

Hampton Dene Primary School



Relational Behaviour Policy 2025-2026

One School, Cherishing All

Written by: Senior Leadership
Team

Date: September 2023

Reviewed: September 2025

**Ratified by Governing
Body on:**

2nd October 2023

Contents

1. Aims	2
2. Legislation, statutory requirements and statutory guidance	2
3. Definitions	3
4. Bullying and child on child abuse	4
5. Roles and responsibilities	5
6. School behaviour curriculum	7
7. Responding to dysregulation	7
8. Serious consequences	12
9. Responding to dysregulation from pupils with SEND	13
10. Supporting pupils following a consequence	14
11. Pupil transition	15
12. Training	15
13. Monitoring arrangements.....	15
14. Links with other policies.....	16
Appendix 1: written statement of behaviour principles	17
Appendix 2: staff training log	18

1. Aims

This policy aims to:

- Create a positive culture based on strong relationships that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Underpin our school ethos 'One School, Cherishing All' and ensure an inclusive, relational and effective practice for all pupils.
- Recognise that all behaviours are a form of communication and some may not be a matter of choice
- Establish a whole-school approach to maintaining high standards of behaviour by building positive relationships that reflect the values of the school with an emphasis on being fair (equity)– making sure everyone gets what they need to remain calm and regulated.
- Outline the expectations, consequences and impact of behaviour by maintaining clear boundaries in a nurturing environment.
- Provide a consistent relational approach to behaviour management that is applied with equity to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. 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 - 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:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour relationships policy online

3. Definitions

We see behaviour as a communication, when a child displays challenging behaviour they will often be finding a situation difficult and feel unable to cope. Our emphasis on equity rather than equality means we must aim to ensure every child has what they need to remain regulated.

Dysregulated behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude/rudeness

Serious misbehaviour is defined as:

- Repeated disruption to the smooth running of the school
- Any form of bullying
- Violence, such as hitting, punching, kicking, biting
- Harassment, meaning unwanted conduct, such as:
 - Sexual comments
 - Jokes or taunting
 - Physical behaviour like interfering with clothes or the belongings of others
 - Online harassment, such as unwanted comments and messages (including on social media), sharing images and/or videos (violent, abusive, nude/semi/nude)
- Vandalism
- Theft
- 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
- Offensive/ 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)

4. Bullying and Child-on-Child Abuse

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

Child-on-child abuse is defined as any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non intimate), friendships, and wider peer associations.

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
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

Our anti-bullying policy explains the measures put in place to reduce the risk of bullying happening and what steps will be taken should bullying occur.

We have a child-on-child abuse policy which can be found on the school website which sets out our procedures should an allegation been made.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this Relational Behaviour Policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with school staff, pupils and the standards committee of the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour and that this is embedded across the whole school community.
- Ensuring that staff deal effectively with poor behaviour and audit current practice to identify training needs.
- 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 by using a relational approach.
- 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 and child protection policy to offer pupils both consequences 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 (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils where all staff are trained to be trauma and attachment as well as autism aware in order to provide a structured and nurturing environment.
- Building strong and positive relationships with all children and their parents/carers. Connection and relational practice underpin all that we do and children should feel safe and cared for.
- Ensuring a non-judgemental, curious and empathic approach towards behaviours where the focus is on the emotions and feelings that are creating the behaviours. Staying curious and ensuring we treat children who struggle to remain regulated as our most vulnerable pupils.

- Being aware of those pupils with attachment issues and making those children feel welcome in the classroom regardless of how they are presenting. Strong transition and learning from previous teachers is key.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the relational behaviour policy consistently, promoting relational approaches and restorative practice.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations while providing nurture and support
- Having an open mind when discussing children's regulation and be prepared to try out strategies as recommended by other professionals or outside agencies. This is crucial when considering the needs of those with attachment difficulties.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents, carers and multi-agency professionals

Collaboration between home and school is fundamental to success. To support us in promoting the values and behavioural expectations of the school parents and carers, where possible, should:

- Get to know the school's relational behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's relational behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following incidents or periods of dysregulation (for example: attending reviews of specific behaviour interventions, engaging with your Family Support Worker, SENDCo or class teacher)
- Raise any concerns about the management of behaviour regulation with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture and celebrate positive behaviour and achievements.

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

In some circumstances, it may be necessary to seek advice from external agencies about how best to support pupils and to ensure we are offering the best support possible to pupils at Hampton Dene. They may offer training to staff or support parents and carers with behaviour at home.

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the relational behaviour policy
- The school's key expectations and routines
- The incentives for remaining regulated and showing appropriate behaviours but also the help they can get if they are struggling to remain calm and ready to learn.

- The consequences that may be put in place if expectations are not met
- The pastoral support that is available to them to help them meet the behavioural expectations
- Gain an understanding that they have trusted adults throughout the school and safe places to go to

Pupils will be supported to develop an understanding of the school's relational behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the relational behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals and as part of transition from class to class and onto new settings.

6. School behaviour curriculum

At Hampton Dene, our approach is to support children to stay regulated and be able to manage their feelings and emotions in order to be successful and make a positive contribution to the school community. Our inclusive approach means that all pupils, regardless of which class they attend in school, will be supported to be the best they possibly can. Adults are expected to support children whose behaviour is causing concern in a calm and controlled manner using a relational approach.

As a school, we will achieve this by:



Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and safely around the school
- Demonstrate independence skills

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times – with some allowances for those with SEND in agreement with school and family.
- Accept and acknowledge the consequences of their actions with the support of their trusted adult and as part of their learning around emotional literacy.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations across the curriculum. This is particularly necessary for some of our children with EHCPs and many of those within the LCC.

At Hampton Dene, we are fortunate to have additional rooms to support learning and regulation. These include, but are not limited to, pods, quiet/regulation rooms, sensory rooms and intervention rooms. These will be used by staff to deliver interventions, focused work and as a space for regulation and reflection. The rooms are designed to be a calm, safe space that promote regulation and learning.

6.1 Mobile phones

Pupils are allowed to have their mobile phones with them in school but these must be stored safely in the teacher's cupboard and their use during the school day is prohibited. If mobile phones are concealed or their use is suspected, the headteacher will liaise with the class teacher, support staff, pupil and parents and may confiscate any phone that has not been handed to the class teacher for safe keeping at the start of the school day. The headteacher will liaise with parents/carers and once a discussion with home has taken place, the mobile phone will be returned to the pupil at the end of the school day.

7. Responding to behaviour/dysregulation

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. The strong and positive relationships created across the school which are built on mutual respect and kindness towards others underpin the approach we use. Our aim is always to de-escalate and try to offer regulation strategies in a situation before any negative behaviour is displayed.

They will:

- Create and maintain a stimulating environment that encourages pupils to engage with their learning
- Model the behaviour curriculum and principles within their own classroom
- Use emotion coaching and develop positive relationships with pupils, which include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Taking responsibility for the behaviour of all pupils not just those on their class register
 - Highlighting and promoting high expectations
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Be aware of those children who find situations difficult and prepare them for events which challenge
 - Co-regulate to support the development of positive behaviour, resilience and well-being in pupils.

- Use a range of resources which promote good behaviour/attitudes and keep children regulated (seating, fiddle toys, seating plan, additional adults, weighted jacket/blanket, pencil grips etc)
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's dysregulation may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding and child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding and child protection policy for more information

7.3 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Acknowledgement of children's positive presence is a strong feature of the school's approach.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with: verbal praise, stickers, housepoints, in class reward systems, communication with parents, certificates, responsibilities, group awards and treats.

Some children do not respond well to praise and rewards due to their negative internal working model. In these cases, very subtle praise or individual rewards may be needed.

7.4 Responding to dysregulation

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of the behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that dysregulation will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts, visuals and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- Asking a pupil to step out of the class with an adult where needed
- Let's talk sheets to process what has happened
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Time out
- Loss of privileges – for instance, minutes from golden time or a natural consequence relating directly to the unwanted behaviour

- Tidying up any mess caused
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a relational support plan
- Daily communication log with parents
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- 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 or as a way of making the child do as they have been asked
- Be recorded and reported to parents or social worker for a Looked After Child by phone, email or Seesaw (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Staff supporting particular children may require training in positive handling and de-escalation procedures, for example, Team Teach.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil but to their parents or carers.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site behaviour

Consequences may be applied where a pupil has become dysregulated off-site when representing the school. This means 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

Consequences may also be applied where a pupil has behaved poorly off-site, at any time, whether or not the conditions above apply, if the behaviour:

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

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

7.8 Online behaviour

The school can issue behaviour consequences to pupils for online poor 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

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

7.8 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 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 is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care or Early Help may be appropriate.

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

Please refer to the council's allegations against staff policy for further detail.

8. Serious consequences

Staff should utilise strategies that promote good behaviour in line with our school ethos. However, there may be times when despite these, behaviour falls below expectations and consequences may be necessary.

Wherever possible, consequences should be natural, immediate in timing and relevant to the child and their level of understanding.

8.1 Minutes loss of playtime

Any staff member in liaison with the child's class teacher (they will have all relevant information about the child) can detain a child for part of a play or lunchtime, consideration needs to be given as to how the child is to be supported. This may look different for children with additional needs who may need to be supported using different consequences.

8.2 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. Thought should always be given to how this consequence can affect the self-esteem of a pupil and particularly those with attachment issues.

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 consequence and will only be used in response to serious incidents. 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 regulate alongside a trusted adult in a safe space

Pupils who have been removed from the classroom are supported at all times.

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:

- Use of teaching assistants
- Intervention by ELSA, Thrive practitioner or outside agency
- Behaviour Regulation Support plans
- Intervention placements off-site
- Multi-agency assessment

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

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

9. Responding to behaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) and is always a form of communication.

When incidents of dysregulation arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with dysregulation 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 relationships 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 dysregulation, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to supporting those with SEND will include the key values:

- Being fair – ensuring equity rather than equality by providing resources to support a child's regulation.
- Recognising that behaviours are a form of communication and usually stem from underlying causes so adults need to reflect and be curious as to why they are occurring.
- Using a relational approach, knowing our children very well and using our relationships with the child and their parents/carers to support new strategies.
- Building and sharing with key adults a range of sensory resources and strategies that work well for each child. Eg. movement breaks, adjusted seating, adjusted uniform, safe spaces and regulation/sensory rooms
- Ensuring expectations are clear to all – use behaviour plans, symbols, visuals, explicit teaching and reminders, the use of choice boards and zones (not always appropriate for those with attachment issues but may work for those with ASD.)
- Offer a restorative, debrief post incident – this may look different for individual children.

9.2 Adaptations for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- 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 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 consequence.

At all times those supporting a child who is dysregulated will follow the guidelines of:

- > Connect with the child – use knowledge of the pupil to distract, remind of boundaries or use known/planned strategies
- > Respond in a calm and non-judgemental manner – name emotions and show empathy, encourage regulation and keep everyone safe
- > Use restorative strategies and debriefs post incident to repair any relationships and ensure future support is adapted as necessary. This might look different for individual children and could include a conversation or symbol- supported debrief as an example.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

A plan may be put in place for the child and involving all key adults using:

- * support from trusted adult in form of mentoring and supporting where needed in or out of the classroom
- * ELSA support – 1:1
- * Play Therapy or counselling support
- * Other outside agencies –, Educational Psychologist, SEMH Inclusion Team, Early Help, CAMHS

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

To contact a member of the SEN Team please use the following address:

SEN Team, Plough Lane Offices, Plough Lane, Hereford. HR4 0LE

10. Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils to understand how their behaviour impacted themselves and others and how it can meet the expectations of the school.

For minor and major incidents it is important that all relationships have a chance to be restored. Adults should model moving on from any situation so that children always feel welcome and nurtured.

This is particularly important for the rare occasions where some sort of exclusion has been used:

- Communication with child and parents/carers so they know what to expect on the return to school
- Reintegration meeting for child, parent/carers and key school staff
- Daily support and check-ins for the child with trusted adult or pastoral staff
- Targets or aims set with child and family so they know what they are working on alongside the support they can use

11. Pupil transition

11.1 Inducting incoming pupils

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

Hampton Dene Primary school and the Language and Communication Centre place great importance on ensuring that both pupils and their families feel ready and as confident as possible about starting school with us. Transition visits (often in both directions), class expectations, photos of staff and rooms are all used depending on the child's needs.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. For pupils with additional needs or vulnerabilities extra visits are planned.

To ensure behaviour is continually monitored and the right support is in place, all pupils with vulnerabilities have their pupil passports, behaviour regulation plans and additional needs transferred and discussed with the next class. This is done to an even higher degree when the pupil is moving onto a new setting. Parents are involved and kept updated with regards transition support.

12. Training

- As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- Attachment Aware Approaches and understanding of childhood trauma
- Emotion Coaching
- Restorative Practice
- Proper use of restraint (Team Teach) where necessary
- Key needs of pupils in their care
- Approaches such as PACE and emotional co-regulation are used where necessary

Behaviour management will also form part of continuing professional development overseen by SLT.

For whole school approaches we aim to train our entire staff.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 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
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the senior leadership team.

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

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

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

13.2 Monitoring this policy

This relational behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

14. Links with other policies

This relational behaviour policy is linked to the following policies

- Inclusion Policy
- SEND
- Exclusions policy
- Safeguarding and Child Protection Policy
- Physical restraint policy
- Mobile phone policy
- Wilful damage to school property

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 staff, pupils and families know that dysregulation is seen as a form of communication and needs to be reflected upon and support put in place – either at school, at home or both
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Good relationships are made with pupils; de-escalation and the use of regulation is the preferred way of achieving positive behaviour
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour relationships policy
- The relational 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 and the school will work hard to help children regulate and follow their support plan.

This written statement of behaviour principles is reviewed and approved by the Curriculum and standards committee annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Behaviour/Risk Reduction Plan for:

Date:

		Anxiety	Escalation	Crisis	Recovery	Restoration/Reflection
Possible Triggers:	What the child does					
	What the adult should do					

Review Date:

