

Abbeywood First School



Behaviour Policy

Approved by

LAGB

Date

October 2025

Date of next review

October 2026

1. Introduction

Our policy is based on the principles of mutual respect, self-regulation and proper regard for others. The aim is to create an inclusive, calm and safe environment in which exemplary behaviour is at the heart of productive learning. In everything we do, strong emphasis is placed on fostering caring, positive and supportive relationships between staff and pupils.

2. Aims of the policy

- To develop a framework within which children can mature emotionally and in which relationships can flourish.
- For everyone to create an atmosphere in which effective learning can take place and children can fulfil their potential.
- To create a positive attitude towards others by behaving in a socially acceptable manner whilst working and playing.
- For children to develop self-discipline, self-regulation skills, and to encourage each child to be responsible for his/her own actions. For children to be considerate toward others and develop a personal code of behaviour.
- Through building a positive and open home school partnership, work supportively with parents to ensure a consistent approach to positive behaviour management.

3. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for Principals and school staff'
- Most recent addition of the DfE 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Handling Policy.
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- CRST Behaviour Principles
- Parental Behaviour Policy
- Exclusion & Suspension Policy

4. Our School Rules

We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through using these five pillars of practice. (Paul Dix 2017)

We have three simplified core rules that are referred to and used regularly by everyone in school.

At Abbeywood, we are all

Ready Respectful Safe

Consistent, calm adult behaviour	Relentless routines	First attention for best conduct	Scripted supportive guidance	Restorative follow ups
We model the behaviour we expect.	To support our high expectations and help everyone feel safe and secure.	Recognition and praise for expected behaviours.	To help prevent unexpected behaviours and de-escalate tricky situations, providing support and strategies to get back on track.	Conversations and actions that help the children learn how to fix things if they go wrong and develop a personal code of behaviour.

5. Responsibilities

Expectations of staff

We expect adults to:

- Meet and greet children at the door;
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all children;
- Use visible recognition throughout lessons e.g. use recognition boards;
- Follow up every time, retain ownership and engage in reflective dialogue with children;
- Always notice and address any child who is not following our rules and seek to understand the reasons behind why.

Expectations of parents

We expect parent/carers to:

- Support the school in ensuring excellent behaviour is a shared expectation.;
- Support the class teacher in any support deemed necessary to help their child;
- Maintain open lines of communication with the school;
- Model positive behaviours and build relationships.

Expectations of leaders

Leaders are not expected to manage behaviour in isolation.

We expect leaders to:

- Support, guide and model to colleagues to show a unified consistent approach to children's behaviour.

- Meet and greet the children at the beginning of the day;
- Be a visible presence around school to encourage great relationships and behaviour;
- Support staff in restorative actions as appropriate;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage positive communication with parents;
- Ensure staff training needs are identified and supported;
- Use behaviour data to target and provide appropriate interventions.
- Ensure reasonable adjustments are in place for children with disabilities and additional needs.

Expectations of the Senior Mental Health Lead

The Senior Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with social, emotional and mental health (SEMH) related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

Expectations of the Behaviour Lead

The Behaviour Lead will be responsible for:

- Collaborating with the governing body, Principal and the Senior Mental Health Lead to determine the strategic development of behaviour and SEMH policies and provisions in the school;
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils, in line with the school's Special Educational Needs and Disabilities (SEND) Policy;
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Manage a multi-agency response and assessment, should it be necessary, for a pupil who requires a risk reduction plan or behaviour support plan.

Expectations of the SENDCo

The SENDCo will be responsible for:

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

Expectations of the governing body

The governing body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation;
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensure the policy is regularly reviewed and remains effective and up-to-date.

The governing board's responsibilities in relation to suspension and exclusion (See Exclusion & Suspension Policy)

- For suspensions of more than 5 days, the Governing body must arrange suitable alternative full-time education, which must begin no later than the 6th day of the suspension. For permanent exclusions, it's the responsibility of the local authority (LA) where the pupil lives to provide alternative education.
- Governing boards are legally required to consider exclusions and some suspensions. They also have the power to direct that the pupil be reinstated in certain cases. In the case of permanent exclusions, if the board decides not to reinstate the pupil, then the parents can request that it be considered by an independent review panel.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unexpected or unsafe behaviour to a member of staff.

6. Significant Incidents

A significant incident is when the relational support and behaviour management systems have not proved effective in de-escalating unsafe or disruptive behaviour. If a child has caused a significant incident, they will be removed by an appropriate member of staff to a safe, calm alternative environment where the child can continue their work, regulate their emotions and behaviour and stay safe. Their behaviour will have been judged to be significantly or persistently disruptive to good order, discipline or mental or physical safety to the child or the class. Parent/carers will always be informed and involved in discussions designed to improve behaviour and the incident will be logged on Arbour.

Significant incidents include:

- Physical harm or injury with INTENT to hurt;
- Repeated physical harm or injury following reminders/support/advice from staff;
- Serious verbal abuse (including rude gestures) with INTENT to cause emotional hurt;
- Breaking the law for example, stealing, damage to property;
- Racial harassment. (Racial harassment incidents will be recorded separately in a log by the Principal or senior leader);
- Repeated bullying towards a child;
- Deliberate defiance;
- Persistent low-level behaviour not improving through restorative sanctions;
- Malicious accusations against school staff.

7. Children with Additional Needs / SEND

Some children with special educational needs for social and emotional / mental health needs will be offered support from the SENDCo if their behaviour is frequently unexpected, disruptive or unsafe and no progress is seen using the relational support and systems. A behaviour support plan will be written and if required a risk reduction plan. The SENDCo will work in partnership with the parents / carers to formulate targets that the child can work on to improve their behaviour and the support that will be provided by the school. The SENDCo will then monitor progress and liaise with class teacher, senior leaders / Principal and parents / carers on a regular basis. A child with identified or suspected SEND needs will be supported accordingly, and any suspension or permanent exclusion would consider carefully the child's SEND needs before decisions and actions are taken to ensure that reasonable adjustments have been made and requirements of the Equality Act 2010 have been complied with. If a child with safeguarding concerns needs to be suspended and it is considered that being at home would be a risk to the child or the child would be vulnerable, an internal suspension

will be given further consideration by the Principal. This will be recorded and communicated to parents in line with suspensions when a child must be at home.

8. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of inappropriate behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

9. Classroom ethos

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging expected behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Classrooms should be arranged to aid accessibility and reduce uncertainty and disruption. Overall, the classroom should provide a welcoming and affirming environment, where children feel safe, valued and a sense of belonging.

10. Working in Partnership with parent/carers

At Abbeywood, we believe in working in partnership with parent/carers so that they can support their school in promoting expected behaviour and attendance. We feel it is important that parent/carers know how we promote positive behaviour in school and can participate in their children's education by having two-way communication with the school. The school works collaboratively with parent/carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We do this by:

- Developing a welcoming climate where parent/carers are encouraged to participate and be aware of what is happening in school;
- Informal conversations;
- Communication via Epriase
- Parents' consultation meetings;
- Newsletters;
- School Website;
- Providing opportunities for parent/carers to attend workshops/meetings to help support their child's learning;
- Being prepared to use the expertise and willingness of parent/carers and other family members as a valuable resource;
- Encouraging parent/carers and children to sign and adhere to the Home/School Agreement - this is then referred to when discussing matters that arise.

11. The use of reasonable force (Positive Handling - see separate policy)

Members of staff have the power to use reasonable force for the following reasons:

- To prevent pupils committing an offence, injuring themselves or others, or damaging property.

- To maintain good order and discipline in the classroom.

Key members of staff are trained to do this safely, undergoing positive handling training every two years. Parent/carers are informed that day if the use of reasonable force has been used for their child. A risk reduction plan and pastoral support plan is written, and a multi-agency approach or assessment may be considered necessary. Staff and parent/carers work together to ensure all parties agree with strategies used with the child's safety at the heart of the plan.

12. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

13. Smoking and controlled substances

The school will follow the procedures outlined in its Smoking & E Cigarette Policy and Policy Statement for Drug Education and The Management of Drug Related Incidents, when managing behaviour regarding smoking and nicotine products, legal and illegal drugs, and alcohol. In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds.

14. Prohibited items, searching pupils and confiscation

The Principal and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items, in line with the school's Positive Handling Policy. The prohibited items where reasonable force may be used are: Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to any person, including the pupil themselves, or to damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances, E-cigarettes and vapes, lighters, aerosols, legal highs/psychoactive substances, energy drinks. All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

15. Behaviour outside of school premises

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil:

- Is in any way identifiable as being a pupil at the school, including the wearing of our school uniform
- Is travelling to or from school;
- Is taking part in any school-related activity;
- Could negatively affect the reputation of the school;
- Could pose a threat to another pupil, a member of staff at the school, or a member of the

public;

- Could have repercussions for the orderly running of the school.

In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

16. Bullying / Child on child abuse (See separate policies)

Bullying within school and within the wider local environment is not condoned and appropriate action is taken when incidents occur. This applies equally to any suggestions or indications of racial harassment.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy

17. Suspension and exclusion procedures

As a last resort, suspensions and exclusions are considered. We identify pupils who may be at risk of exclusion and implement a pastoral support plan in order to set individual behaviour targets for a pupil in order to reduce the risk of exclusion.

Suspension and exclusion procedures will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy;
- Violent/abusive behaviour towards other pupils and staff members will not be tolerated. Should circumstances allow, staff will always seek to employ strategies that we believe could help de-escalate the situation;
- If allowing the pupil to remain in school would affect the education or welfare of others.

A permanent exclusion would result in a pupil being taken off roll. Suspensions are for a shorter or fixed term and are generally between half a day to a few days at a time increasing over time for repeated behaviours that meet the above criteria.

Parent/carers should be notified immediately of a suspension and exclusion. Ideally, a face-to-face meeting will be held. However, if this is not possible, they should be notified by telephone followed by a letter; a meeting is arranged to discuss the incidents as soon as possible after the event and discuss if any changes can be made to the pupil's provision in school to prevent a reoccurrence. Whilst the pupil is suspended/ excluded his/her welfare remains the responsibility of the parent/carer and the pupil cannot come onto the school site. Work can be set for the suspension period and arrangements can be made for collection. Parent/carers have the right to make representations to the Governing Body's Disciplinary Committee concerning the exclusion. The parent/carer will be given the name, address and phone number of the person to contact in the letter sent by the Principal. Please see above information about suspension and exclusion of pupils with SEND.



Abbeywood First School



Behaviour Policy Appendix 1

Behaviour Management – How We Achieve Great Behaviour and Relationships

The purpose of our behaviour policy is to:

- Model, praise and encourage expected behaviours;
- Prevent and discourage unexpected behaviours;
- Manage unexpected behaviour or significant incidents in a fair and consistent manner;
- Develop behavioural skills in the pupils that will benefit both them and the community in which they live and learn.

Abbeywood's Agreement

We agree that through well-structured teaching, where lessons are engaging, with adapted/scaffolded learning, we can support our pupils to learn to manage their own behaviour and take responsibility for it.

We agree that children are encouraged to build positive relationships with adults and other children and to develop strategies to help them cope with their emotions.

We agree that **Ready, Respectful** and **Safe** is exemplified, promoted and referred to in everything we do.

We agree that consistency from all staff will ensure this policy is successful.

Definitions of expected behaviour and unexpected behaviours

In all aspects of life, there are explicit or unwritten rules of our behaviour. Our behaviour has an impact or consequence on how we feel and how others feel and act. Our expected behaviour keeps us all ready, respected, respectful and safe in school. Our school has an agreed set of behaviours that we all agree on which informs how we act, and we follow our rules of ready, respectful and safe. By using these terms, we are consistent and clear. We remove the shame and inconsistency of the label 'good' or 'bad' or 'right' or 'wrong'.

We agree that the following behaviours are unexpected:

- Being rude and defiant towards adults and children;
- Disruptive behaviour that prevents other children from learning;
- Disrespecting equipment, property and others' work;
- Shouting and verbal and/or physical aggression / fighting / swearing / spitting
- Racism, sexism and any form of discrimination;

Our School Rules

We are restorative in our approach, using a range of methods and strategies to maintain positive relationships. We have three simplified core rules that are referred to and used regularly by everyone in school.

Ready	
Respectful	
Safe	

Five Pillars of Practice Underpinning Behaviour

We achieve our aims through using these five pillars of practice. (Paul Dix, When the Adults Change Everything Changes, 2017)

Consistent, calm adult behaviour	Relentless routines	First attention for best conduct	Scripted supportive guidance	Restorative follow ups
We model the behaviour we expect.	To support our high expectations and help everyone feel safe and secure.	Recognition and praise for expected behaviours.	To help prevent unexpected behaviours and de-escalate unsafe situations, providing support and strategies to get back on track.	Conversations and actions that help the children learn how to fix things if they go wrong and develop a personal code of behaviour.

Consistent, calm adult behaviour

The following are expected from every adult in school:

- Smile, greet the children, put effort into developing a caring, nurturing and positive relationship;
- Find out what makes our children feel important, valued, show them they belong;
- Show the children their ideas and experiences have real value;
- Make the children feel loved, cared for and inspired;
- Use **Ready, Respectful** and **Safe** as your mantra. It should cascade through all your interactions;
- Follow up every time, be calm, don't shout.
- Use scripts to 'notice' and 'wonder' about how you can support the expected behaviours we have agreed;
- When giving an instruction, say 'thank you' more than 'please' - show that your instruction is an expectation not a request.

Relentless routines

Every adult must remember to use the following to demonstrate **deliberate botherdness**:

- Verbal language that is simple, clear and refers to **Ready, Respectful** and **Safe**;
- Reminders of expectations and guidance for how children can achieve it;
- Non-verbal language that is calm and non-threatening – use gestures to support your words – for example hand in the air to stop and focus, finger count downs for ready to move, hand to for ready to listen – find

- your routine and use it consistently;
- Follow ups – adults take responsibility for behaviour interventions, seeking support and escalating if significant, but never delegating;
- Positive reinforcement – routine procedures for encouraging, celebrating and rewarding expected behaviours and always following through;
- Recognition boards – can never be overused;
- Consequences – defined, agreed and applied;
- Procedures for significant incidents – defined, agreed and applied;
- Respect from adults – even in the face of disrespectful learners;
- Reinforced routines for – meet and greets, tight transitions, wonderful walking, legendary line ups.

First Attention for best conduct

The following are expected from every adult in school:

- Link the expected behaviours to **Ready, Respectful** and **Safe** and ALWAYS CATCH THE CHILDREN SHOWING THE EXPECTATION. Notice the expected behaviours that you see;
- Frequently and obviously give verbal praise;
- Display the rules on the classroom wall as a visual prompt.
- High expectations – everyone hears the same message.
- Create an environment where doing well is possible for anyone – notice and praise even the smallest of achievements.

Recognition boards

In every classroom these advertise the expected behaviour that we want to see. In every classroom, each week, every child will move their name to the recognition board. Names will not be removed from the board.

Rewards

Recognition is the main reward.

When children are praised or move their name to the recognition board, they can feel proud, appreciated and respected, and this is an end in itself. Remind the children each time about this feeling and the impact their expected behaviour is having on themselves and others. It is expected that this feeling continues to grow so that children aim to link the recognition to the behaviour and use this as a motivation to continue to develop self-regulation and self-esteem.

Cheer, shout out, dance, use amazement, use awe and wonder, show kindness, respect and smile. You should make your children feel like there is no other place you want them to be than at Abbeywood. Send Epraise messages home, send a praise pad note or mention to parent/carers in the playground the great behaviours you have seen.

Scripted supportive guidance

When a child is demonstrated unexpected behaviours use the following 30 second scripts:

Prompt - first unexpected behaviour - Noticing and Wondering

- “I am noticing that you are ... (describe what you can see or hear)”
- “I am wondering if you are feeling ... (describe what feeling *might* be leading to the behaviour based on your knowledge of the child) - I am guessing this is tricky for you right now”
- “It’s not ok to be doing ... because it isn’t ready/respectful/safe”
- “I can help you. If you ... / If we ... (describe the action that would improve the behaviour)”
- Praise and recognise the improved behaviour once it has been seen – straight away
- “Thank you – you are now ready / respectful / safe. Great work – proud of you.”

Reminder - second / repeat unexpected behaviour - Reminder of previous success and Consequence to self/others

- “This isn’t expected behaviour. I know that you can ... Remember last time you were struggling you ...”
- “You are not being ready / respectful / safe right now”
- “Which strategy did you use to get yourself back on track last time?”
- “I know that you can ... because you are ...”
- “It would be great if you / I / we could feel proud/successful/calm/smart again wouldn’t it”
- “How can you ... How can I help you?” - state the actions needed

- Praise and recognise the improved behaviour once it has been seen
- “Thank you – you are now ready / respectful / safe. Great work – proud of you.”

Consequence / time out - If unexpected behaviour continues after prompt and reminder – Consequences

- Gentle approach, personal, non-threatening, side on, eye level – in private if possible but not within earshot of others. Draw as little attention to this as possible.
- State the behaviour that was observed, and which rule was broken. E.g. “You are distracting the other children with this behaviour and that is not OK.”
- “Which rule did you break?”
- “If you now do ... you will be ready/respectful/safe again and that would be fantastic.”
- “If you don’t then this consequence ... will happen.”
- “You are going to be brilliant, I believe you can be a success, I am not going to let you fail because I care about you.”
- Walk away – allow the child time to decide what to do next – if there is secondary behaviour i.e. comments or funny faces pulled, ignore and follow up later.
- Immediately notice others around the room showing what you expect and praise loudly.

Consequences

Providing the adult has followed the scripted conversations, interventions, gentle reminders and has been relentless in routines, we know there are times when children continue to demonstrate unexpected behaviours. If adults are confident that they have provided children the chance to restore and learn from their behaviour, the following consequences can be used:

	Consequence	Teachers to do	Children to know
1	Short reflection time out within the classroom directed.	Supervise	Thinking time is powerful – I can turn this around.
2	Short reflection time with available adult (teacher swapping with AA if appropriate)	Have a private conversation away from the class. Practical guidance on exactly which strategy, action or resource is necessary. This will be recorded on Arbor with brief notes.	My teacher cares about me and I can turn this around – I have an opportunity to say what is bothering me and problem solve what I may need to help me.
3	Completion of missed work at a suitable time (playtime).	Supervise.	It is not an option to not do the work.
4	Fix it task or action that addresses and problem solves, based on the root cause of the behaviour – e.g. tidying up the mess that has been made.	Supervise and discuss or plan an activity	I can fix my behaviour and the effect it has had on myself or others.
5	Structured conversation with SLT / SENDCo AND	Arrange a suitable time. Problem solving and advice for teacher or resource – i.e. yellow card monitoring and/or ABC chart to record behaviours.	It is now escalating and there are future consequences. There are adults who care about me so I can improve.
	Structured conversation with parent/carer	Arrange a discussion with parent/carers - plan conversation.	Sense of community / responsibility. The adults around me are noticing and care.

6	Behaviour support plan, flow chart and/or significant behaviour recording processes applied - (SENDCo) – discuss with parent/carers and child.	SLT / SENDCo to arrange meeting and discuss strategies, signpost / referrals for support and actions agreed (Beacon PRU, PBT, specialist SEMH interventions.)	There are consequences for my behaviour and they are applied by adults who care about me so I can improve.
7	Suspension / exclusion processes applied – see behaviour policy	Work with SLT / Principal and SENDCo to follow processes as appropriate.	There are consequences for my behaviour and they are applied by adults who care about me so I can improve.

Missing out on educational experiences like visits and trips, which are all linked with the curriculum is not an acceptable consequence, unless safety is an issue. In which case, parent/carers will be consulted, and a risk assessment completed.

Restorative follow ups

Restorative practice is non-negotiable at Abbeywood. It underpins everything we do, relates to our values and our approach to teaching and learning and behaviour. It is used after a conflict between peers or when a child has not followed a rule consistently, over time with an impact on themselves or others.

The following scripts will be used to support the child to improve their behaviour and to make sure everyone feels OK afterwards.

Ready		<p>1. What happened? 2. What were you thinking at the time? 3. Who has been affected? 4. How have they been affected? 5. What do you think about what happened now? 6. What should we do to put things right? 7. How can we do things differently in the future?</p>
Respectful		
Safe		

This script can be used after any incident of unexpected behaviour.

A restorative conversation is:

- A genuine conversation that re-establishes the lines of expected and acceptable behaviour and repairs damage;
- Discusses the incident, NOT THE CHILD’S CHARACTER;
- Addresses what happens and is establishes a fresh start with the understanding that there are consequences and impacts of behaviours;
- A platform to build relationships that change and improve behaviour for the long term;
- An opportunity for adults to reinforce there is no other place you would prefer the child to be than here at Abbeywood in your class.
- An opportunity to show that you are a trusted and safe adult who knows, likes and cares for the child and will not let them down because you are going to be bothered enough to help them change.



Abbeywood First School



Behaviour Policy Appendix 2

Our Relational and Trauma Informed Approach to behaviour

Abbeywood First School is invested in supporting the very best possible relational health between:

- parent and child
- child and child
- child and school staff
- parent and school staff
- school staff
- school staff and senior leaders
- school staff and external agencies.

To this end our school is committed to educational practice, which PROTECT, RELATE, REGULATE and REFLECT.

PROTECT

- Increased 'safety cues' in all aspects of the school day e.g. meet and greet at the classroom door, 'check ins' during the day with a key adult.
- School staff trained in '**PACE**' modes of interaction (Hughes 2015): being warm, empathetic, playful and curious (proven to shift children out of fight/flight/freeze positions).
- School staff to ensure that interactions with children are socially engaging not socially defensive, in order to decrease changes of children relating defensively (fight/flight/freeze).
- A whole school commitment to not use harsh voices, shouting, put-downs, criticisms, shaming (proven to be damaging psychologically and neurologically).
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness.
- The implementation of pedagogic interventions to help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew ...' (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to want to talk, if they so wish, about any painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable children to have easy access, on a daily basis, to at least one named emotionally available adult, and these children know when and where to find that adult. If the child does not wish to connect with this adult, an alternative person is found.
- School staff adjusting expectations around vulnerable children to correspond with their developmental capacities and experience of traumatic stress. This will include removing

vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who keep 'triggering' into alarm states in the main playground given access to a separate, calmer, smaller playground).

- Provision for children of clear, confidential and non-shaming system of self-referral for help/talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

RELATE

- All school staff trained in emotional coaching and in relating to children in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- A whole school commitment to enabling children to see themselves positively, rather than through the lens of threat, danger or self-blame.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from 'self-help' to 'help-seeking'.

REGULATE

- The implementation of interventions designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.
- The emotional wellbeing and regulating of staff is treated as high priority in order to prevent burn-out, stress-related absence or leaving the profession, through stress-related illness, secondary trauma and/or feeling undervalued blamed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

REFLECT

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions / giving lectures).
- The provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are to be provided with the means to symbolise painful life experiences through images rather than words, should they wish to do so, as a key art of working through and memory re-consolidation. To this end, there is the provision of different modes of expression for children e.g. art / play / drama / music / sand play / emotion worksheets.
- PSHE (personal, social and health education) informed by current research (psychology and neuroscience) on mental health, mental ill health, relationship health, family, relationships and tools for how to do life well. Curriculum content to enable children to make informed

choices about how they relate to others and how they choose to treat their brains, bodies and minds, now and in the future.

- Staff trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences through empathic conversation in order to address negative self-image and help them to develop coherent narratives about their lives.
- A behaviour policy, which is based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair e.g. restorative conversations and actions.



Abbeywood First School



Behaviour Policy Appendix 3

Resources to support scripted support and restorative follow ups

Our rules

Ready	
Respectful	
Safe	

Restorative scripts

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How have they been affected?
5. What do you think about what happened now?
6. What should we do to put things right?
7. How can we do things differently in the future?

Noticing and Wondering

If a pupil arrives already 'full up' with negative, and often confusing, thoughts and feelings it doesn't take much to push them over the edge. Situations that we can perceive as quite ordinary and everyday can trigger a great deal of emotional discomfort or anxiety for these pupils. As human beings, if we feel threatened and misunderstood we naturally revert to our survival instincts (fight / flight / freeze) and can mistakenly think that the best form of defence is attack. In order to support

these pupils we must reduce their need to take on a position of 'defence' or 'attack' by conveying empathy and understanding and making them feel as safe as possible. Usually, the pupil will be just as confused as we are and will need our help to make sense of their thoughts and feelings by bringing them out into the open.

We can '**notice / comment on**' things (e.g. 'I noticed that you were a bit restless when you started your writing task' or 'I see that you are rocking on your chair').

We can '**reflect**' (e.g. if he has said 'I'm rubbish, I can't do this' we can reflect 'you're letting me know that you're feeling worried about this work right now and you think you can't do it'). It can be helpful to follow this up with some evidence that he can do it (e.g. 'I'm not sure that's entirely true because last week do you remember when you ... Let's have a look at that work and think about how you managed to get that done').

We can '**wonder out loud**' (e.g. 'I see you are a bit restless I wonder if that is because you're feeling a bit worried about ...')

We can '**acknowledge**' thoughts and feelings (e.g. 'I can see that you are feeling angry' or 'I can see that you don't want to do this now' or 'I know that standing up in front of all of those people is a **'big ask**' for you')

We can use '**parts language**' to help pupils understand that there are different parts to them and that they are not all negative. The aim is for the pupil to develop a more balanced and positive view of themselves as we notice and emphasise their positive attributes. E.g. 'you are showing me your worried part right now and I'm wondering where your brave part is that you showed me yesterday when you ...'.

In circumstances where unacceptable behaviour needs to be addressed, we can convey empathy and understanding by using the ACT script.

Acknowledge the feeling or desire

(e.g. 'I can see you don't want to go in the hall')

Communicate the limit

(e.g. 'It's not safe for you to be in here on your own')

Target an alternative

(e.g. 'But you can sit with Mrs Smith outside of the hall and I will come and have a chat with you in 5 minutes')

PACE – Playfulness, Acceptance, Curiosity, Empathy

PACE was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma) more than 20 years ago as a central part of attachment-focused family therapy. It was created with the aim of supporting adults to build safe, trusting and meaningful relationships with children and young people who have experienced trauma. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step-by-step process. Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.



Emotion Coaching

Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted. Key Elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions;
- Recognising the emotion as an opportunity for intimacy and teaching;
- Listening empathetically, validating the child's feelings;
- Helping the child find words to label the emotion;
- Setting limits and explore strategies to solve the problem at hand.

