

Relationships & Behaviour Policy

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School systems and routines

Staff induction and development

How is your interaction going to make that person feel?

Positive experiences create helpful feelings.

Helpful feelings create valued behaviour.

At Rose Hill Primary School All pupils have the right to learn without disruption. No individual has the right to disrupt the learning or wellbeing of others. Everyone in our school community has the right to be listened to, valued, and respected. We are committed to ensuring that all members feel and are safe at all times.

We always expect all members of the community to:

- **Be Kind**
- **Be Safe**
- **Be Ready to Learn**

We do not tolerate disruption, abuse, or any form of inappropriate conduct. It is our collective responsibility to protect everyone from such behaviours. As an inclusive school, we are committed to equality and respect for all. Discrimination, harassment, victimisation, or any conduct prohibited by or under the Equality Act 2010 is not accepted in our school.

We actively promote a culture of inclusion and fairness, ensuring that each member of our community can participate fully, free from any barriers or prejudice.

At Rose Hill Primary School we value behaviours that enable us to be:

- Reflective
- Resilient
- Resourceful
- Respectful
- Responsible
- And a Risk- taker

Our approach to managing behaviour comes from our belief that children learn best when they feel safe, calm, happy and are able to self-regulate their emotions. Rose Hill Primary School promotes valued behaviours and all adults work collaboratively in this approach.

Our policy is underpinned by the principles of Therapeutic Thinking. Therapeutic Thinking is a school based and led approach recommended by Suffolk County Council.

It is an embedded ethos, characterised by an inclusive culture and supported by best practice, policy and plans. The philosophy focuses on supporting children's emotional wellbeing and mental health. It also develops an understanding of responding to children who may communicate through their behaviours.

Therapeutic Thinking uses a range of resources to analyse an individual's behaviour to better understand their needs. This enables better planning for the child, their class and the wider school or setting. The approach helps to understand children's behaviour and respond in an inclusive way that promotes change.

What is Therapeutic Thinking?

When we use a therapeutic approach:

- we analyse behaviour rather than moralise about it;
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory;
- we model therapeutic practices with all children, adults in school and parents or visitors from outside;
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive.

The Therapeutic Thinking approach challenges the concepts of 'bribes and sanctions' frequently used to manage behaviour, which often results in children and young people only following instructions because they will 'get something' for doing so. Instead, the approach seeks to foster the independence of children and young people by teaching them how to develop internal discipline. The aim is that they are always able to behave in a positive way, without the need for adults to manage this.

Support

At Rose Hill Primary School we support through equity – everyone gets the support they need when they need it, which leads to justice – inequity has been removed, and finally to inclusion – everyone is included as barriers have been removed.



We have established a visual that clearly identifies a graduated approach leading from a universal behaviour curriculum to specialist therapeutic planning.

This has allowed us to incorporate all available resources and processes we could consider ensuring the continued inclusion of any individual child identified as presenting difficult or dangerous behaviour.

Rose Hill Primary School is responding to the current national agenda by promoting behaviour curriculum as the starting point for teaching and developing children's behaviour. The behaviour curriculum should create a universal offer that allows all children the opportunity to learn and develop valued behaviours.

The checklists ensure we have exhausted all opportunities to embed valued behaviour through the behaviour curriculum before considering our response to the remaining detrimental behaviour.

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check existing knowledge, skills and understanding. <input type="checkbox"/> Complete pupil induction (routines and valued behaviours). <input type="checkbox"/> Establish a realistic starting point. <input type="checkbox"/> Establish realistic next steps. <input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences. <input type="checkbox"/> Provide guided and supported practice of skills. <input type="checkbox"/> Review progress. <input type="checkbox"/> Refer to Behaviour Policy.
<p style="text-align: center;">Universal Plus Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Support the pupil in line with policy. <input type="checkbox"/> Monitor and record the impact of policy on progress. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from parents/carers and staff. <input type="checkbox"/> Gather information from multi-agency colleagues. <input type="checkbox"/> Ensure collated information informs planning. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Plus Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective consequences. <input type="checkbox"/> Identify educational consequences. <input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious). <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Create a Predict, Prevent & Progress plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Specialist Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted and Targeted Plus. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil <input type="checkbox"/> Complete a detailed Therapeutic Plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Review progress. <input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.

Agreed terminology

By describing behaviours as valued or detrimental, we increase the opportunities for teaching behaviour. In response to any behaviour, we can teach the child who a behaviour is valued by and why it is valued. Where a behaviour is detrimental we can teach to whom and why. The concept allows us to consider a behaviour being valued differently by different people. E.g. A behaviour that is valued by the child's peers, but not by the class teacher.

By describing feelings as helpful and unhelpful, we increase the opportunities for teaching behaviour. As part of emotional literacy, we can teach the circumstances where individual feelings would be helpful or unhelpful. Feelings that are helpful as

we go to sleep may be very unhelpful when we are doing a science experiment. The concept allows us to consider how every feeling could be helpful or unhelpful in response to different experiences.

By describing the experiences as positive or negative, we can teach the child that an experience which is positive for them may be a negative experience for other children, staff, or parents/carers.

Valued behaviours:

- Create helpful feelings in self or others
- Behaviour characterised by a concern for the rights feelings and welfare of others
- Behaviour which benefits other people or society

Inconvenient behaviours:

- Behaviour outside of stated expectation.

Detrimental behaviours:

- Creates unhelpful feelings in self and others
- Behaviour that is like to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of others

Detrimental behaviours can be differentiated into two criteria:

1. Difficult detrimental behaviour – difficult but not dangerous
2. Dangerous detrimental behaviour – which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Valued behaviours	Detrimental behaviours
<ul style="list-style-type: none"> • Verbal kindness • Physical kindness • Respectful behaviour • Resilience to challenge • Reflective of when problems arise and successes achieved • Resourcefulness to solve problems • Responsible behaviours that support the self and others to achieve • Safe Risk-taking that promotes personal growth 	<p>Difficult:</p> <ul style="list-style-type: none"> • Low-level disruption • Calling out • Being unkind to others • Miss using equipment • Failure to comply with instructions • Distracting others from their work
	<p>Dangerous:</p> <ul style="list-style-type: none"> • Prejudice abuse • Physical Violence • Unprovoked serious incidents • Vandalism • Failure to comply with instructions

	<ul style="list-style-type: none">• Persistent detrimental behaviours
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Behaviour curriculum

*Pupils should be taught explicitly what good behaviour looks like.
...Behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged...*

Behaviour in Schools (DfE, February 2024)

At Rose Hill Primary school, valued behaviours are taught and modelled through everyday practice. They are taught what good behaviour looks like, why it is important and the intrinsic rewards for displaying these behaviours are valued.

Detrimental behaviours are due to two intrinsic reasons. It may be identifiable as one or both reasons. It is important to identify what parts of the detrimental behaviours are which, so that adults can plan Logical responses to detrimental behaviour help children learn and develop valued behaviour, enabling behaviour change.

1. Dysregulation
2. Establish values / beliefs

Self-regulation

There are many reasons why a children and young may be dysregulated: SEND, attachment experiences, ACEs, trauma, mental health, deficit in emotional vocabulary and literacy etc.

At Rose Hill Primary school we teach the Zones of Regulation as a curriculum that is geared towards helping students gain skills in consciously regulating their feelings, which in turn leads to increased control and problem-solving abilities. These sessions will form part of the PSHE programme, being taught weekly by class teachers and during assemblies across the who school.

In addition to working on the Zones of Regulation, pupils will be taught emotional vocabulary each week, with a focus on identifying and recognising these emotions to increase emotional literacy.

Established values and beliefs

There are many reasons why a child may have established values and beliefs. Social media, family values, religious beliefs, political beliefs, previous life experience.

Generally, people are predisposed to adopt the values that they are raised with. Therefore, it is imperative that children understand and merit the beliefs and values that reflect growing up in a modern society in Britain and the world.

Core Values We are:	Behaviours			
Responsible	Work to the very best of your ability.	Take every opportunity on offer.	Be collaborative and learn from others.	Follow your ambitions with pride and enthusiasm.
Respectful	Embrace equality, diversity, and inclusion respecting differences.	Be selfless and put others first.	Be mindful of others and treat them how you would want to be treated.	Stand up for what is right and expect others to follow.
Reflective	Be mindful of what other people might be experiencing. You will often not know.	Think; it is kind? Challenge unkindness, selfishness, or discriminatory behaviour.	Always behave in a trustworthy manner.	Be positive in all your interactions with others.
Resilient	Learn from any mistakes that you made.	Reflect frequently on your own strengths and weaknesses.	Have the confidence to keep trying even when something is difficult.	Can control your emotions in circumstances that might be challenging.
Resourceful	Be willing to learn new skills and develop existing ones.	Use the time that you have to the best of your ability.	Be flexible and adaptable to get the best out of what you have.	Learn from other people who know more than you about different things.
Risk-Taker	Be willing to try to new experiences.	Engage in your learning to open up new experiences.	Aim high to achieve even when something is difficult.	Take account for my outcomes.

How we teach valued behaviours:

Reflective	<ul style="list-style-type: none"> - Zones of Regulation - Flashback Fridays - PSHE lessons - Assessment for learning through questioning
Resilience	<ul style="list-style-type: none"> - ZOR - Restorative debriefs - A challenging and diverse curriculum - Assemblies
Resourceful	<ul style="list-style-type: none"> - Flashback Fridays

	- Working Walls are taught for explicit use
Respectful	- SLANT (Appendix 9) - PSHE Lessons
Responsible	- School Council / responsibility groups - PSHE Lessons - Geography Lessons
Risk-taking	- A challenging and diverse curriculum - PSHE Lessons - Responsibility groups - Assemblies

Our Behaviour Routines

Entry to classroom routine

Each morning:

- pupils enter either through the EYFS door (Reception pupils) or side entrance gate manned by senior leaders (Year 1 – Year 6)
- hang their bags and coats on their pegs
- bring any equipment and water bottles required into the classroom
- Follow instructions displayed on the interactive whiteboard

Transitions between lessons

When transitioning between classrooms lesson to lesson:

- pupils will line up outside the classroom to the left of the door
- wait silently to enter
- enter classrooms without talking and wait for further instruction

Use of SLANT

Teaching guidance

Teach it explicitly (I do / We do / You do) — 12–15 minute micro-lesson

A. Connect

“Today we’ll practise SLANT- how we show one another we’re ready to learn and be heard.”

B. I do: Model each step

- Teacher physically demonstrates S/L/A/N/T, narrating *how it helps*: “When I track the speaker I am engaging with their message”
- Display a simple anchor chart

C. We do: Guided practice

- *Rehearsal 1 (teacher prompt)*: “Show S.” (Quick scan; positive narration.)

- *Rehearsal 2 (partner turn-and-talk):* “Use A—ask/answer—What helps you listen?”
- *Rehearsal 3 (mini-read):* Pupils Track the *text or speaker* and Note one word.



Movement around school (corridors, lunch hall, playground)

- Pupils move around school without talking to not disturb the learning of others
- Pupils and adults walk on the left of the corridor
- Walking inside the building

What do we do for pupils who do not make that progress

The behaviour curriculum is designed as the starting point for all pupils to access and learn valued behaviours. Sometimes pupils for different reasons have are not meeting the expectations of these valued behaviours and reflecting our shared values. In this case we:

- Identify children and young people who are not making expected progress
- Identify why progress is not being made

- Plan intervention (targeted behaviour curriculum) to close the gap
- Review to see if we can now evidence progress

Stages 3 (Early Prognosis), Stage 4 (Prevent, Predict and Progress) and Stage 5 (Therapeutic Plan) of the graduated response are checklists of the steps used complete the steps above.

Where, despite using a therapeutic approach, areas of concern are unresolved the graduated approach can provide a framework for individual personalised planning.

This approach should maximise resources, finding quick simple solutions where the need to differentiate is easily evidenced, and providing in-depth analysis where the needs are more complex.

Using assess plan do review and all available multiple agency input we should be able to evidence that all available adaptations have been considered before resorting to requests for suspension, exclusion or change of placement.

Report

To support pupils in understanding how detrimental behaviours affect others and how pupils can be supported to display valued behaviours, pupils may be placed on Report. A report details:

- Valued behaviours
- Detrimental behaviours that need to be reduced
- Where and when valued behaviours need to be seen
- How the pupil will be supported to do this
- Educational/protective consequences that will be put in place to further support pupils.
- Monitoring and reflection of the progress towards these goals.

Reward

A planned logical response to a behaviour designed to help children learn and develop transferable behaviours leading to the likelihood of this being repeated in all contexts. Rewards encourage the growth of planned-out behaviours, while bribes are persuasions that lower motivation and increase manipulation.

At Rose Hill primary school we encourage the growth of planned-out behaviours through:

- Weekly certificates that reflect the R (school value) that term and recognise pupils who have effectively displayed this value.
- House points, reward pupils individually reflecting the 6Rs which lead to a group reward of the winning house at the end of the term.
- Recognition Slips, a description of valued behaviours that can be shared with adults at home.

- Rose awards, Principal awards for pupils who display valued behaviours of a high standard that impact positively on themselves and others.
- Times Table Rockstar certificates, Spelling Shed certificates, PE awards, Golden table award, for pupils that show valued behaviours in specific subject areas.

Consequence

A planned logical response to a behaviour. Logical responses to detrimental behaviour help children learn and develop valued behaviour, enabling behaviour change.

1. Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.
2. Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.

Examples:

Protective consequences	<ul style="list-style-type: none"> • Temporary increased staff ratio • Limited access to outside space • Escorted in social situations • Restricted off site activities • Differentiated teaching space • Differentiated curriculum or resources
Educational Consequences <i>Examples of educational consequences (Appendix 8)</i>	<ul style="list-style-type: none"> • Learning and understanding the relevance of a task • Rehearsing and practising behaviour • Understanding and assisting with repairs • Educational opportunities (chance to learn) • Researching the implications of behaviour • Conversation and exploration (developing empathy, tolerance and understanding) • Restorative debrief (Appendix 2)

When considering protective consequences these questions must be satisfied:

1. What does the child need to learn?
2. How are we going to teach them?

In regard to educational consequences:

1. Has dysregulation and values and beliefs been identified?

2. Where the behaviour is influenced by dysregulation, will the educational consequence build skills such as communication, awareness and coping strategies?
3. Where the behaviour is influenced by values and beliefs will the educational consequences challenge beliefs, motivate change or inspire empathy?
4. Are the educational consequences differentiated to focus on the specific strengths, abilities and needs of this child?
5. Are the educational consequences subject to assess, plan, do and review cycle, is there is evidence of behaviour change?

Responding to detrimental behaviours

Dysregulation

Pupils may find themselves dysregulated and un-able to self-regulate using the Zones of Regulation. Staff will direct and prompt pupils to initialise self-regulation (Appendix 2), and they may use de-escalation techniques and prompts to support (Appendix 3).

Communication

Staff will use positive phrasing (Appendix 4) to communicate with pupils who are dysregulated and/or challenging values and beliefs.

Limit choice is used alongside positive phrasing it give children and young people agency in their self-regulation and gives space and time. (Appendix 5)

Where necessary detrimental empowered behaviour needs as little interaction as possible while waiting to empower (interact positively) with any valued behaviour as soon as it is evident, where staff with use disempowering scripts (Appendix 6)

Dangerous detrimental behaviours

Which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, can lead to further protective consequences over and above the universal offer of support.

1. Suspensions
2. Permanent exclusions

Suspensions – Fixed term suspensions from school between 1-5 days are used as a protective consequence if pupils display dangerous detrimental behaviours including but not limited to:

- Violence
- Any form of prejudice (including but not limited to racism, homophobia, transphobia, misogyny) abuse including both verbal and physical
- Stealing
- Vandalism

Following suspensions carers and pupils are required to attend a re-integration meeting (Appendix 7). Without attendance to this meeting pupils will not be permitted to re-enter the full school day. During this time pupils and parents will be invited to discuss:

1. Explore what happened. Allow them to tell their story. What situations, relationships and dynamics led to a reaction?
2. Explore what people were thinking and feeling before, during and after the incident.
3. Identify who or what has been affected and how.
4. Consider how we can repair harm to people or property.
5. Plan for a different response to the same experiences or feelings re-occurring.

Permanent exclusions - A decision to exclude a pupil permanently is a serious one. It is the final step in the process of dealing with high level dangerous detrimental behaviour incidents where all other interventions, have failed. As with Suspensions parents should be informed as soon as possible. This should be done by either the Principal or a member of SLT followed by a letter explaining the reasons for the decision. Alternative arrangements for pupils to complete their work whilst excluded and the parents' right to appeal process should be explained clearly within the letter. In line with the national exclusion guidance, the school reserves the right to convert a fixed term suspension to a permanent exclusion upon completion of their internal investigation or generation of additional evidence.

Permanent exclusion is usually a response to persistent and defiant misbehaviour where the continuing presence of a pupil in school would be harmful or detrimental to good order, safety or the education of other pupils. However, in accordance with DfE guidance, a pupil may be permanently excluded for a first or 'one off' offence if it is of a very serious nature.

This may include but not limited to:

- Persistent breach of the schools Behaviour Policy
- Persistently disruptive or defiant behaviour
- Serious verbal abuse towards a member of staff
- Serious physical assault
- Persistent breaches of the school behaviour code
- Any criminal offence, including vandalism or theft
- Serious breaches of the school's online safety or ICT and Acceptable use of Mobile Phones policies
- Serious physical violence (actual or threatened)
- An offence involving illegal drugs or a weapon

Detrimental Behaviours beyond the school premises

The Behaviour Policy also applies to:

- Any pupil not on school premises.
- Any pupil who at any time is identifiable as a member of the school travelling to or from school.
- Any pupil on a trip or off-site activity.
- Any detrimental behaviours, at any time and regardless of where it occurs.

The types of behaviour highlighted above could:

- Have repercussions for the orderly running of the school.
- Pose a threat to another pupil, member of staff or member of the public.
- Adversely affect the reputation of the school.

Banned Items

The following items are banned from the school premises and on school visits:

- Aerosols
- Bandanas
- Hooded sweatshirts (except those worn as part of a PE tracksuit)
- Jewellery must be discreet (e.g., a single stud in each ear lobe)
- Make-up
- Nail varnish or nail gels
- Chewing gum

*These banned items are subject to change

Prohibited Items

The following items are not only banned from the school premises but also prohibited from the school site at any time. It is illegal for pupils to have prohibited items.

- Knives and weapons – or any object that could be used to harm another person with or without the expressed intention of doing so.
- Alcohol

- Illegal Drugs
- Fireworks
- Cigarettes and/or smoking materials, including e-cigarettes
- Stink bombs and water bombs
- Lighters and matches
- Stolen items

Bringing banned or prohibited items onto the School premises will result in immediate confiscation and will be treated as dangerous detrimental behaviour. It is highly likely that bringing in prohibited items will result in a very serious protective consequence which could be permanent exclusion from the school.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils and the school reserves the right to exercise these provisions:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted according to this guidance in this policy.

Power to search

The school follows the guidelines issued by the DfE, updated in the Education Act 2011. Teachers are lawfully empowered to search a pupil, without consent for items defined within the Act as 'prohibited'. Additionally, teachers are empowered to search a pupil, with their consent for other items banned by the school rules. Refusal by a pupil to give consent is a separate disciplinary offence. The School reserves the right to call the Police to conduct a search where necessary.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- A search of outer clothing; and/or
- A search of school property. E.g. pupils' desks
- A search of personal property (e.g. bag or pencil case)

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where a pupil is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and is not practical to summon another member of staff.

When the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with DfE guidance Screening, Searching and Confiscation.

When items are confiscated by school staff the following will result:

Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police. Cigarettes, cigarette papers, lighters and e-cigarettes will be disposed of.

Other confiscated items may be returned to the parent or pupil at an appropriate time at the discretion of the school.

If a bag search has been deemed necessary and nothing has been found a letter will be sent to the parent/carer advising of the reason for the bag search. In the event of finding any items causing concern the parent/carer will be telephoned by a member of senior staff.

The use of reasonable force

The school follows the guidelines issued by the DfE, updated in the Education Act 2011 and it adheres fully to the Oxlip Learning Partnership Trust Policy on the use of restraint.

Investigating Behaviour Incidents: Advice for Investigating Staff

- Pupils involved should be kept separate as far as possible until the outcome of the investigation.
- All relevant pupils should be interviewed.
- A verbal statement might be taken in the event that a pupil is unable to write or record this themselves.
- Any written statement should be dated
- All relevant staff should be interviewed.
- Relevant staff may be asked to provide written statements, alerts or behaviour report forms if necessary, signed and dated.

Outcomes of initial investigation:

- Some of the aspects of the school sanctions system may be applied, e.g. reflection, internal exclusion, suspension.
- Sometimes parents will need to be contacted.
- Sometimes referral may need to be made to an aspect of internal support e.g. Thrive or restorative practice.
- Sometimes contact will need to be made with relevant outside agencies.
- The outcomes of an investigation will usually be recorded in writing, signed and dated by the investigator. Usually, relevant staff will be informed of the outcome.
- An official suspension letter should be sent via parentmail (printed copy available by request).

Investigating Behaviour Incidents Protocol

If an incident occurs that may disrupt learning or cause a concern to our community's safety, it is important, where necessary, that this is properly investigated, and a sufficient outcome is sought. It is however important to acknowledge that not all incidents that occur will need a full investigation, as what has happened may be very clear.

Incident Investigations		
When	What	Who (Job Title)
When incident has happened	Ensure first staff member observation is logged on the Online Behaviour Log. This should likely be reported to member of SLT or in a less-urgent situation, should be logged and then followed up via email to Behaviour Lead.	Initial staff witness
During investigation	Pupils involved are asked to write a statement either with a member of the pastoral team or member of SLT. SLT check statement to ensure further statements are written if needed to fulfil the investigation.	Pastoral team SLT
Once investigation is completed	SLT collates all statements and makes a decision in regard to the outcome. If the outcome is time in isolation, this must be signed off by the Behaviour Lead / Principal. If possible, outcome is suspension, this must be signed off by the Principal. SLT notifies parents of the incident, investigation and outcome.	SLT Principal / BL Principal SLT
Outcome: Suspension (day of suspension)	Agreement made by Principal as to the decision to suspend. SLT member contacts home to inform them of suspension. Parents collect pupil or in circumstances where parents cannot, the pupil will be isolated until they can be collected. Pupil is subsequently off school site until the end of their suspension. The suspension, the length, the reason and reintegration meeting date are noted to/by Behaviour Lead / Principal. Behaviour Leads sends suspension letter to parents.	Principal SLT Principal / BL Phase Leader/class teacher

	Principal / BL inform phase leader of suspension, and they request work from the pupils' teachers to be printed for day/s of suspension.	
Reintegration Meeting	Reintegration meeting is held with Principal and Behaviour Lead SPSF form is completed at the reintegration meeting to set the pupil is set appropriate targets.	Principal / BL

Malicious Allegations against Staff

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department of Education.

Where pupils are found to have made malicious allegations the school will apply an appropriate protective consequence. This could include suspension or permanent exclusion.

Roles and Responsibilities

Leadership and Management

- Principal
- Behaviour lead
- Senior Leaders
- Middle Leaders
- Staff
- Governors
- Pupils
- Parents/carers

1. Principal

The Principal holds overall strategic responsibility for behaviour, safety and culture. Responsibilities

- Ensure the Behaviour Policy is implemented consistently across the school.
- Model the school's valued behaviours and therapeutic approach in all interactions.
- Oversee all serious/dangerous detrimental behaviour cases and approve protective consequences including suspensions and exclusions.
- Lead reintegration meetings with the Behaviour Lead after suspensions.
- Communicate with parents regarding serious incidents, exclusions and school expectations.
- Ensure staff receive training in therapeutic thinking, de-escalation, and Zones of Regulation.
- Monitor behaviour trends, patterns and outcomes across the school.
- Work with governors to set the culture of safety, inclusion and high expectations.

2. Behaviour Lead (DSL/Behaviour Lead)

Operational lead for behaviour and culture.

Responsibilities

- Maintain and quality-assure behaviour systems, logs and graduated responses.
- Support staff in applying the behaviour curriculum and therapeutic thinking approaches.
- Lead behaviour investigations, gather statements and determine next steps (p. 15).
- Co-sign decisions on isolation or protective consequences; advise Principal on suspensions.
- Co-lead reintegration meetings and complete target-setting forms.
- Provide coaching to staff on scripts, self-regulation prompts, and educational consequences.
- Coordinate targeted interventions (Stage 3–5 of graduated approach).
- Ensure behaviour plans, therapeutic plans and risk assessments are in place and reviewed.
- Liaise with external agencies where behaviour is linked to wider needs.

3. Senior Leaders (SLT)

Responsible for consistent application of the policy and supporting staff/pupils day-to-day.

Responsibilities

- Respond to escalated incidents and support staff with dysregulation, danger or crisis.
- Lead or support investigation of incidents, gather statements, and communicate with staff/parents.
- Ensure behaviour expectations and approaches are visible in curriculum, assemblies and daily routines.
- Monitor behaviour curriculum delivery (e.g., ZOR, PSHE, Flashback Fridays).
- Support teachers in implementing scripts, restorative work and logical educational consequences.
- Analyse behaviour data to identify patterns and pupils requiring early intervention.

4. Middle Leaders (Phase Leaders / Subject Leaders)

Bridge between SLT and classroom staff, ensuring consistency within their teams.

Responsibilities

- Ensure teachers deliver the behaviour curriculum within their phase/subject.
- Support teachers with classroom management and implementation of valued behaviours.
- Monitor behaviour trends within their area and escalate concerns to Behaviour Lead.
- Check that staff are using agreed scripts, de-escalation and therapeutic responses.
- Ensure curriculum design promotes resourcefulness, resilience, responsibility and risk-taking.
- Coordinate communication with parents for ongoing or moderate concerns.

5. Staff (Teachers, TAs, Support Staff)

The main drivers of the behaviour curriculum and therapeutic approach.

Responsibilities

- Teach, model and reinforce the school's valued behaviours daily.
- Use agreed therapeutic strategies:
 - Self-regulation prompts (Appendix 2)
 - De-escalation scripts (Appendix 3)
 - Positive phrasing (Appendix 4)
 - Limited choices (Appendix 5)
 - Disempowering scripts (Appendix 6)
- Teach Zones of Regulation and weekly emotional vocabulary.
- Deliver educational consequences and restorative debriefs when needed.
- Log incidents clearly on Arbor and report safeguarding or dangerous behaviours.
- Attend training and implement strategies with fidelity.
- Maintain calm, predictable routines that enable children to feel safe and ready to learn.
- Work collaboratively with SLT, Behaviour Lead and parents.

6. Governors

Provide oversight, challenge and strategic support.

Responsibilities

- Monitor the effectiveness of the Behaviour Policy and its implementation.
- Ensure that behaviour, safety and inclusion are prioritised in strategic planning.
- Review data on suspensions, exclusions, discrimination incidents and attendance.
- Hold the Principal accountable for maintaining a safe and orderly environment.
- Ensure the policy aligns with Equality Act 2010 and DfE requirements.
- Support the development of a culture consistent with the school's values and therapeutic thinking approach.

7. Pupils

Active partners in the behaviour curriculum.

Responsibilities

- Show *valued behaviours* (reflective, resilient, resourceful, respectful, responsible, risk-taker).
- Follow the expectations: Be Kind, Be Safe, Be Ready to Learn.
- Use Zones of Regulation tools to self-regulate.
- Take part in PSHE, restorative debriefs, reflection work and educational consequences.
- Treat others with respect, celebrate differences and challenge unkindness.
- Take responsibility for repairing harm when their behaviour has affected others.
- Act as role models (school council, responsibility groups).

8. Parents/Carers

Essential partners in behaviour and emotional development.

Responsibilities

- Support the school's behaviour curriculum and expectations at home.
- Engage in open communication with staff about their child's needs.
- Attend reintegration meetings following suspensions (required by policy).
- Reinforce valued behaviours and emotional regulation strategies.

- Inform the school of any changes in home circumstances that may affect behaviour.
- Work collaboratively on behaviour plans, therapeutic plans or early help support.
- Model respectful communication about issues relating to school.

Monitoring, Evaluation and Review

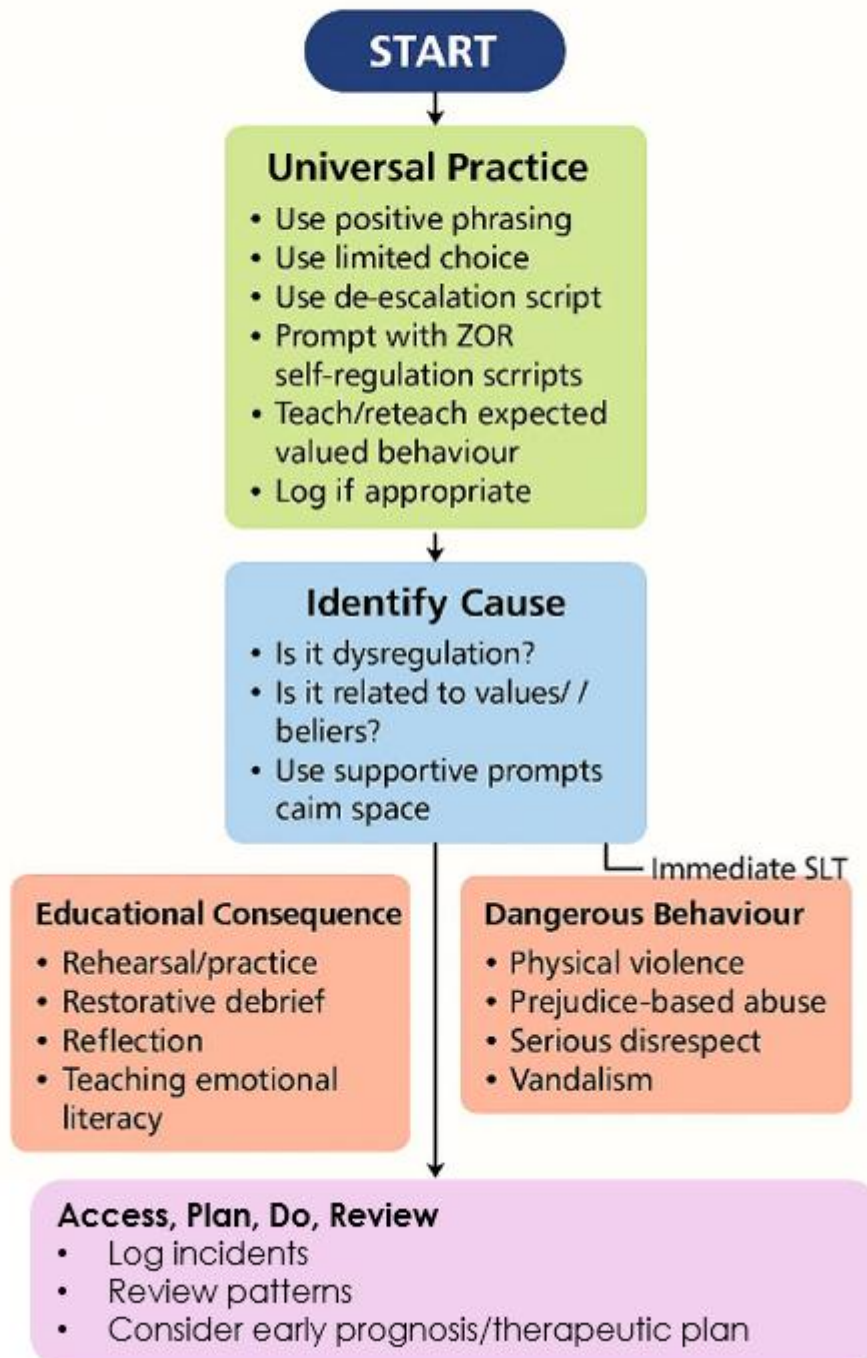
Key areas of improvement:

- Reduction in repeated detrimental behaviours
- Number of successful reintegration meetings
- Progress of pupils on support plans
- Staff training completion
- **Data sources:** Arbor logs, suspension data, midday reports, restorative debrief outcomes
- **Leadership routines:**
 - Weekly behaviour review
 - Monitor pupils on report
 - Standing agenda point on phase meetings
 - Standing agenda on safeguarding meetings
 - Termly evaluation report to governors as part of DSL report

Appendix 0

Staff Flow Chart

Behaviour Response Flowchart



Appendix 1

Restorative Debrief

Debrief is a necessary component of a behaviour curriculum. It is essential for behaviour change. Restorative debrief needs to be curious, not critical. It should explore the child's dysregulation and their values and beliefs.

Without teaching there is no learning; without learning there is no progress. Debrief creates a system of evaluation and review to establish what happened, how it happened, and how we use teaching and learning to develop the skills and motivation to enable behaviour change.

6. Establish an authentic connection. Ensure the child feels comfortable and supported.
7. Explore what happened. Allow them to tell their story. What situations, relationships and dynamics led to a reaction?
8. Support their story with non-judgmental accurate descriptions
9. Explore what people were thinking and feeling before, during and after the incident.
10. Identify who or what has been affected and how.
11. Consider how we can repair harm to people or property.
12. Plan for a different response to the same experiences or feelings re-occurring.

Questions to help review:

- What would you like to happen next?
- How can we make things better for you?
- How can you help to put this right?
- How can we make it ok for you to go back to class?
- What do you think others might need?

Checklist

- Has the child had sufficient time and support to normalise their feelings before the de-brief process starts?
- Has the child had an opportunity to share their experience, including what happened before, during and after an incident
- Has restorative debrief explored the child's dysregulation and their values and beliefs?
- Has the child been helped to identify their feelings before, during and after an incident?
- Has the child been helped to empathise with the experience and feelings of others?
- Has the child been helped to understand and accept the need for any protective consequences?
- Has the child been helped to engage in the need for educational consequences?
- Has the child been helped to identify how relationships can be rebuilt?
- Has the child been helped to develop strategies to respond differently when faced with the same situation?
- Have we completed the required recording?
- Has everybody involved in the incident received support? (child witnesses, adult witnesses etc.)

Appendix 2

Self-regulation prompts

Adult prompts for initialising self-regulation and the use of the Zones of Regulation:

1. Lets do a Zones check-in
2. How are you feeling? Shall we try a tool?
3. ____ is making me feel ____
4. Let's regulate together
5. How can I help you with this feeling?
6. It's okay to feel
7. All zones are OK
8. I've noticed that your body is... What zone are you in.

It is important where possible not to label the emotion for the child or young person, as you may incorrectly label it and prevent the child from developing their own emotional literacy.

Appendix 3

De-escalation-scripts

The specific de-escalation script should be used like a menu.

Any element can be chosen as an appropriate response to the aggression or challenge presented by the student.

A de-escalation script is designed to remove heat from a situation and create space and time.

Child's name, followed by either:

- I can see something has happened

or

- I am here to help

or

- Talk and I will listen

or

- Come with me and.....

Appendix 4

Positive phrasing

Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity.

It is often beneficial to support a positive phrase with a motivator such as 'thank you'.

Using 'please' will suggest an element of choice so should be reserved for low-level behaviours.

Using 'thank you' suggests you expect the student to comply.

Neither please nor thank you would be used in a high level, dangerous situations.

The positive phrase would be delivered assertively but without aggression.

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Walk with me to the library
- Stay seated in your chair

Appendix 5

Limited Choice

Limited choices often follow directly from positive phrases 'Peter we are going inside, do you want to walk on your own or with me,... on your own or with me, Peter?'

Positive phrases and limited choices should be punctuated with take up time (an opportunity for the child to think , process and consider).

- Where shall we talk, here or in the library?
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Appendix 6

Disempowering Scripts

Detrimental empowered behaviour needs as little interaction as possible while waiting to empower (interact positively) with any valued behaviour as soon as it is evident.

The aim is to create a situation where the detrimental behaviour is ineffective; valued behaviour is effective.

Necessary observation for safety reasons should be from a distance with no unnecessary verbal communication.

It is an effective strategy to empower other valued behaviours in the dynamic while disempowering detrimental behaviours in any individual.

- You can listen from there.
- Come back into the room when you are ready.
- We will carry on when you are ready.
- You can keep the book until the end of the lesson.

Appendix 7

Re-integration Plan



Pupil Name:

Reason for Suspension:

Dates of Suspension:

Date of meeting:

Purpose of this meeting
<ul style="list-style-type: none">• To reintegrate successfully back into school life full time.• To provide a re-integration strategy that offers a fresh start.• To make sure that you understand the impact of your behaviour on yourself and others.• To make sure you are aware and understand our high expectations of behaviour in line with our school culture.• To make sure you feel you belong within the school community, so you can engage with learning.

People present in the meeting.

Name	Role

Attendance %	
Number of days suspended this term	
Number of days suspended this year	

What situations, relationships and dynamics led to a reaction?

Explore what people were thinking and feeling before, during and after the incident.

Identify who or what has been affected and how.

Consider how we can repair harm to people or property.

Consider how we can repair harm to people or property.

Support Plan

The pupil will:	
1	
2	
3	

Signatures

Pupil signature	
Parent/Carer signature	
School Staff signature	
Name and role of staff	

Appendix 8

Examples of Educational Consequences

Educational consequences provide a planned logical response to a behaviour. Logical responses to detrimental behaviour help children learn and develop valued behaviour, enabling behaviour change.

Several consequences might be appropriate to illicit understanding and then establish restorative practice.

- Learning and understanding the relevance of a task
 - If a child refuses to complete a group science project, they might be asked to revisit the project in a smaller group or 1:1
 - Discussing how their contribution impacts the final outcome and why collaboration matters.
 - If a pupil is careless with school equipment, the teacher could explain the cost of replacing it and link it to situations at home (e.g., "If a phone breaks, it can't be used and it costs money to replace").
- Rehearsing and practising behaviour
 - If a student calls out repeatedly in class, they could practise raising their hand and waiting to be called on during a role-play with the teacher or peers.
 - 1:1 rehearsal with support staff or part of a THRIVE session
- Understanding and assisting with repairs
 - If a pupil scribbles on a desk, they help clean it
 - learn about looking after shared spaces either through 1:1 or group sessions
- Educational opportunities (chance to learn)
 - If a child uses hurtful language, they might attend a short workshop or guided session about respectful communication and kindness.
 - Social stories
 - Behaviour mapping
- Researching the implications of behaviour

- If a student throws litter on the playground, they could research how litter affects the local environment and share their findings in assembly or a class discussion.
- Conversation and exploration (developing empathy, tolerance and understanding)
 - After excluding someone from a game, the pupil might join a guided conversation with the other child to talk about feelings, fairness, and inclusion.
- Restorative debrief (Appendix 2)
 - A structured sit-down after an incident where the child explains what happened, who was affected, and how they can make things right, leading to a plan for better choices next time.

Appendix 9

Students at Rose Hill
always adopt the right

SLANT
on behaviour

S Sit up straight and
pay attention.

L Look at the speaker.

A Ask and answer
questions but...

N Never interrupt anyone
when they are talking.

T Track the teacher when
they are talking.

Appendix 10

Parent version/ Quick guide



Rose Hill Primary School: Our Therapeutic Approach to Behaviour

A Guide for Parents, Guardians, and Staff: Fostering Emotional Wellbeing and Inclusive Learning

Our Foundations: Expectations & Values

The Three Golden Expectations



All pupils must strive to ensure a positive environment for everyone.

The 6Rs for Valued Behaviour



Helpful Feelings = Valued Behaviour:
Positive experiences create helpful feelings, which in turn drive the positive, valued actions we see in the classroom.

Managing Behaviour & Consequences

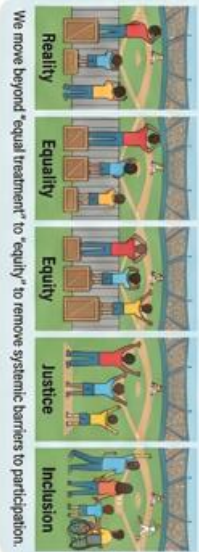
<p>Protective Consequences (Manage immediate risk)</p> <ul style="list-style-type: none"> • Limit freedoms • Temporary/ increased staff ratios • Limited access to outside space • Differentiated teaching space 	<p>Educational Consequences (Teach new skills & return freedoms)</p> <ul style="list-style-type: none"> • Rehearsing positive behaviours • Social stories • Researching implications of one's actions
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The Therapeutic Philosophy

Analyse, Don't Moralise



Inclusion: Beyond Equality



Restorative Debriefs

After an incident, we use a curious, non-critical process to explore what happened, who was affected, and how to repair the harm.

The Graduated Response



SLANT for Learning

- S - Sit up straight**
Students sit up straight and pay attention to be physically ready for learning
 - L - Look at the speaker**
Maintaining eye contact with whoever is speaking to show respect and focus
 - A - Ask and answer questions**
Engaging actively with the content while following classroom turn-taking rules
 - N - Never interrupt**
Waiting for the speaker to finish before contributing to the discussion
 - T - Track the teacher**
Keeping focus on the teacher as they move or demonstrate concepts
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