Behaviour and Relationships Policy

Exeter

a learning community

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Aims and Ethos

"As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context." L.Bomber, 2012

At Exeter a Learning Community we believe that relationships are the cornerstone of promoting positive behaviour. Our approach is built on attachment informed practice and restorative justice as a means of developing positive relationships and a sense of responsibility and understanding of the impact of our actions on others. School staff nurture relationships, acting as stress regulators, rather than behaviour managers. Our school behaviour curriculum focuses on teaching emotional literacy, providing a differentiated approach to this where required. Aligning with our approach of equity, a central point of our policy is, "being fair is not everyone getting the same but getting what they need.

At Exeter a Learning Community, we:

- Use attachment informed practice to inform our policy, processes and actions.
- Maintain a caring, orderly community based on **positive relationships**, in which effective learning can take place and where there is mutual respect between members of the school community
- Understand **behaviour as communication** of need and are curious to identify the root cause.
- Believe that, as with learning, social and emotional behaviours need to be taught and scaffolded and differentiated as required.
- Help children to form positive **internal working models** of self, others and the world.
- Support children to **accept responsibility** for their own actions and to consider the **impact** of their behaviour upon relationships through the use of **restorative approaches.**

- Develop positive behaviour underpinned by our **core values**. We believe these values will help equip our learners to make better behaviour choices, ensuring a safe and happy learning environment where everyone feels valued.
- **Provide consistency** – this includes in routines, rewards and consequences, adult behaviour, positive relationships and support for those who need it most.
- **Work with parents and carers** to support their children to celebrate behaviour and achievements and work with them to support their child overcome any barriers to positive behaviour they may face.

This is the Exeter way….

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is ***consistent,*** safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that **being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.**
- All staff understand that **behaviour is a form of communication** of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. We believe that relationships are key and that there must be "connection before correction."
- Pupils are provided with **excellent role models** (alternative attachment figures who provide a secure base and the connection necessary to support correction)
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour are within the child's control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not helpful and must be avoided.
- Staff use **PACE** (Appendix 1) and attachment friendly restorative approaches (Appendix 2) in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to be curious and explore the underlying needs around these difficulties.
- Staff use the **4 Rs**: regulate, relate, reason and repair consistently in their practice to respond to behaviour.
- **Restorative conversations** are used to support children to reflect on their actions, accept responsibility for their actions and build empathy.
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. ***Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure***. Our pupils havepredictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Core Values – I CARE

Integrity	Creativity	Aspiration	Respect & Responsibility	Empathy
Being honest and doing what is right.	Having ideas about how to solve problems; coming up with new and interesting ideas.	Goals and dreams that we work hard for.	Respect means treating others as we would wish to be treated ourselves. Responsibility means being dependable, making good choices, and taking accountability for your actions	Understand where someone is coming from and offer support and encouragement.

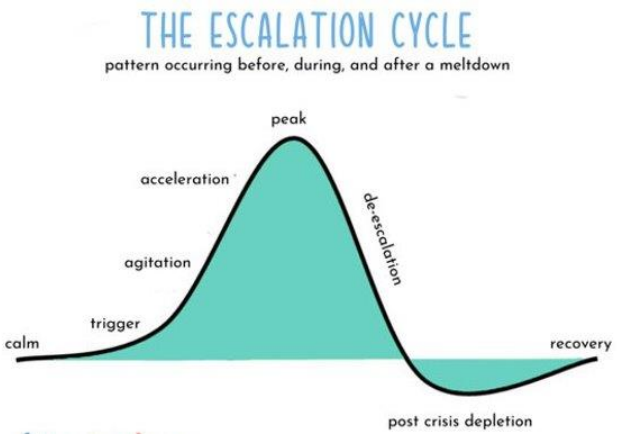
Attachment Informed Practice

Attachment theory is a psychological, evolutionary and ethological theory concerning relationships between humans. The most important tenet is that young children need to develop a relationship with at least one primary caregiver for normal social and emotional development. Attachment informed practice is the key cornerstone of Exeter's Behaviour and Relationships Policy. It identifies:

- Four attachment styles (secure, ambivalent, avoidant and disorganised) that impact how children (and adults) view the world and others. This impacts their view of themselves (their internal working model) and how they respond to others and the world around them – See Appendix 3.
- Behaviour is communication of need.
- There is always a trigger, even if this is not immediately obvious.
- Shame is a toxic emotion and behaviour practices must avoid shame and humiliation as a response to challenging behaviour.
- Children need adults to be stress-regulators rather instead of behaviour managers – this means supporting children to manage stresses through co-regulation so they can begin to develop their own regulation strategies.
- Discipline should be differentiated – as we differentiate learning tasks, we must also support and scaffold social and emotional ones too.
- Relationships recognised as the best way to manage behaviour .
- Children seen as developing.
- Behaviour recognised as communication.
- Consequences used as part of a process of repair.
- Developmental stage is always considered.
- Inappropriate behaviour seen as unmet need, lack of coping or lack of knowledge.
- Solutions like in understanding what the behaviour tells us.
- The 4 Rs are fundamental to supporting children in managing their behaviour and teaching emotional literacy:

Aspect	Regulate	Relate	Reason	Repair
Definition	We support children to regulate their feelings and emotions, teaching appropriate strategies for this. We help them move from alarm to calm.	We relate to how the child is feeling by showing them we understanding their feelings e.g. 'I can see that you are feeling really cross right now…'	Discuss what happened and consider alternatives and ways to help.	Discuss with the child how can any harm that has been done be repaired. The adult supports the child to do this.
Appropriate tools	*Theraplay informed strategies *Distraction *Breathing strategies *Zones of Regulation *PACE Model	*PACE Model	*Restorative Practice	*Restorative Practice *Logical and appropriate acts of repair

- When considering regulation and when the child is ready to 'relate' the 'Escalation Cycle' must be considered:



- Alongside this, we must consider the 'flight, fright and freeze model'

CALM ALERT ALARM FEAR TERROR

Social Engagement	Fight or Flight System	Freeze System
Just the right state for learning – ventral vagul nerve is active Can tap into exploratory/risk taking Feel safe	Hyper arousal system Body language – fidgety/restless Middle ear -tuned into high pitch Breathing – fast Speech-changes Temperature - changes	Final port of call – linked to a sense of powerlessness Shut-down or go into a shock (animal play dead) May take on another role, stop breathing or hysteria Middle ear muscles tune out – no sound Shallow breathing, can't speak, rocking, zone out

Our School Rules – Ready, Respectful and Safe

All staff promote and refer to the following school rules when discussing behaviour in school. These are linked to associated rules in school.

Rule	Ready	Respectful	Safe
Linked Routine Examples	*Being ready to listen and learn. *Being ready in the line.	*Showing good listening. *Being kind to others. *Following adult instructions.	*Walking around school.

Our School Routines

All staff actively teach their children the following routines. All staff re-enforce these routines and remind the children of expected behaviour in relation to these routines, using the school rules.

Routine	Expectation
Moving around the school, including to and from assembly.	We walk quietly
Coming into school from and lunch	We come into school in a quiet line
Gain pupil attention	Adult raises their hand

Rewards

Focus	Praise Method	Approach
Learning, values and effort	Unexpected praise	Specific praise is used to name what the child has done well. This uses the approach 'Praise in public' and 'First Attention the best conduct'.
Learning and Effort	Effort Marks	Effort marks are rewarded via Track It Lights. They are awarded specifically for what the child has done well, focusing on individual effort.
Learning and Effort	Merit Badges	These are achieved for earning 400 effort marks. See Appendix 4.
Learning and Values	Crew Champion	These are awarded weekly to the 'Crew Champions' (two per class) from each class who has show great effort in the school rules and values.
Learning, values and effort	Principal's Award	These are awarded termly to the child from each class who has most exemplified the school's values.
Learning, values and effort	Positive messages and praise notes home	Phone calls and positive messages are sent home to recognise achievements.

Monitoring of Behaviour Logs – Learning, effort and Values

Behaviour logs will be reviewed daily by MLT and SLT for an overview of success in the school.

Trigger – a minimum of…	**Response**
The most effort marks in a day	Visit from MLT / SLT for recognition

The most effort marks in a week	Visit from the Head of School
Crew Champions	Visit from SLT member

A formal review will take place weekly in the Reflection and Development Meeting (MLT and SLT).

Boundaries and Consequences

The following approaches are used to provide boundaries and consequences:

	Behaviour	Response
Redirection	Inattention in the lesson	Whole class reminder focusing on those who are getting it right. Use of non-verbal cues etc.
Reminder	Reminder to be 'Ready, Respectful, Safe'	*Remind in Private.* The staff member reminds the child of the relevant school rules and the appropriate expectation. For example, "In our school, we [walk / sit up nicely etc.] so that we are [respectful, safe, ready]."
Amber **Needs Work**	• Reminders needed about school rules and values e.g.: • Distracting others • Being disrespectful • Not following instructions • Not being reading to learn • Not on task • Poor listening • Talking over others • Poor manners • Not looking after school equipment	Restorative discussion (use questions) between child and staff member at break or lunch -2-3 minutes. Any missed work to be completed.
Yellow **Concern**	• Repeated reminders of the above	Restorative discussion (use questions) between child and staff member at break or lunch -5 minutes. Any missed work to be completed.
Red 1	• Unkind/inappropriate language • Repeatedly disrupting the lesson • Not looking after school equipment	• Restorative Conversation • Logical consequences to be applied, this may include the required response to ensure the safety of the child or others.

	• Hurting Others • Unsafe Behaviour • Rough play	• An appropriate repair activity will be agreed.
	• Unregulated	• Follow 4 Rs / PACE
		Referral to Phase Leader Phase leader will support the teacher or support staff member to respond to the incident, including providing actions and next steps to the staff member. The Phase Leader will decide if escalation to SLT is required. The Phase Leader will review all behaviours daily and check in with pupils the following day. All red incidents should be reported to parents on the day of the incident and this should be done by the class teacher.
Red 2	Child on child abuse, including but not exclusively including: • Bullying • Racism • Sexual violence and sexual harassment • Online Bullying • Prejudiced or discriminatory behaviour Dangerous behaviour: • Possession of weapon • Fighting • Possession of drugs	**Referral to SLT** SLT will direct the response to these incidents. Class teachers and support staff may be required to support with the investigation. Actions may include: - Meeting with parents - Loss of break and lunch for extended periods of time - Internal Suspension - Fixed term Suspension - Exclusion - Positive Intervention Plan - Restorative Conference

Monitoring of Behaviour Logs

Behaviour logs will be reviewed daily by MLT and SLT for an overview and to spot any emerging patterns or trends.

Trigger – a minimum of…	Response
Three amber/yellow behaviours in a week	Discussion with MLT – review of need, triggers and follow up.
Two red behaviours in a week	Discussion with SLT – review of need, triggers and follow up.
Three red behaviours in a month	Parent meeting with a member of SLT – review of need, triggers and follow up.
Four over a term	Parent meeting with a member of SLT – review of need, triggers and follow up.

A formal review will take place weekly in the Reflection and Development Meeting (MLT and SLT).

Red 1 and 2 incidents will be reviewed in the fortnightly phase meeting.

Red 2 incidents will be reviewed in the weekly SLT safeguarding meeting.

The School Behaviour Curriculum

Support for all Pupils

All pupils are supported to develop a sense of responsibility for their behaviour and develop their emotional literacy, including their levels of resilience and empathy for others. This is achieved through the use of Restorative Practices and The Zones of Regulation. Both approaches are used across the school. The PSHE curriculum supports pupils to understand their own feelings, wellbeing and mental health. Positive behaviours are also taught via the use of consistent routines in the school.

Support for Pupils who Need Additional Behaviour Support

We recognise that some pupils will need more support than others with behaviour. This may be as a result of a SEND need, a mental health or wellbeing need or other circumstances. We will differentiate our response and support to these pupils based on need. This differentiation will 'meet pupils where they are at' and provide the appropriate scaffolds to support the, to develop the appropriate strategies and skills.

Examples of in school strategies may include:

- The use of personalised Zones of Regulation
- In school interventions e.g. ELSA, Pastoral Support or the Mental Health First Aiders
- Referrals to external agencies e.g. Educational Psychology, Service Six, the School Nurse, Mental Health Support Teams (MHST)
- Exploration of possible barriers or underlying needs, including SEN
- The development of the team around a child, including the use of regular check ins.
- The development of a Positive Intervention Plan (PIP)

Pupils in need of additional support will be supported by adults in school. This will include: the DSL and the Safeguarding Team, the SENCO, Pastoral Support Staff, their class teacher and teaching assistants. The school also has its own Nurture Group which supports pupils with their social and emotional needs.

Equality Act (2010) and adaptations for pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

We use strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory spaces or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to give a consequence the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the sanction.

Staff responsibilities

All Staff

All staff must have due regard to school rules and routines. All staff are responsible for recognising when these are being followed and when they need to be enforced. All staff must hold the view that they are responsible for behaviour and not defer this responsibility to other staff members. Support can always be sought from other staff members who will support their colleague to respond to behaviour in the most appropriate way.

Adult Consistencies

All staff have the responsibility to act in a consistent way in school to provide a collective approach to behaviour that helps all children know how they will be treated in school.

	Consistency	Expectation
1	Meet and Greet	All adults to meet and greet all children as they arrive at school as a check in. Adults to stand at the classroom door to greet children.
2	First Attention the Best Conduct	All adults focus on the children are getting it right first and most frequently
3	Nurture Relationships	All adults prioritise forming high quality relationships with all children
4	Praising in public (PIP), Reminding in private (RIP)	Adults give praise in public (where appropriate to the child) and give reminders in private to avoid shame and humiliation.
5	High Expectations	Adults have high expectations of themselves and others. Expectations are high for all children and reflect what children can achieve based on their strengths and needs.

Teachers

Teaching Staff will uphold the Teachers' Standards:

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Middle leaders

Middle leaders will:

- Be a visible presence in their relevant phase to encourage appropriate conduct
- Support staff in responding to and managing behaviour in their classes
- Regularly celebrate staff and learners whose efforts go over and above expectations
- Encourage use of positive messages and phone calls home
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Senior leaders

Senior leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and middle leaders in supporting pupils with high levels of need
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The Head of School

The Head of School is responsible for:

- Reviewing this policy in conjunction with the AIB
- Giving due consideration to the IFTL Trust's Statement of Behaviour Principals
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The Governing Board (AIB)

The AIB is responsible for:

- Reviewing and approving the written statement of behaviour principles (see IFTL policy)
- Reviewing this behaviour policy in conjunction with the Head of School
- Monitoring the policy's effectiveness
- Holding the Head of School to account for its implementation

Key Processes and Policies for Behaviour

Response to Child on Child Abuse

The school will ensure that all incidents of child on child abuse are met with a zero-tolerance approach. These incidents must be treated as a safeguarding issue and reported to the DSL and SLT.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

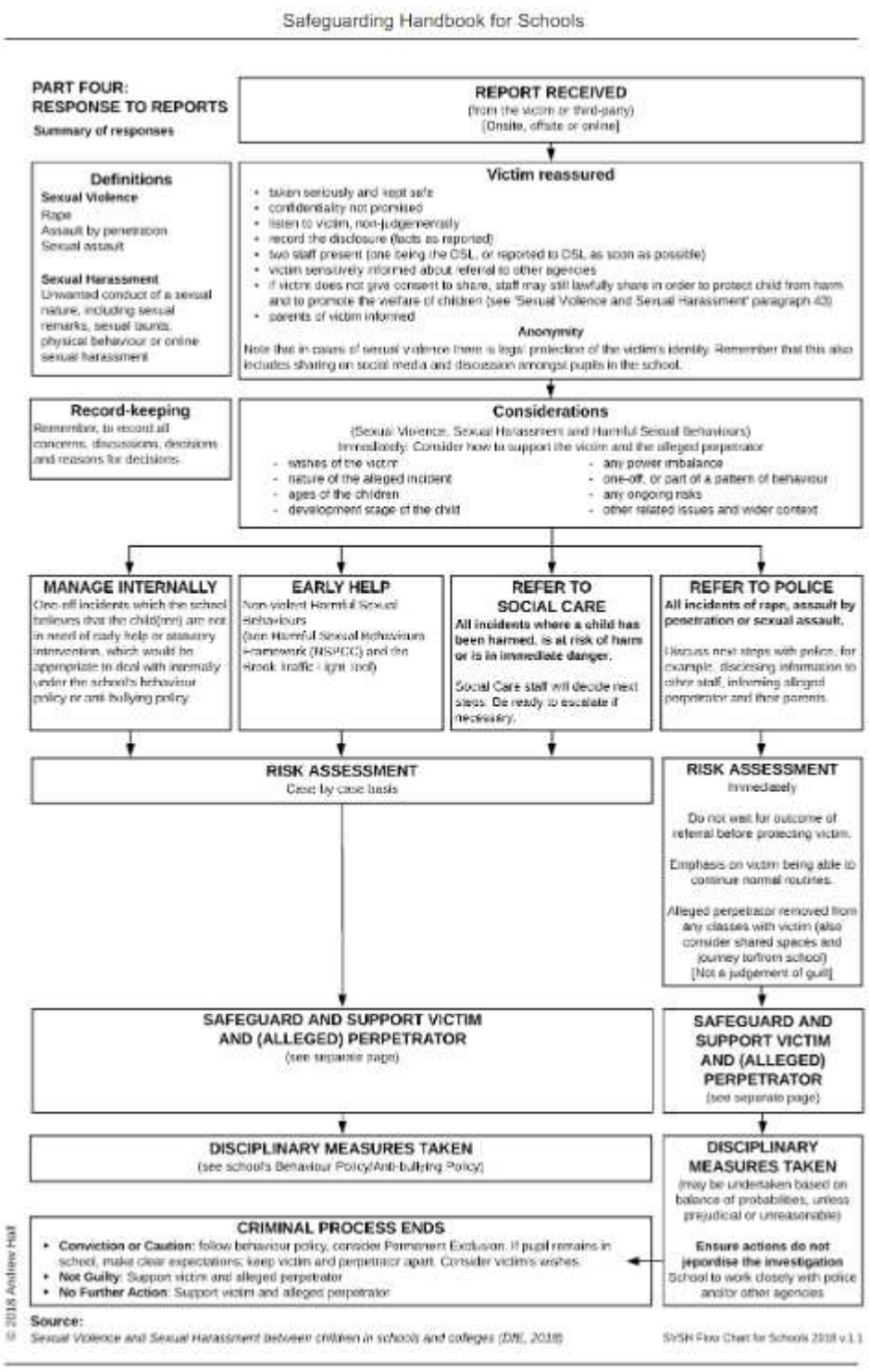
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

The following flowchart from Andrew Hall's Safeguarding Handbook informs our response and processes:



Please refer to our Child Protection and Safeguarding Policy for more information which is available on the school website.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We may explain this to the children as, 'several times on purpose.' Staff should use this definition when deciding how to respond to an incident that has taken place. If in doubt, staff should ask their phase leader or the SLT for advice.

Bullying is, therefore:

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

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: • 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 preventing and addressing bullying are set out in our Anti-Bullying Policy which is available on this website.

Exclusions

Exclusions are used as a last resort at Exeter, alternatives to exclusion will always be considered whenever possible in line with our restorative approach.

Pro-active strategies to support pupils at risk of exclusion will be implemented as appropriate. This may include the implementation of a Pastoral Support Plan (PSP) which specifies actions and targets for all parties involved.

Permanent exclusion and suspension

The decision to implement a permanent exclusion or suspension, is not taken lightly, but the school has to retain the right to exclude pupils whose behaviour impacts the right of other children to learn and play in a safe environment or on the rights of adults to carry out their roles safely.

In the event of a suspension, the Head of School will issue a letter explaining the duration and reason(s) for the suspension. A member of the Senior Leadership Team will be available to discuss this if further clarification or detail is required. Before the child's return, strategies will be put in place to support the child and ensure they can be successful on their return. These strategies will be discussed in a return to school meeting.

In the event of a permanent exclusion there is a process enabling parents to appeal against any decision to exclude their child permanently. This will be detail in the letter explaining the reasons for permanent exclusion.

Internal Exclusions

There may be circumstances where an internal exclusion is appropriate. This will be decided by a member of the Senior Leadership Team, and logged with the related incident on 'Trackit Lights'.

Physical restraint and the Reasonable Use of Force

Definition

Physical restraint: Restricting the physical movements of a child i.e. holding a child on a beanbag

This may be used when:

- Preventing a child upturning a classroom or damaging school property
- Prevention of a physical fight where the child does not move away when separated or instructed to do so
- Preventing a child leaving the school site
- Prevention of harm to a child or others
- Restrain a pupil at risk of harming themselves through physical outbursts

The above provides an indication of when restraint may be appropriate but it is not an exhaustive list

Use of force: Using force to direct or move a child

This may be used when:

- Separating a fight
- Guiding a child away from a dangerous situation
- Any of the any of the above situations listed for physical restraint

The above provides an indication of when restraint may be appropriate but it is not an exhaustive list

In some circumstances, staff may use reasonable force or restraint to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint and the use of force must:

Always be used as a last resort

- Be **reasonable** and **proportionate** to the circumstances – using no more force than is necessary
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Acknowledge the school's legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Be recorded on Track it Lights and the *Bound and Numbered Book* and reported to SLT for a counter-signature
- Be reported to parents

Who can use force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

In the case of an emergency, any staff member can intervene in the instances and for the purposes described above. However, Team Teach trained staff members should be called to support with the use of force/restraint if they are not present at the time of the incident.

Any use of force must be reasonable and proportionate.

What is reasonable and proportionate?

DFE guidance (see below) states that the use of force should be reasonable and proportionate. This means that it should be:

- A last resort where all other options have been tried
- A response to an emergency situation
- The only option in the circumstances to prevent harm to themselves, others or property
- Consider the reasonable adjustments that are to be made for special needs pupils and those with disabilities.
- Part of a planned or dynamic risk assessment and risks are weighed up – the risk of intervention outweighs the risk of not intervening.

What is not appropriate?

It is never appropriate to:

- Hold a child to the ground
- Hold them in a way that restricts breathing
- Carry a child
- Pull a child by the hand or wrist if they do not wish to walk with you

See Use of Reasonable Force, DFE, 2013

Use of high handles

High handles are in place in some classrooms and rooms at Exeter. These are in place for safety purposes to prevent younger e.g. nursery pupils or vulnerable children leaving their designated area.

Where high handles are in place, staff must ensure that pupils are never left alone in these rooms due to the associated fire risk: pupils would be unable to reach such high handles to escape in the case of emergency.

Use of isolation

The use of isolation is not common practice at Exeter. In rare circumstances, a pupil may be isolated from their peers due to highly unregulated or risky behaviour that places themselves or others at risk. Staff should remain with the child to support the child's emotional regulation. This is to ensure safety and provide privacy for the child so that children and adults not involved in the incident are not watching the incident.

Confiscation

Any prohibited items found in pupils' possession will be confiscated i.e. knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes and related items, fireworks, pornographic images or 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).

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

A pupil can be searched – in the presence of another member of staff and with only outer clothing being removed – without the pupil's consent. For less serious suspicions – food, mobile phones, toys, offensive notes – we will not normally conduct a personal search, but reserve the right to do so if necessary. Any searches will be conducted by a minimum of two members of staff. One member of staff, who is the same sex as the pupil, will conduct the search whilst the other will bear witness.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Any searches will be recorded on the school safeguarding system, CPOMS.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils and our Managing Allegations Against Staff Policy (IFTL).

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive

- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised removed until they are calm and able to return successfully. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as those outlined in the 'Support for Pupils who Need Additional Behaviour Support' section of this policy.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Staff also re-teach routines and expectations at the start of the school year, and throughout the year as appropriate.

Children who have experienced a fixed term suspension will be re-inducted to the school behaviour systems and approaches via their return to school meeting.

The school approach will also be shared with children when they join the school.

Training

Our staff are provided with training on managing behaviour as part of their induction process.

Specific staff have undertaken *Team Teach* training.

Behaviour management will also form part of continuing professional development (CPD) e.g. attachment informed practice, coaching and mentoring and lesson studies.

Staff may also be supported via coaching and mentoring as part of behaviour management CPD.

Monitoring arrangements

This policy will be reviewed by the Head of School and the governing board. At each review, the policy will be shared with the relevant stakeholders.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Online Safety Policy
- IFTL Managing Allegations Against Staff Policy
- IFTL Responsible Citizen and Behaviour Policy.
- Child Protection and Safeguarding Policy

Key Legislation and 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, 2023
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- 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:

Maintained schools, pupil referral units (PRUs) and non-maintained special schools insert:

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

Appendix 1 – Attachment Styles

Secure	Secure in their attachments. Positive view of themselves and others. Responds well to set backs and goes to care giver for support as needed.
Avoidant	Child may present as independent and not needing adult help. May resist relationships with adults and prefer to do things alone.
Ambivalent	Child will 'attach' to any adult. They will be constantly be seeking reassurance.
Disorganised	Child will have a fearful view of the world. The child will be hypervigilant and looking out for danger. The child may present as erratic and will struggle to manage their emotions.

Appendix 2 – PACE Model

Appendix 3 Restorative Questions

RJ Questions I – For those who caused harm

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

RJ Questions II – For those who have been harmed

- What did you think when you realized what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Appendix 4 – Merit Badges & Rewards

Exeter Rewards

Effort Marks

Principal's Award = 100 effort marks

Star of the Day = 10 effort marks

100% attendance for a term = 20 effort marks

Crew Champion = 20 effort mark

Merit Marks

20 effort marks = 1 merit mark

20 merits = A merit badge

Reception	Blue
Year 1	Green
Year 2	Red
Year 3	Yellow
Year 4	Bronze
Year 5	Silver
Year 6	Gold
Recognition of Exceptional Effort	Platinum

Exeter
a learning community

Appendix 5 – Exeter Behaviour and Relationships Policy One Page Profile

Key Routines

1. Walk around school 2. Line up quietly 3. Hands up to gain attention 4. Leave and enter assembly quietly

Rewards

1.Specific adult praise

2. Effort marks

3. Phone calls home

4. Crew Champion

5. Principal's Award

Restorative Questions

RJ Questions I – For those who caused harm

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

RJ Questions II – For those who have been harmed

- What did you think when you realized what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Sanctions

1.Redirection

2.Reminder

3.Restorative discussion/conversation

4. Referral to phase leader (Red 1)

5. Referral to SLT (Red 2)

Rules

1 .Ready

2. Respectful

3. Safe

Visible Adult Consistencies

1. Meet and Greet
2. Nurture Relationships
3. First attention to the best conduct
4. Praising in public (PIP), Reminding in private (RIP)
5. High Expectations

Useful Tools and Strategies

1. PACE Model
2. 4 Rs – Regulate, Relate, Reason, Repair

Microscripts

Praise: Say the rule, then specific behaviour e.g. "Sophie, I can see you're ready because you are sat up smartly."

Correction: Name what you want the child to do and how this links to the rule e.g. "Stop, in our school, we walk so we are safe."