the incident - this may involve acting it out with puppets/using a sand tray].
2. *Tell me if I'm wrong but I'm wondering if you felt a bit..... angry/ frightened/ scared etc.*
3. *I imagine that it is really difficult to have those big feelings.... but it's not ok to and I can help you with that....*
4. *How do you think....is feeling?*
5. *How can we repair it?*
6. *Imagine if there were... (a way of putting it right/ things you could do differently). What would they be?*
7. The adult 'lends the child their thinking brain' to problem solve and find an appropriate solution. Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents/events that are not relevant) and plan the conclusion. Use WIN (wondering, imagining, noticing.)

All staff will take responsibility for leading restorative conversations. The pastoral support assistant, other teachers and support staff and SLT members will support when requested.

If the step above is unsuccessful within the classroom, then the child will attend the reflection area at lunchtime. Staff will always deliver conversations calmly and with care. It is essential that the adult is regulated and if they are not, feels secure to ask for another member of staff to step in. Communication with home will be made to inform the parents/ carers of the situation; this could take the form of an email or a phone call.

Consequences should as much as possible be related to the child's behaviour and could include:

Child's Behaviour	Possible Consequence
Not completing their work	Completing the work at lunchtime/ playtime
Damaging school property	Repair the damage or tidy an area of the school
Physical contact towards another child/ member of staff	Reflection time with an adult, during which the behaviour and ways to prevent it recurring are discussed
Rudeness	Reflection time with an adult
Littering	Tidying the area
Swearing	Reflection time with an adult
Talking while an adult is talking	Reflection time during playtime

Step 6 - Further Support and Monitoring

Where a child continues to struggle with showing modified behaviours in school we will put in place further support structures to ensure that they can improve - this will be a holistic approach by putting in wellbeing interventions alongside monitoring. These interventions might include referral to the school's ELSA to set up positive strategies such as the 'Circle of Friends' initiative or setting up a nurture group.

Decisions to place children on any formalised behaviour monitoring should be taken by the class teacher in the first instance in collaboration with parents and a member of the SLT. The extent of the monitoring should be subjective depending on the individual child.

Daily Positive Reporting

This will look to address persistent low-level disruption by praising the positive aspects of a child's behaviour in lessons, providing them with immediate target setting at the end of each day for the following day. This will look to improve the child's behaviour within two weeks. At the end of two weeks a decision will be made by all involved parties as to the best course of action.

Could be prompted by:	Persistent low-level disruption to learning, or three or more moves to 'time-in' within a half term
Maximum time frame:	Two weeks
Formative measure:	Individual, specific targets set by class teacher at the end of each day for the following day (<i>Today, I was pleased to notice that... tomorrow...</i>)
Maintained by:	Class teacher with SLT notified

Step 7 - Personalised Social and Emotional Support Targets

Could be prompted by:	Failure to respond to Daily Positive Reporting or following incidents of more serious behaviour
Maximum time frame:	Targets to be reviewed every 4 weeks
Formative measure:	Individual meeting and specific targets agreed with class teacher, Herefordshire Inclusion Outreach Service, Herefordshire Virtual Schools (and those of other local authorities) for both county looked-after

	children and previously looked-after children, SLT, parents/ carers and child (where appropriate)
Maintained by:	Herefordshire Inclusion Outreach Service /SLT

A 'school inclusion support plan' (Appendix 5) 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. Pastoral records will support the setting of formal targets for the child's plan; these will then be shared with the child's parents/ carers.

The school's ELSA will be allocated to work with the child to offer support and a positive role model.

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 that 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. It may also be relevant to complete an inclusion support service assessment or a risk assessment in order to unpick the triggers for specific behaviours and ensure the safety of the child and those around him/her.

More Serious Behavioural Incidents

Where more serious behaviour incidents occur, we will look to deal with the child consistently and subjectively in line with the incident and the individuals involved, with class teachers, the SLT and the pastoral and relevant support staff, utilising their knowledge of the child and their discretion.

Positive Handling: Staff may use reasonable force to prevent a pupil from:

- causing injury to themselves or others
- committing an offence
- damaging property
- behaving in a way that prejudices the maintenance of good order and discipline.

Reasonable force is always a last resort and will be proportionate to the circumstances. Only minimum force necessary will be used, and for the shortest possible time. Staff are trained in approved de-escalation strategies, including MAPA / Team Teach. Physical restraint will only be used when absolutely necessary to keep pupils and staff safe. Any use of force will be recorded and reported to parents on the same day, and a safeguarding referral considered where appropriate.

For those with special educational needs and disabilities, reasonable adjustments will be made according to the Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents/ carers to agree targets and building in steps to success are key.

The school adheres to the guidance in the DfE document 'Restrictive interventions, including use of reasonable force, in schools' (DfE April 2026)

Suspension and Permanent Exclusion

The school follows the statutory guidance 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units' (2022).

Suspension and permanent exclusion are used only as a last resort in response to serious or persistent breaches of the behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

For further information, please see the school's Suspension and Exclusion Policy.

External Support

In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us. Agencies involved could include:

- Herefordshire Virtual School (or that of a different local authority), including virtual school educational psychologists when a child is 'county looked-after', virtual school post-CLA advisor for previously looked-after children and the educational psychology service for non-county looked-after children.
- School nurse - provides access to support the health of every child by triaging each case that is referred and referring to Child and Young People's Mental Health Service (CAMHS) - an NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- Herefordshire Inclusion Outreach Service - dedicated to providing in school advice and guidance in managing the needs of a specific child.
- Referrals e.g. paediatrician, educational psychologist.
- Early Help - A Local Authority service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive and the needs of the child will dictate which support is required. Parents/ carers will be informed and their views and consent sought should the school refer to one of the above agencies. The school meets its duties under the Equality Act 2010 to make reasonable adjustments for pupils with SEND.

Pupil Transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure that behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Section 3: A Behaviour 'Curriculum'

(How we use the 'Zones of Regulation' to support children to self-regulate)

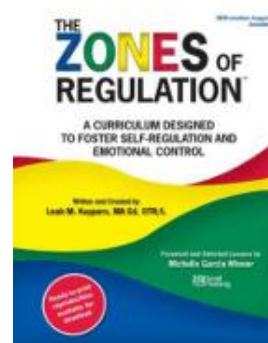
The Zones of Regulation

Also see Appendices 2 and 3

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 are able to 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.

Here at St. Mary's, 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 on a daily basis 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. Each class is retaught the Zones of Regulation curriculum at the beginning of every school year through PSHEE lessons as a refresher of its significance and to reiterate its importance.



Section 4: Monitoring

(How we determine if this approach has a positive impact on behaviour)

Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation (see statutory guidance on page 5)
- Anonymous surveys for staff, pupils, parents, carers, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

Behaviour data is collected, stored and processed in accordance with UK GDPR and the Education (Pupil Information) Regulations 2005. Behaviour records may be shared with external agencies where legally required.

The data will be analysed termly by the Senior Leadership Team. The data will be analysed from a variety of perspectives including:

- At school level
- By age group

- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Links With Other Policies

- Anti bullying policy
- Child protection and safeguarding policy
- Staff Code of Conduct
- Exclusions policy
- Inclusion Policy
- Positive Handling Procedure
- Emotional health and well-being policy
- Staff well-being policy
- SEND policy

When positive relationships begin to thrive in school, it comes alive. Adults and children are happy and comfortable in the building. They know and understand what the expectations are and work together to achieve them. If the adults embrace the philosophy and values of the school, the tone is set. Adult behaviour can now begin to strongly influence the behaviour of the children.

Dave Whittaker - The Kindness Principle (page 61)

Monitoring This Policy

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

This policy was approved by the Governing Body on:	16 th June 2026
Signature of Headteacher:	T. Milne
Signature of Chair of Governors:	Amanda Gunn
Review Date:	June 2028

Walking together in the fruit of the Spirit

APPENDIX 1

Reflection Record

Please give this to the class teacher. Then the class teacher needs to pass it on to Mr Milne (or Mrs Gibbs if not available).

Name of child: _____

Staff name:

Class: (Please circle) Seedling / Birch / Willow / Oak

Date:

Incident details:

[illegible]

Please also make sure that you have filled in all necessary first aid/ safeguarding records for staff and children involved.

Signature of Class teacher: _____

Signature of Mr Milne / Mrs Gibbs:

Please also make sure that you have also filled in all necessary first aid / safeguarding records for staff and children involved.

Further action taken by Mr Milne / Mrs Gibbs:

APPENDIX 2

How We Use The Zones of Regulation

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.

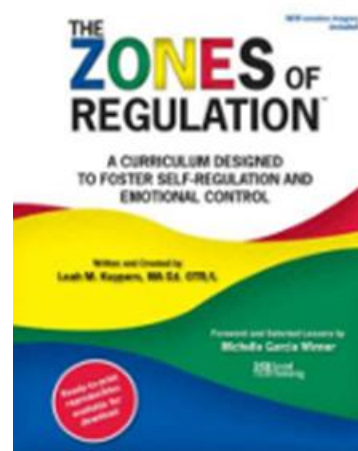
The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

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 in 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-energise. All of 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 strategies that pupils should be able to select 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



APPENDIX 3
Zones of Regulation Emotions Check-In

I Feel...

Happy		
		Calm
		Focused
		Ready to learn
Sad		
		Sick
		Tired
		Bored
Frustrated		
		Silly
		Worried
		Excited
Mad/Angry		
		Mean
		Terrified
		Out of Control



APPENDIX 4

Positive Handling Plan Template

We have adopted the Positive Behaviour Handling approach when dealing with pupils who display challenging behaviour resulting in crisis situations. Our behaviour management has a strong emphasis on de-escalation. Therefore positive handling will only be used when it is **reasonable, necessary and proportionate**.

Name:	DOB:	Class:
Date PHP completed:		Review date:
Additional information (e.g. medical information):		
Trigger behaviours (describe situations/ behaviours which are known to have led to Positive Handling being required):		
Is there a Behaviour Support Plan in place with identified de-escalation strategies. If so, please give details:		
Preferred positive handling strategies (to be used as a last resort when all de-escalation strategies have been used and there is no alternative course of action):		

APPENDIX 5

School Inclusion Support Plan Template

Name:	DOB:	Year group:
Initial consultation date:	SIS contact:	School contact:
Looked-after child?	Attendance:	Boxall data:
Details of any suspensions:		At risk of exclusion?
Intended Outcome of Support		Current Status
Observation:		
Pupil's voice:		
Action point/ strategy:	Intended outcome link:	Action point/ strategy evaluation

Cycle Contact/ Check In		
Date:	In person/ Teams/ phone call/ email	Details:

Review Visit		
Date:	Attendance:	Boxall data:
Suspensions:	At risk of exclusion?	
Intended Outcome	Intended Outcome Evaluation	

Next Steps

APPENDIX 6
Behaviour Management Programme - Termly Evaluation Template

1. Has the programme increased or decreased levels of behaviour?
2. Can a pattern/ trigger be identified?
3. What intervention has been used most frequently?
4. Are there any interventions that have proven to be ineffective?
5. Do staff feel that they need support with any specific interventions?
6. Overall evaluation of the plan:

APPENDIX 7

The Principles of PACE

The PACE parenting model was created by Dan Hughes, a clinical psychologist specialising in the treatment of children who have experienced abuse and neglect. PACE is a way of thinking, feeling, communicating, and behaving that helps a child feel safe. It helps to promote secure attachments and enables a child to reflect on their thoughts and behaviours without being judged.

Playfulness

A light-hearted, relaxed and playful attitude. Helps the child feel connected within their relationship. Helps the child experience fun and love.

Acceptance

Accepting the child for who they are and not what they achieve is very important. It is important to make the child aware that it is their behaviour that is unacceptable not them as a person. The child needs to feel liked and accepted for who they really are.

Curiosity

Figuring out what is going on. Understand the meaning behind the behaviour.

- Wonder about the child.
- Wondering with the child.

Make best guesses about the inner experience of the child.

Empathy

One of the most important aspects of the PACE approach.

To understand a child's needs you have to be able to "step into their shoes".

Empathy allows an individual to feel their feelings and know that their feelings have been heard and are valid. You may not agree with their feelings and opinions, which is ok but by listening you are supporting them to not suppress their feelings, which is crucial to positive mental health.

Think about your relationships in your own life. Do you open up to people who are harsh and do not listen to you? Or people who listen, are accepting of you, and value you as a person?

Top Tips for Empathy by Dr Johanna Hilton

1. Empathy is a skill to develop with practice.
2. Say something that guesses at how the child is feeling.
3. Use cautious language - "I wonder if / you might be / it seems" rather than "you must be / I bet you are".
4. Match your voice tone to their feeling.
5. Avoid direct questions - don't ask "are you feeling angry?".
6. Talk about their feelings, not yours or another's - don't say "imagine how your mum / sibling / peer will feel".
7. Try to stress the here and now of their distress - use "today", "right now", "at the moment".
8. Remember, avoid the temptation to add a BUT!