



RELATIONAL BEHAVIOUR POLICY

Date approved by Governors: June 2026

Review period: Annual

Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

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

Paul Dix - When the Adult Changes Everything Changes

Why we do what we do

Good behaviour in school is central to a good education. At Uplands, we recognise the need to manage behaviour well to provide a calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for all pupils to succeed.

At Uplands Manor Primary School, we understand that wellbeing and behaviour are closely connected. Research shows that when children feel safe, supported, and mentally well, they are better able to learn and thrive. That’s why we place wellbeing at the heart of everything we do.

We believe behaviour is a way children communicate their needs, feelings, and experiences. Our role is to listen, understand, and respond with care—while also setting clear and consistent boundaries to help children feel safe. We promote a shared understanding of rights and responsibilities among all members of our school community.

We are committed to being a Trauma informed and Mental Health sensitive School. This means we recognise the impact that Adverse Childhood Experiences (ACEs)—such as loss, illness, family breakdown, or other distressing events—can have on children’s wellbeing and behaviour.

Our aim is to:

- Help children make sense of difficult experiences
- Support them in managing their emotions and feelings
- Provide an environment rooted in safety, connection, and compassion
- Build strong, positive, and supportive relationships across the school
- Ensure that children can continue learning, even during challenging times



We believe that behaviour is simply 'the tip of the iceberg' and we are committed to understanding what sits underneath the surface driving the child to behave in a certain way. We understand that every child's story is unique and our trauma-informed practice means we look beneath the surface of behaviour to understand what a child may have experienced, and we respond with empathy and care.

We do not follow a 'zero tolerance' or 'one size fits all' approach to behaviour. While we maintain high expectations for everyone, we also provide tailored support for those who need help meeting those expectations.

We follow the PACE approach, developed by clinical psychologist Dan Hughes, which prioritises strong relationships and emotional regulation. PACE stands for Playfulness, Acceptance, Curiosity and Empathy and is a way of thinking, feeling, communicating and behaving that aims to make a child feel safe. It is based upon how parents connect with their very young infants. This approach provides a safe space from which the child can begin to explore and build trust.

We listen to our children's voices, respond with empathy, and create a school environment where everyone feels safe, valued, and respected.

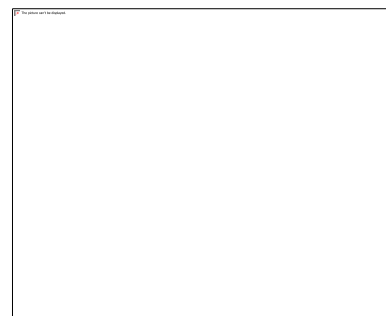
Rights Respecting Approach to Behaviour

At Uplands Manor Primary School, our Relational Behaviour Policy is underpinned by our commitment to being a Rights Respecting School. We actively promote and uphold the principles of the United Nations Convention on the Rights of the Child (UNCRC), ensuring that all children are treated with dignity, respect and fairness.

This policy reflects a shared understanding that behaviour is a form of communication and that all children have the right to feel safe (Article 19), to learn (Article 28), and to be heard (Article 12). In turn, children are supported to understand their responsibility to respect the rights of others.

Our relational approach prioritises:

- **Positive relationships** built on trust, consistency and mutual respect
- **Emotionally attuned responses** that recognise individual needs, including those related to SEND and SEMH
- **Restorative practices** that support children to reflect, repair harm and rebuild relationships
- **Inclusive and equitable practice**, ensuring no child is disadvantaged or unfairly treated



Through this approach, we create a culture where children are empowered to regulate their behaviour, understand the impact of their actions, and develop the social and emotional skills needed to thrive as respectful, responsible members of the community.

What we hope to achieve

Behaviour Policy Aims

- Foster a positive school culture that promotes excellent behaviour, ensuring every pupil can learn in a calm, safe, and supportive environment.
- Implement a whole-school approach to behaviour that reflects the core values of Uplands Manor Primary School.
- Clearly outline expectations for behaviour, as well as appropriate responses to a range of behaviours.
- Provide a consistent, trauma-informed, relational approach to behaviour that is applied across the school while meeting the individual needs of each child.
- Define unacceptable behaviours, including bullying and discrimination, with clarity and consistency.
- Offer clear guidance to staff, parents, carers, governors, and stakeholders on supporting pupils in developing self-regulation, managing behaviour, and feeling safe so they are ready to learn.

Behaviour Policy Objectives

- Build a school community grounded in kindness, empathy, and mutual respect.

- Promote a holistic and inclusive understanding of self-regulation and behavioural development.
- Base our approach on current research and evidence-based practices.
- Create a nurturing environment using PACE (Playfulness, Acceptance, Curiosity, Empathy) and restorative practices to encourage positive behaviour.
- Develop pupils' self-awareness, self-control, and sense of responsibility through intentional curriculum experiences.
- Ensure all staff maintain high expectations and consistent boundaries.
- Provide pupils with positive and consistent role models across the school.
- Maintain a school environment that is safe, caring, and consistent for all members of the school community.

How we do what we do

Roles and Responsibilities

The Governing Body

The governors at Uplands Manor are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The governors support the Headteacher in ensuring all adults are adhering to the policy.

The headteacher

The headteacher, with support from the Pastoral Leader, is responsible for:

- Foster a safe, inclusive school environment that supports positive behaviour through a trauma-informed lens.
- Guide staff in using restorative practices to address behaviour, repair harm, and teach prosocial alternatives.
- Monitor consistent, responsive application of the behaviour policy, especially for pupils affected by trauma or adversity.
- Equip staff to recognise trauma and prioritise empathy, connection, and relationships in behaviour management.
- Provide new staff with a clear induction into the school's restorative, trauma-informed, and inclusive practices.
- Deliver high-quality training on restorative approaches, trauma, SEND, and mental health to ensure compassionate responses.
- Align behaviour strategies with safeguarding to support distressed pupils promptly and appropriately.
- Review MIS behaviour data to ensure equitable, restorative responses for all pupil groups.
- Communicate what is considered to be desired and undesired behaviour.

The Leadership team

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide and show a unified consistency to the children.

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

Leaders will:

- Meet and greet children at the beginning of the day on the gate, in the playground and / or building entrances
- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model the PACE approach in their interactions
- Regularly share good practice
- Support staff in managing children with more complex distressed behaviours
- Regularly review provision for children who fall beyond the range of written policies
- Facilitate reflective, serious incident meetings with a view to prevent recurrence.

Leaders, teachers and wider school staff

All staff are responsible for:

- Creating a calm and safe environment for pupils through establishing "relentless routines" and consistency in responses to behaviour.

- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.
- Employing the PIP & RIP (Praise In Public and Reprimand In Private) approach to promote a shame sensitive environment
- Build relationships through the use of the PACE approach, meet and greet and check ins.
- Adopting an attitude and culture of 'deliberate botheredness' – the daily acts of care and genuine interest in children's lives that matter.
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms.
- Planning lessons that engage, challenge and meet the needs of all children.
- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Always reminding children about the expectations.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents promptly on MIS.
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us.
- NB. Lunchtime Supervisors will complete a lunchtime behaviour incident slip and hand this over to the Class Teacher at the end of lunchtime.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's relational behaviour policy and reinforce it at home.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Attend meetings to discuss collaborative support for children.
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Ensure that school attendance doesn't negatively impact their child's ability to cope.
- Take part in the life of the school and its culture.

The school will endeavor to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to overcome any difficulties.

Pupils

Pupils will be made aware of the following during their induction into, and regularly throughout their time in, school:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's core rules
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behaviour expectations

Inclusion and Pastoral Team

The Inclusion and Pastoral team support colleagues in developing the skills necessary to de-escalate and deal effectively with behaviour challenges in their classroom and wider school environment. The team provide support in the following ways:

- Facilitating TAC meetings to discuss support and intervention needed for specific children in the classroom and around school.
- Supporting to create and implement Behaviour, Safety and Support Plans.
- Providing support and respite to children and staff through access to the Pastoral Hub
- Delivering/signposting CPD sessions.
- Fortnightly Inclusion and Pastoral team meetings to discuss support and intervention for individual children.

The School Dog

The school dog may be available to provide support for children to de-escalate them when dysregulated. They may also be used as part of a bespoke reward system linked to Positive Behaviour Support Plans where appropriate.

This is what we do here

Core Rules

At Uplands Manor Primary School, everything we do is driven by our 3 core school rules:

- Show good manners
- Follow instructions
- Look after everyone and everything

Relentless Routines

Our consistent whole school routines support our children to be ready, to understand expectations, to manage anxieties and prepare themselves for their day. This allows them to engage more fully with learning, manage their feelings and communicate in a positive manner. Behaviour routines are explicitly taught, revisited and reinforced – we do not assume our pupils know and remember them.

We teach routines for all activities as this makes pupils feel safe. The more consistency there is over routines, the easier it is for our children to remember and embed their learning creating a culture of ‘this is what we do here’. Routines support children with their emotional regulation and behaviour for learning.

Our relentless routines are:

- **Meet and Greet** – Teachers will stand on their doors between 8.40 and 8.45am to welcome their children into the classroom. Children may receive a high five, a handshake, a hug, a fist pump, a simple hello or something else they choose to let them know the adult is pleased to have them in school. Children who arrive after this time will be greeted in the classroom as part of the registration process.
- **Fantastic walking** – When walking around school, adults and children are expected to do so silently to ensure that classes that are working can do so uninterrupted. Children will be lined up in a specific ‘line order’ to support calm movement around school.
- **Signal, Pause, Insist** – When adults need children to stop, look and listen, they will use the agreed school signal of a raised hand. Adults will give the signal, wait for children to respond and then provide a prompt to insist on the children’s shared attention.
- **Lunchtime Line-up** – At the end of lunchtime, a whistle will be blown. This is the children’s signal to move sensibly to their class line. Here, they must wait quietly and sensibly ready to re-enter school.
- **Assembly Sitting** – While in assembly, children are expected to sit silently, with their legs crossed and hands in their laps in order to ensure that shared learning and celebration can be enjoyed by everyone.

Power in the Positive

Positivity is at the heart of our behaviour policy, as we believe that encouraging and recognising good behaviour helps create a respectful, supportive, and inclusive school environment. By focusing on what children do well, rather than only addressing challenges, we help build their confidence, self-esteem, and sense of belonging. We use positive reinforcement—such as praise, rewards, and gentle guidance—to promote the behaviours we want to see. This approach helps children feel valued, strengthens relationships, and supports a school culture where everyone is encouraged to do their best and treat others with kindness. It also provides positive models for other children to learn from.

PIP and RIP

To emphasise this, we take on the PIP and RIP approach where we Praise in Public and Reprimand in Private. This ensures that desired behaviours are reinforced in public whilst supporting our shame sensitive approach when misbehaviour occurs.

Responding to behaviours – rewards and sanctions tariff

Staff will use the charts below to determine appropriate responses to a range of behaviours. The behaviour tariff provides a clear framework outlining the gradual escalation of rewards and sanctions, allowing teachers to move up or down the steps as required. Where behaviour is significantly positive or negative in scale or impact, staff may exercise professional judgement to move directly to a higher or lower stage of the tariff. Any such decision should be made at the discretion of the class teacher and, where appropriate, in consultation with school leaders.

Responding to desired behaviours

Incentive	When?	Recording and reporting	Celebration and reinforcement	Who?	Example Behaviours
+1. Verbal Praise	Daily	N/A	Staff to be explicit when praising desired behaviours while linking it to the school rules. “Thank You for sitting quietly, you are showing good manners.” “Thank you for picking up the litter, you are looking after our school.” Should be used to reinforce all positive behaviours.	All Staff	Completion of work to a high standard Good effort in class Contributing to discussions Showing good manners Working well as a team Being a good friend Exemplary Transitions Following of instructions
+2. Stickers	Daily	N/A	Stickers may be used to support and reinforce verbal praise. These provide a visual reminder for children who have done well and for those who aspire to achieve this.	Class teacher Support staff Wider school staff SLT	Completion of work to a high standard Good effort in class Contributing to discussions Showing good manners Working well as a team Being a good friend Exemplary Transitions Repeatedly following instructions
+3. House Points	Daily	House point logged on class system	House point recorded on class recording system. House point stickers may also be given.	Class teacher Support staff	Completion of work to a high standard Good effort in class Contributing to discussions

					<p>Showing good manners</p> <p>Working well as a team</p> <p>Being a good friend</p> <p>Exemplary Transitions</p> <p>Repeatedly following instructions</p>
+4. Class Teacher Commendation	Daily	<p>MIS</p> <p>Class teacher to notify parents (Phone/face-to-face)</p>	A telephone call / postcard to be sent home to parents to notify them of the positive behaviours seen in class or around school.	Class Teacher	<p>Outstanding effort in lessons</p> <p>Completion of work to a high standard</p> <p>Contributing consistently to discussions</p> <p>Showing exemplary manners</p> <p>Working well as a team</p> <p>Being a good citizen</p>
+5. Leadership Commendation	Every fortnight in Praise Assembly	<p>MIS</p> <p>Certificate/postcard awarded</p> <p>Class teacher to notify parents (Phone/face-to-face)</p>	Child visits year leader, phase leader or SLT (as appropriate) to receive commendation for positive behaviour. Child receives a certificate/postcard home as part of praise assembly.	Year Leader, Phase Leader or SLT	<p>Consistently displaying behaviour that goes 'above and beyond.'</p> <p>Consistently showing outstanding effort in lessons.</p> <p>Consistently showing outstanding behaviour and role modelling to others.</p>
+6. ABC Awards	Termly	<p>MIS</p> <p>Assembly invitation to parents</p> <p>Awards presented in ABC assembly each term</p>	Class teachers will select a child to receive awards for Achievement, Belief, Creativity, Determination and Enthusiasm. These will be presented at ABC assemblies at the end of each term.	<p>Class teacher selection</p> <p>SLT to host ABC awards assembly</p>	<p>Outstanding levels of Achievement, Belief, Creativity, Determination and Enthusiasm throughout the term.</p>

+7. Reward time – 3 Golden Tickets per class	Every half term	MIS Class teacher to notify parents (Phone/face-to-face) SLT letter home to parents	Children who have shown consistently exemplary behaviour throughout the half term and no negative points have been recorded will be considered for Golden Tickets at the discretion of the class teacher. Selection reasons will be shared with peers.	Class teacher selection Year leader to collect names and notify Inclusion and Pastoral Team Inclusion and Pastoral Team to host reward time	Consistently positive behaviour in all areas of school life. Consistently following the school rules and expectations. Going above and beyond regularly. 'Always' doing the right thing
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Responding to undesired behaviours

Sanction	Recording and reporting	Additional support needed?	Restoration – This is where the teaching of different behaviours occurs	Who?	Example Behaviours
-1. Non-verbal warning and PACE	N/A	N/A	N/A	All staff	Low level disruption Calling out in class Talking to peers when supposed to be listening/working Fidgeting
-2. Whisper Warning and PACE	N/A	N/A	Adult gets down to the child's level and quietly explains what went wrong and how to get it right next time	All staff	Repeated low level disruption Interfering with others Repeated talking
-3. Stop 'n' think / warning card on desk and PACE	MIS Depending on the behaviour, parents may be notified by class teacher (Phone/face-to-face)	N/A	Adult gently reminds pupil of rules and of consequences of repeat behaviour. Reminder card will be removed upon correction of behaviour. Conversation to be had regarding the undesired behaviour and to	Class Teacher	Nonresponsive to previous efforts to correct behaviour Persistent tapping/messing with equipment Repeatedly talking when supposed to be listening/working

			teach the desired alternative.		Talking back to the adult Engaging in an argument with a peer
-4. 'Time in' partner class and PACE	MIS Class teacher to notify parents (Phone/face-to-face) If this stage is reached three times in a short term, a phone call will be made to parents/carers by the class teacher/year leader.	If the child is not already known to the pastoral team, a pastoral referral may need to be made for early intervention.	Work will be provided by the class teacher for the child to complete in partner class for 10minutes. Application of emotion coaching script where necessary. A restorative conversation needs to happen upon return to the classroom.	Class Teacher	Nonresponsive to previous efforts to correct behaviour Persistent disruption of the lesson Persistently disrupting peers Refusal to follow instructions Swearing Ongoing arguments with peers
-5. Year group Detention (15minute playtime/ lunchtime detention with member of year group team) and natural consequence	MIS Class teacher to notify parents (Phone/face-to-face) If three year group detentions have been issued in a short term, a phone call will be made to parents/carers by the year leader. The pupil will move to stage -6 on the fourth incident.	If the child is not already known to the pastoral team, a pastoral referral may need to be made for early intervention. If the child is already known to the pastoral team, alert them to the frequency of behaviour so that provision can be looked at.	Reflection takes place during the detention with a member of the year group team during playtime/lunch time. A restorative conversation needed with class teacher followed by a natural consequence to repair the misbehaviour (apology, tidy up etc).	Year Leader must authorise Class teacher Year group team (Year leader if threshold reached)	Nonresponsive to previous efforts to correct behaviour Hurting a peer Persistent disruption of peers Bullying Swearing Repeated, deliberate use of homophobic/ racist language
-6. SLT Detention (30minute lunchtime detention with phase leader or SLT) and natural consequence	MIS Class teacher to notify parents (Phone/face-to-face) The pupil will move to stage -7 on the fourth incident.	If three SLT detentions have been issued in a short term, a Behaviour Plan and Behaviour Tracker may be set up in a meeting between child, parents/carers, teacher and Inclusion and	Reflection takes place during the detention with member of SLT during playtime/lunch time. Restorative conversation needed with class teacher followed by a natural consequence to	Year Leader must authorise Class teacher SLT	Nonresponsive to previous efforts to correct behaviour Fighting Repeated defiance and refusal to follow instructions Bullying Swearing Repeated, deliberate use of

	ABC Behaviour Reporting form completed as needed	Pastoral Team member to support the pupil in altering their behaviour.	repair the misbehaviour (apology, tidy up etc).		homophobic/ racist language
-7. Removal from the Classroom and natural consequence	<p>MIS</p> <p>Class teacher to notify parents (Phone/face-to-face)</p> <p>Letter sent home to parents/carers.</p> <p>The pupil will move to stage -8 on the fourth incident.</p> <p>ABC Behaviour Reporting form completed as needed</p>	<p>A serious incident meeting may be needed on the same day.</p> <p>If repeated removals occur, a Behaviour Plan and Behaviour Tracker may be set up in a meeting between child, parents/carers, teacher and Inclusion and Pastoral Team member to support the pupil in altering their behaviour.</p>	<p>Reflection takes place during the removal with a member of SLT or Inclusion and Pastoral Team and the child will work in a different classroom or space in school for half or a full school day.</p>	<p>Phase Leader must authorise</p> <p>Class teacher</p> <p>SLT</p> <p>Child, Parents, Class Teacher and Inclusion and Pastoral Team to create plan when felt appropriate</p>	<p>Nonresponsive to previous efforts to correct behaviour</p> <p>Fighting</p> <p>Deliberately damaging school property</p> <p>Deliberately hurting another pupil or adult</p> <p>Repeated, deliberate use of homophobic/ racist language</p> <p>Bullying</p>
-8. Suspension and natural consequence	<p>My Concern</p> <p>MIS</p> <p>Phone call and letter home from SLT to parents/carers.</p> <p>ABC Behaviour Reporting form completed as needed</p>	<p>A serious incident meeting must happen on the same day.</p> <p>A Behaviour Plan and Behaviour Tracker may be set up in a meeting between child, parents/carers, teacher and Inclusion and Pastoral Team member to support the pupil in altering their behaviour.</p>	<p>Reflection questions are sent home with pupil. Pupil will discuss answers in reintegration meeting with Pastoral Lead or member of SLT to evidence that they understand the consequences and impact of their behaviour.</p>	<p>Head Teacher (or Deputy Head Teacher in the absence of the Head Teacher) must authorise</p> <p>Class teacher</p> <p>SLT to notify parents</p> <p>Child, Parents, Class Teacher and Inclusion and Pastoral Team to create plan when felt appropriate</p>	<p>Nonresponsive to previous efforts to correct behaviour</p> <p>Fighting</p> <p>Seriously and deliberately damaging school property</p> <p>Deliberately hurting another pupil or adult</p> <p>Bullying</p>
-9. Permanent Exclusion	<p>Recorded on My Concern and MIS.</p> <p>Local Authority and Governors notified. Letter home to parents.</p>	<p>A serious incident meeting must happen on the same day.</p>		<p>Head Teacher must authorise</p> <p>SLT to notify parents</p>	<p>Nonresponsive to previous efforts to correct behaviour</p>

				Head Teacher to notify LA and governors	
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Sanctions that are strictly prohibited are:

- Withholding food, drink, physical comforts or any basic needs
- Shouting, use of sarcasm or demeaning language
- Locking in a room with no supervision
- Exclusion from the classroom without supervision
- All forms of corporal punishment, including rough handling

Restorative Conversations

Not every behaviour incident requires a restorative conversation. But, where trust has been broken, people have been hurt or upset and where learning from an event is needed, restorative conversations are a must to teach new behaviour for the future. The behaviour of the adult in this conversation is paramount. Body language, tone, attitude and even the setting of where the conversation happens can have an impact.

Staff have a script to follow to ensure that the conversation is meaningful and allows for supported reflection. The adult will open the lines of communication to show that they are willing to listen without judgement.

- How are you doing? I wanted to talk to you about...
- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did it make people feel?
- Who has been affected?
- How have they been affected?
- What should **we** do to put things right?
- How can **we** do things differently in the future?

Natural Consequences / Making Amends

After any incident, a child needs the opportunity to come to terms with the behaviour exhibited and the shame that is inevitable. This needs to happen as soon as possible and staff will guide the child in the most appropriate way.

Examples can include:

- A written or verbal apology
- Further reflection time
- Tidying up something that has been disturbed
- Helping an adult

It is important that the child does not feel judged or bad and is able to discuss the incident openly so that it can be avoided in the future. Staff should ensure that the child understands that the emotion is normal and that they will feel it again, but they should work hard to ensure the behaviour is kept under control and to seek other ways of dealing with/regulating the emotion.

Serious Incident meetings

Following any serious incident, a senior leader will facilitate a reflective meeting to review and sequence the events, identify potential triggers, and work collaboratively with staff to prevent future occurrences. These meetings should take place as soon as practicably possible after the incident so that the discussion can remain objective, focused on what worked well, and clear about what could be improved next time. Outcomes from this reflection may include updates to behaviour tracker targets or revisions to Positive Behaviour Support Plans.

Reasonable Adjustments

Challenging behaviour can often be symptomatic of poor self-esteem, mental health issues, unhelpful coping strategies or poor relationships at home or at school. Staff at Uplands Manor recognise their legal duty to make reasonable adjustments for pupils with a disability. The Equality Act (2010) defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' In this case, 'long-term' is defined as lasting, or likely to last, for at least 12 months.

Teachers are expected to apply the Graduated Responses to Behaviour as detailed above to all pupils to keep everyone safe and provide consistency so that all our pupils become proactive, positive members of society. Our approach to pupil behaviour is reasonably adjusted to cater for those pupils whose disability impact upon their behaviour and follows the Assess, Plan, Do Review Cycle (SEND Code of Practice 2015). Teachers are expected to use their professional judgement and their knowledge of the needs of these pupils to make reasonable adjustments for each sanction stage.

Where necessary, the Inclusion team will liaise with external agencies and plan support programmes for the child. We work with parents/carers to create all additional plans and review them regularly.

Physical Interventions and Use of Reasonable Force

A number of staff in school have annual Crisis Prevention Institute-Safety Intervention (CPI-SI) training.

Staff will always try to help children calm and make safe choices using early support and de-escalation. In rare situations, adults may need to use reasonable force to keep a child or others safe, prevent serious damage, or stop dangerous disruption.

Any physical intervention must be proportionate, used for the shortest time needed, and never used as a punishment.

A physical intervention to manage behaviour will only be used as a last resort and only when it is reasonable and absolutely necessary. De-escalation strategies should always be employed where possible before physical intervention is used.

The term reasonable force covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.

- Control is defined as either passive physical contact (standing between pupils) or active physical contact – such as leading a pupil by the arm.
- Restraint is defined as holding back physically or bringing a pupil under control.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Physical intervention strategies are only justified if:

- The individual is causing damage to him/herself or others or serious damage to property.
- The information is shared to families and all staff working with the pupil for the implementation of the techniques.
- Staff involved have received training in appropriate physical intervention strategies.
- The physical intervention is reasonable, proportionate, and necessary in line with the strategies detailed in the child's positive behaviour management plan.

Following use of any restrictive physical intervention, staff will have some time for support and debrief. Physical intervention can be very emotional and stressful for the adults involved and they may need time to unload. Time will also be needed to repair and rebuild relationships between the pupil and staff members involved. This should not happen until the child is appropriately emotionally regulated.

Use of physical intervention must be closely monitored and so appropriate forms must be completed following every use. These are held and monitored centrally by the Inclusion and Pastoral Leader.

Searching, Screening and Confiscation

The school has a statutory duty to safeguard pupils and maintain a safe, calm and orderly environment. As part of this duty, staff may screen, search and confiscate items where it is reasonable and proportionate to do so.

Searching Pupils

The headteacher and authorised staff have the legal power to search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may be in possession of a prohibited item.

Prohibited items include (but are not limited to):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes or cigarette papers
- Fireworks
- Pornographic images
- Any item likely to be used to commit an offence or cause harm

Searches will:

- Be carried out by authorised staff only
- Take place in a suitable and safe environment
- Be conducted with respect, dignity and sensitivity
- Be conducted in the presence of another member of staff wherever possible

Where appropriate, pupils will be given the opportunity to voluntarily hand over an item before a search is conducted.

Confiscation

Staff may confiscate any item that:

- Is prohibited
- Disrupts learning
- Compromises safety

Confiscated items will be:

- Returned to the pupil or parent where appropriate
- Safely disposed of if necessary
- Passed to the police where required
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Use of Reasonable Force

Reasonable force may be used, as a last resort and in line with statutory guidance, to:

- Prevent harm to a pupil or others
- Prevent serious damage to property
- Maintain good order and discipline

All searches, confiscations and any use of force will be:

- Recorded appropriately
- Reported to parents where necessary
- Carried out in line with safeguarding procedures

Behaviour Beyond the School Gate

The school expects high standards of behaviour from pupils at all times, including when they are:

- Travelling to and from school
- Wearing school uniform in the community
- Representing the school on trips, visits or events
- Online, including social media

The school may apply sanctions where behaviour outside school:

- Could negatively impact the safety or wellbeing of pupils or staff
- Brings the school into disrepute
- Affects the learning environment within school
- Involves bullying, harassment, discrimination or safeguarding concerns

Where appropriate, the school will:

- Work in partnership with parents and carers
- Liaise with external agencies, including the police
- Apply proportionate sanctions in line with this policy

Suspensions and Permanent Exclusions

The school may use suspension or permanent exclusion in response to serious breaches of the school's behaviour policy or where a pupil's behaviour seriously harms the education or welfare of the pupil or others, and only where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Suspensions and permanent exclusions are last-resort sanctions and will be used only after a range of appropriate support and interventions have been considered and, where appropriate, implemented. The school does not operate a "no exclusions" policy, as suspensions and permanent exclusions may be necessary to maintain a safe, calm and orderly learning environment.

Before making a decision to suspend or permanently exclude a pupil, the Headteacher will consider all relevant circumstances, including:

- The severity and proportionality of the behaviour
- The pupil's age, SEN, disability, mental health and safeguarding context
- Whether the behaviour may be linked to unmet needs or external factors
- The impact on other pupils and staff
- Whether reasonable adjustments have been made for pupils with disabilities

Decision-Making Authority

The legal power to suspend or permanently exclude a pupil rests with the Headteacher only. In the Headteacher's absence, this power may be exercised by a formally appointed Acting Headteacher. This authority is not delegated to other staff.

Suspensions

A suspension is a temporary exclusion from school for a fixed number of school days, not exceeding 45 school days in any one academic year.

When a suspension is imposed:

- Parents/carers will be informed without delay, by telephone where possible
- Parents/carers will receive written notification without delay, setting out:
 - The reason for the suspension
 - The length of the suspension
 - Their duty to ensure the pupil is not present in a public place during school hours for the first five school days
 - Arrangements for work to be completed at home
 - Information about their right to make representations to the governing board, where applicable
- The governing board and Sandwell Metropolitan Borough Council will be notified in accordance with statutory requirements
- Education will be provided from the sixth school day of a suspension that exceeds five school days
- Appropriate work will be provided for the pupil during the suspension period
- The incident will be recorded on the school's management information system (MIS)

- A written incident record will be completed

During the suspension:

- The school will maintain appropriate welfare and safeguarding contact with the pupil and family as necessary
- Any safeguarding concerns identified will be acted upon in line with the school's safeguarding policy

Reintegration Following Suspension

Following any suspension, a structured reintegration process will take place to support the pupil's successful return to school.

This will include:

- A reintegration meeting with the pupil, parents/carers and a member of staff
- A review of the incident and its impact
- Identification of any underlying needs, including SEND, safeguarding or pastoral support
- Agreement of clear expectations and next steps
- Identification of support strategies to reduce the likelihood of re-occurrence

Where appropriate, the school may implement:

- Behaviour support plans
- Pastoral or mentoring support
- Adaptations or reasonable adjustments
- External agency involvement

Reintegration will:

- Promote a sense of belonging
- Reinforce expectations
- Support the pupil to make positive behaviour choices

Progress will be monitored and reviewed regularly.

Permanent Exclusion

A permanent exclusion may be considered only in exceptional circumstances:

- In response to a serious one-off breach, or
- Following persistent and serious breaches of the behaviour policy where all reasonable interventions have been exhausted

Permanent exclusion is an extreme sanction and may only be imposed by the Headteacher (or Acting Headteacher).

When a permanent exclusion is imposed:

- Parents/carers, the governing board and Sandwell Metropolitan Borough Council will be informed without delay
- Parents/carers will receive written notification explaining:
 - The reason for the exclusion
 - Their right to make representations to the governing board
 - Their right to attend the governing board meeting and to be accompanied
 - Their right to request the presence of a SEN expert at an Independent Review Panel (IRP) [
- The governing board will meet to consider the exclusion within 15 school days
- The panel will consider all written and verbal representations and will decide whether to reinstate the pupil or uphold the exclusion
- Parents/carers will be informed of their right to an Independent Review Panel, arranged by Sandwell MBC
- If the permanent exclusion is upheld following all review processes, the pupil's name will be removed from the school roll in accordance with regulations

Sandwell MBC will be responsible for arranging suitable full-time education from the sixth school day following permanent exclusion.

Preventing Exclusion

The school is committed to early intervention and inclusion, and to reducing the risk of exclusion wherever possible.

Measures that may be considered include:

- Additional in-school support and targeted interventions
- Involvement of external agencies and early help services
- Alternative provision, where appropriate

- A managed move, agreed voluntarily with parents/carers and another school
- Time-limited, bespoke or reduced timetables only in exceptional circumstances, with parental agreement and regular review, and never used as a disciplinary sanction
- Where a pupil attends alternative provision, the school remains responsible for the pupil's safeguarding and welfare and will ensure appropriate oversight and review.

Preventing Off-Rolling and Unlawful Exclusion

Uplands Manor Primary School is committed to ensuring that all behaviour management practices are lawful, fair and inclusive.

The school will not:

- Send pupils home informally for disciplinary reasons without formally recording this as a suspension
- Place pupils on part-time timetables as a disciplinary sanction
- Encourage parents to remove their child from the school to avoid exclusion
- Withdraw education provision unlawfully

Any decision to remove a pupil from school, temporarily or permanently, will:

- Follow statutory suspension or exclusion procedures
- Be recorded appropriately
- Be communicated clearly to parents and relevant professionals

The school is committed to:

- Early intervention
- Inclusive practice
- Working in partnership with families and external agencies

All decisions will be made in line with:

- The Equality Act 2010
- The SEND Code of Practice
- Statutory DfE guidance

How we know if it is working

This policy is a working document and may be adapted based on the behaviours being seen in school at any time. Staff will work together to ensure that the policy is being implemented effectively and that it is having a positive effect on behaviour and relationships.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Stakeholder surveys about our behaviour policy

Year leaders and phase leaders will analyse data weekly in order to ensure that intervention is put in place early for children who require it. They will liaise with the Inclusion and Pastoral Team where necessary. The data will then be analysed every half term and reported to governors termly by the pastoral lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By term
- By protected characteristic

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

Publication and Accessibility

In line with statutory requirements, this Behaviour Policy:

- Is published on the school website
- Is accessible to parents, carers and the wider community
- Is reviewed annually by the governing body

The school will ensure that:

- The policy is clearly communicated to pupils, staff and families
- Expectations are understood and consistently applied

Monitoring this policy

This behaviour policy will be reviewed and approved by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

APPENDIX

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breaking school rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, for example sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Mobile phones are prohibited for all children. As part of transition to secondary school, Year 6 pupils are allowed to bring phones into school under the following conditions:
 - School and parental permission has been given
 - They are handed in to a member of staff on arrival at school
 - Are not used on the school premises under any conditions

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

We teach the children the acronym STOP (Several Times On Purpose) to help them understand what bullying is.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our School's approach to addressing and preventing bullying are set out in our anti-bullying policy.

Appendix 3: Guide to using a PACE approach in school.

What is PACE?

PACE is an approach that was developed by clinical psychologist Dan Hughes. It stands for: playfulness, acceptance, curiosity and empathy,

PACE is a way of thinking, feeling, communicating and behaving that aims to make a child feel safe. It is based upon how parents connect with their very young infants. This approach provides a safe space from which the child can begin to explore and build trust.

Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives a child the message that the relationship is stronger than the things that go wrong. Using a playful and light-hearted tone shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean you do not take the emotions or the incident seriously, and using an Emotion Coaching approach will support this.

Examples of playfulness:

- Use a light tone of voice and positive facial expressions to show your interest in what the child is doing
- Identify opportunities where humour or lightness can be used to respond at an early stage, before things need a more serious response.

Acceptance

Acceptance is about accepting the child for the person they are. It allows us to separate the child from the behaviour, which means we can accept the child's feelings whilst not accepting behaviour that needs to be limited. This helps the child to recognise that, when an adult has to challenge their behaviour, this does not have to challenge the relationship. Again, acceptance forms part of an Emotion Coaching response.

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together.

Examples of acceptance:

- "I can see you're angry at me, I'll still be here for you when you are ready"
- "I can't let you climb on there because I care about you and that means I want to keep you safe."
- "It's ok to feel frustrated that you dropped the Lego, but I can't let you throw it, as that's not safe."

Curiosity

It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for limit setting to be effective – as with Emotion Coaching, we connect with the emotion before engaging in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience.

This can be done by 'wondering aloud'. Instead of asking, "why?" you might ask:

"I wonder if you were worried when that happened."

"I wonder what happened there. I wonder if you were feeling frustrated."

With curiosity the adults are conveying their intention to simply understand why and to help the child with understanding. Children often do not know why they did something or are reluctant to tell adults why. The adult's intentions are to truly understand and help the child and avoid them feeling that their inner life is wrong in some way.

Examples of curiosity:

- "I'm wondering if you broke that toy because you were angry
- "I'm thinking you might be slightly nervous about going back to school today and that's why you don't want to get ready this morning"

Empathy

When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels.

Examples of empathy:

- "It's ok to feel angry if someone has taken something you like to play with. I would feel angry if that happened to me."
- "It's ok to feel worried about trying something new." I'm not sure about it either. Shall we look at it together.

Key References

Hughes, D.A. & Baylin, J. (2012). Brain-Based Parenting: The Neuroscience of Caregiving for Healthy Attachment. New York: W.W. Norton & Company.

Golding, K.S. & Hughes, D.A. (2012). Creating Loving Attachments: Parenting with PACE to Nurture Confidence and Security in the Troubled Child. London: Jessica Kingsley Publishers.

Appendix 4: Emotion Coaching Guide for De-escalation

This guide is intended as a set of examples rather than a script. The questions and prompts will need to be personalised to the language needs of the child. For young children, pictures may support conversations around emotions.

Step 1: Connect before correct

Label the emotion – “I can see you are feeling angry.” / “I think you are feeling worried.”

If we are not sure how they are feeling we can adapt what we say – “I think you are feeling angry.” / “I can see something is not quite right.”

Validate the emotion to let the child know that these feelings are normal – “It’s ok to feel upset about that” / “I understand why you are feeling worried”

It is really important that this step happens first, before we make any comment about the behaviour

We need to monitor the child’s level of emotion at this point and try to allow them to calm down as much as possible. If we need to speak when they are in a heightened state, language should be kept to a minimum, e.g. “I can see you are angry.”

Step 2: Setting limits

It is important to use minimal language when setting limits as the child’s ability to process language will be limited when their emotions are heightened.

At this point we should comment on the behaviour and why we cannot allow it.

“I can see you are upset but I can’t let you... I need to keep you safe.”

“I can see you are starting to get angry but I need you to...”

Step 3: Problem solving

1. Exploring

We help the child to explore the feelings that gave rise to the situation

“Can you tell me what happened?”

“How were you feeling?”

2. Problematizing

Support the child to think about a positive response.

“Let’s think about what we could have done instead.”

“Do you remember the time when... What did you do then?”

“What can we do now?” It might be necessary to offer a lot of scaffolding for this point and offer choices.

3. Solutions

Agree possible solutions, again scaffolding as appropriate

Offer lots of praise when a positive solution is reached.

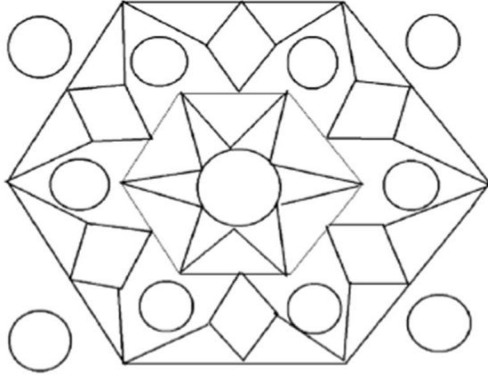
“Let’s decide what you will do next time you feel like this.”

Appendix 5: Behaviour Regulation Sheet KS1

Name: _____ Date: _____






Class: _____ Completed with: _____

Reflection Time: Think about what happened while you doodle/colour here










What did I do wrong?

What feelings did you have? Put a circle around the face

				
angry	embarrassed	unhappy	worried	excited

What made me feel like that?

What are you feeling now? Put a circle around the face

						
sorry	angry	embarrassed	calm	worried	excited	guilty

Who did my actions affect: Myself Classmates Teacher Others

What do you need to do to put things right? Say sorry Follow the rules

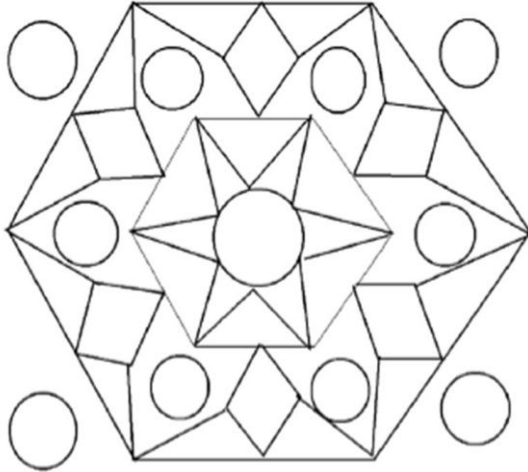
What will I do differently next time?

Appendix 6: Behaviour Regulation Sheet KS2

Name: _____ Date: _____

Class: _____ Completed with: _____

Reflection Time: Think about what happened while you doodle/colour here



What did I do wrong?

What feelings did I have and what made me feel like this?

What could I have done differently?

Who did my actions affect?

What can I do to put things right?

Appendix 7: Behaviour Regulation Sheet EYFS

Name: _____ Date: _____

Class: _____ Completed with: _____

What were you doing before it happened?

What happened?

How were you feeling?

What did you do that you shouldn't have?

What is happening now?

How are you feeling?

What could you do differently next time?



Date/Time:		Pupil Name:		
Duration:		Staff Involved:		
Setting - What was the setting/conditions like prior to the behaviour? Was there a build up?				
ANTECEDENT – What happened right before the behaviour that <u>may</u> have triggered the behaviour?				
BEHAVIOUR – What actually happened? Details of incident.				
Observable behaviours:		Tick	Possible Function of the Behaviour:	
Physical assault			Attention	
Property damage			Escape and avoid demand	
Threatening			Escape and avoid situation	
Persistent disruption			Wanting something	
Absconding			Avoiding the work	
Refusal to engage			Sensory	
Self-sabotage			Other (give details):	
Refusal to comply / defiance				
Arrived in a heightened state				
Racist language				
Homophobic language				
Sexualised language / behaviour				
Theft				
Verbal abuse				
What strategies did you try?		Tried?		Worked?
CONSEQUENCE – What happened after the behaviour or as a result of the behaviour?				
Verbal instruction				
Visual support				
Withdrawal				
Success reminders				
Distraction				
Time				
Tactical ignoring				
Change of face				
Audience removal				
Controlled choices				
Physical intervention (complete CPI form)				
Other (give details):				
Class Teacher Signature				
SLT signature				
Further action needed				



My Behaviour, Safety and Support Plan

Name		Class	
Date of plan		Lead adult	

My Circle of Support
<i>(The people who are important to me, my friends and the people who help and support me)</i>

All About Me
What strengths, gifts and qualities do I bring?
What is important for me? What works for me?
<i>(What keeps me safe and well; what makes me happy; what keeps me active, engaged and stimulated)</i>
What doesn't work for me?
<i>(what makes me sad or cross; what do I find unpleasant and distressing; what do I prefer to avoid)</i>
Things other people might need to be aware of
<i>(Life experiences, SEND, external factors etc)</i>

My behaviour targets	
Target	What I need to be successful

Potential triggers and things that may affect me
<i>(My flash points, triggers and common conflicts that may cause my behaviour to escalate)</i>

Preventative interventions	
<i>(What helps me to manage my triggers; what decelerates and de-escalates my risk or crisis behaviours)</i>	
Anxiety Level	Supportive Approaches
<i>(My known observable behaviours)</i>	<i>(My calming and support strategies)</i>
Defensive Level	Directive Approaches
<i>(My known observable behaviours)</i>	<i>(My calming and support strategies)</i>
Risk or Crisis Level	Physical Intervention
<i>(My known observable behaviours)</i>	<i>(My calming and support strategies)</i>

The level of risk to myself or others is:		
Risk of violent behaviour		1 – little or no risk (1 incident observed)
Risk of behaviour causing harm to others		2 – some risk (2/3 incidents observed)

Risk of harming self or putting self at risk		3 – a risk (4/5 incidents observed)
Risk of behaviour causing damage to equipment or buildings		4 – considerable risk (6/7 incidents observed)
Total		5 – serious risk (more than 7 incidents observed)

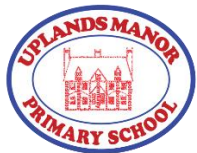
My preferred strategies to minimise harm are:
Consider: Verbal prompts and advice; Planned positive distractions; Positive reinforcement; Positive touch; Tactical ignoring; Time out offered/directed; Negotiation / Partial agreement; Choices / limits / consequences; Environment/face change

Any necessary restrictive interventions staff may need to use include:

To minimise trauma and distress when using restrictive interventions, staff should/should not:

Post Crisis Support <i>(My preferred way of managing my emotions after a crisis event)</i>	
Tension Reduction <i>After a crisis event I prefer to:</i>	Therapeutic Rapport <i>Support from staff should include:</i>

Appendix 10: Behaviour Frequency



Behaviour Frequency chart



Name of Child: _____ Week Beginning: _____

Enter the appropriate code into the timed 15-minute box. If more than one incident, record multiple codes.

K – Kicking, H – Hitting, G – Grabbing, V – Verbal, S – Spitting, A - Absconding, SI – Self-injurious, R – Refusal to engage/follow instructions, O - Other (Give details below)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.45					
9.00					
9.15					
9.30					
9.45					
10.00					
10.15					
10.30					
10.45					
11.00					
11.15					
11.30					
11.45					
12.00					
12.15					
12.30					
12.45					
1.00					
1.15					
1.30					
1.45					
2.00					
2.15					
2.30					
2.45					
3.00					
Total					
	Total this week				

Details of other behaviours displayed:



Behaviour Tracker

Week beginning:

Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E

Behaviour in playground Target/s	BREAKS		BREAKS		BREAKS		BREAKS		BREAKS	
	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	AM	LT	AM	LT	AM	LT	AM	LT	AM	LT

Appendix 12: Lunchtime Behaviour Slip

Pupils Involved:		Date/Time:	
		Staff Reporting:	
Location:		Any witnesses:	
Incident details (tick as appropriate)			
Refusal to follow instructions		Racist language	
Physical assault – pupil		Homophobic language	
Physical assault – adult		Damage	
Verbal abuse/threatening behaviour – Pupil		Other:	
Verbal abuse/threatening behaviour – Adult			
Brief description of incident, including any known trigger:			

Physical Restraint/Use of Reasonable Force Form

(to be completed alongside the ABC behaviour reporting)

Reason for hold (Please Tick)

Immediate danger to child		Potential danger to child		Potential danger to others	
Immediate danger to others		Other:			

Principles of Holding (*please tick*)

Low level restriction		Medium level restriction		High level restriction	
Hold		Standing		Guiding	

Did you consider the principles of holding?

Supportive stance		Position		Posture	
Proximity		Outside/Inside		Range of Motion	

After the incident, please read and tick if the answer is yes. Ensure all areas have been completed.

Has medical intervention been needed?		Injuries to pupil?		Injuries to staff?	
Parents been informed?		SLT informed?		Pupil debrief?	
Staff debrief – time to reflect		Any changes to behaviour plan?		Any accident forms need completing?	

Details of the restrictive intervention/use of reasonable force:

Outcome for child:

Outcome for staff:

WWW:

EBI:

Immediate actions following the incident:

Signatures

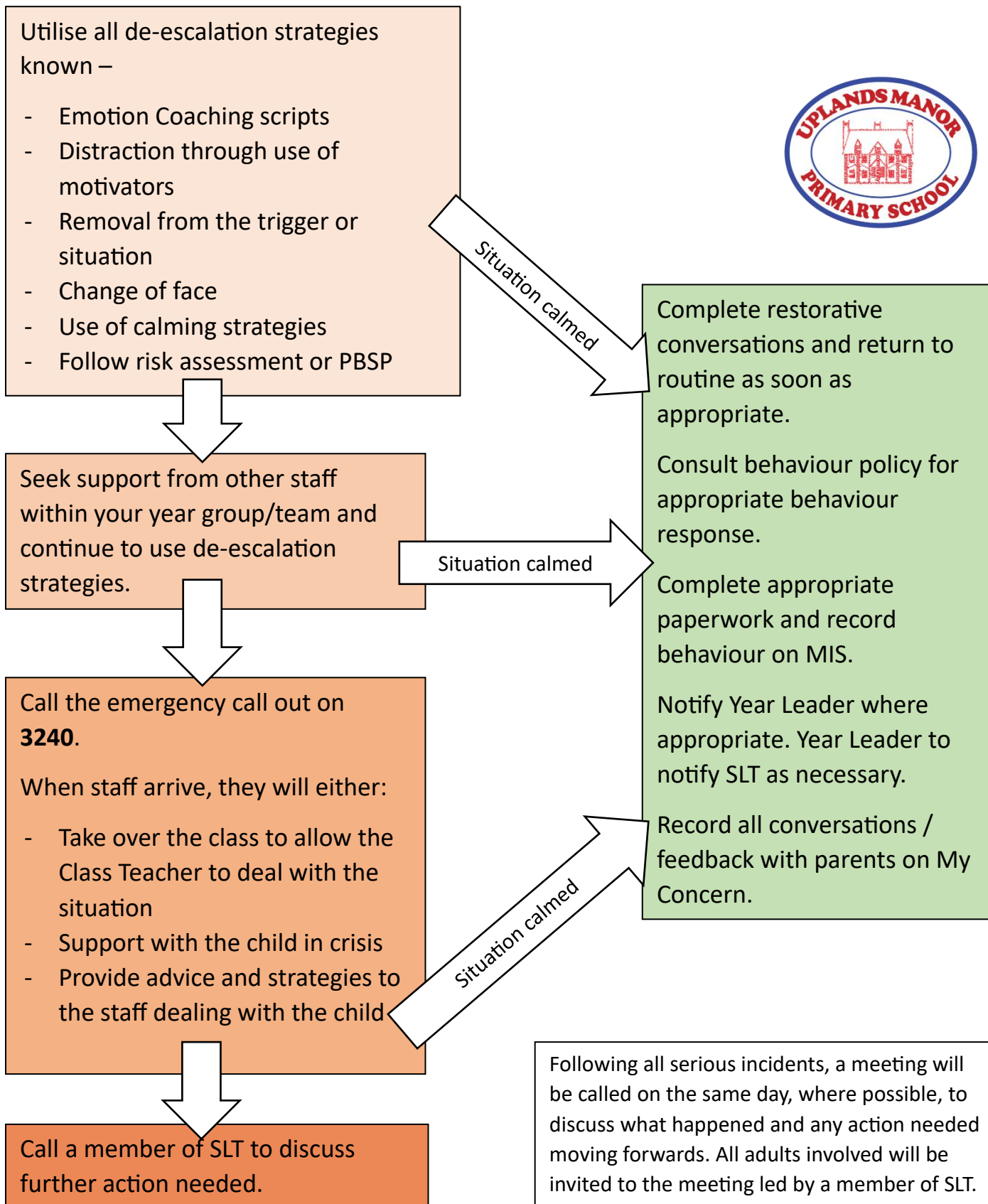
Staff involved: Print:.....

Staff completing debrief: Print: :.....

Serious incident protocol

Serious incident: An event that poses a significant risk to the safety, wellbeing, or educational environment of pupils and staff.

Remember, our aim is to **connect before we correct** and allow the child to **regulate before we address behaviour.**



Appendix 15: Serious Incident Reflective Meeting

Staff must bring **key documents** to the meeting: EHCP, Inclusion Support reports, IPPs, PBSP, Behaviour trackers

Date of Meeting		Facilitator of meeting	
Name(s) of Staff			
Date, time and location of Incident			
Pupils Involved (Initials) and classes			
1. Description: What Happened? <i>Briefly outline the sequence of events, focusing on facts rather than interpretations.</i> <ul style="list-style-type: none"> • What was happening immediately prior to the incident? • What was the nature of the serious behaviour? 			
2. Feelings & Emotions: How did it feel? <ul style="list-style-type: none"> • How did you feel during the incident (e.g., threatened, calm, anxious)? • How did you feel immediately afterwards? • How do you feel about it now? 			
3. Evaluation: What worked and what didn't? <ul style="list-style-type: none"> • What went well in your response? • What was challenging or didn't work well? • Did you feel supported during the incident? 			
4. Analysis: Why did it happen? <ul style="list-style-type: none"> • Why did you intervene in the way you did? What were you trying to achieve? • Were agreed strategies or behavior plans followed? • Were there environmental or contextual triggers? • What do you feel was the function of the behaviour (e.g., to escape, to gain attention, to get an item)? 			
5. Learning & Future Action Planning <ul style="list-style-type: none"> • What have you learned from this experience? • What would you do differently if this happened again? • Do you need any training, support, or changes to resources/provision? 			
6. Agreed Actions <i>Actions should focus on safety, support, and skill development.</i> <ul style="list-style-type: none"> • Action: • Responsible Person: • Timeline/Review Date: 			

Staff Member(s) Signature: _____ **Date:** _____

Facilitator Signature: _____ **Date:** _____

Appendix 16: Removal from Classroom letter

[Date]

[Parent/Carers Address]

Dear [Parent/carers names]

RE: Removal from the Classroom

At Uplands Manor, we have high expectations of behaviour and promote positive attitudes towards school and learning. It is with regret that I have to inform you that [child's name] attitude and behaviour has been extremely disappointing and well below that expected by the school.

[child's name] has received the sanction of a [length of removal] removal from the classroom for [reason for the consequence].

Removal from the classroom is when a pupil is supervised by a member of staff in an alternative workspace for a period of time and all privileges are removed for this period. The pupil will be expected to work on their own and reflect upon their poor choices. This is a sanction we do not take lightly, and we will continue to monitor your child's behaviour closely following this removal.

I would appreciate it if you would speak to [child's name] about [his/her] behaviour, as parents and school working together will have a more positive outcome.

Thank you for your continued support.

Yours sincerely

Mrs R Keen
Head Teacher

✂-----
UPLANDS MANOR PRIMARY SCHOOL **Removal from the Classroom**

Reply slip: Please sign and return to school as proof of receipt

Name of child: _____ Class: _____

I acknowledge receipt of your letter dated / / .

Please arrange appointment to discuss this further.

Signed: _____ (Parent/Carer) Date: _____

Appendix 17: Suspension letter

[Date]

[Parent/Carers Address]

Dear [Parent/carers names]

I am writing to inform you of my decision to suspend [child's name] for a fixed period. This means that [he/she] will not be allowed in school for this period. The suspension is for [number of days] days on **[date of suspension]**. [child's name] will be expected to return to school on **[date of return]**.

There will be a reintegration meeting for you and [child's name] on **[date and time of meeting]** with [staff conducting the meeting].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [child's name] has not been taken lightly. [he/she] has been suspended for [reason for suspension].

You have the right to request a meeting of the governing body at which you may make representations and the decision to suspend can be reviewed. If you wish to make representations to the Governing Body and wish to be accompanied by a friend or representative, please contact Mrs R Keen or Mrs R Yeomans (Clerk to Governing Body) at Uplands Manor Primary School, 0121 558 1602 as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school.

If you think this suspension relates to a disability your child has, and you think disability discrimination has occurred, you may raise this issue with the Governing Body. You can also make a claim of disability discrimination to the SEN and Disability Tribunal (SENDIST), Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You also have the right to see a copy of [child's name] school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [his/her] school record. I will be happy to supply you with a copy if you request it.

The school will set work for [child's name] during the period of [his/her] suspension. Please ensure that work set by the school is completed and returned to us promptly for marking.

You may wish to contact Lin Nicholas at Sandwell Access Service Department at Shaftesbury House, West Bromwich, Telephone Number 0121 569 8467, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. It offers information and support on state education in England and Wales, including suspension from school. It can be contacted on 020 7704 9822 or at www.aced.org.uk.

Yours sincerely,

Mrs R Keen
Headteacher