



Behaviour and Relationships Policy

**(including support for children with social,
emotional and mental health needs)**

Date of Policy	Autumn 2024
Approval Body	LGB
Signed	(Chair of Committee)
Minuted	Approved on Governorhub 20.12.24
Date of next review	Spring 2026

Contents

	Page
School Values and School Ethos	3
A Relational Behaviour Model	3
General Expectations	4
What do we do to teach and promote positive managements of behaviour?	5
Viewing behaviour as a learning process	5
Our general responses to mistakes and incidents	5
Using logical consequences	6
How we support children with additional SEMH needs	7
Our Principles- the things we will do as adults	8
Responsibilities	8
Harm from dysregulated behaviour	9
Risk Assessment Process	10
Physical intervention (control and restraint)- the use of reasonable force	11
Screening and searching pupils	11
Further Guidance	13
Appendices	
Appendix 1: CPOMS Incident Form	14

School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of Trauma Perceptive Practice (TPP)

- compassion and kindness
- hope
- connection and belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and enable pupils to feel safe. Equally, our staff are approachable and there to help. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair

'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations and recognise some children and young people have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we will:

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitude and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive management of behaviour?

At Kedington we give children opportunities to be recognised through:

- Strong routines that are maintained and retaught if needed
- The behaviour ladder to reinforce positive praise
- Zones of Regulation and a carefully planned PSHE curriculum
- Gold Book certificates celebrated in Family Assembly
- Rewards within the classroom such as Dojo points, stickers, personalised reward charts
- Role Model Status and Manners & Conduct
- Narrating the positive

- Positive comments home

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the child so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected and how?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the child to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / Part- time timetable/ soft starts
- arrangements for access to outside space
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

Some examples of possible consequences are shown in the table below:

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
Relatively low impact Examples: <ul style="list-style-type: none"> • Calling out • Distracting others and not listening • Refusal to complete assigned activity • Disrespectful comments • Swearing 	Verbal Interventions– e.g. <i>I know you can behave better than this. I'd really like to see that.</i> Reflection support during breaktime or lunchtime with a trusted adult. <i>I can see there's something wrong (acknowledge their right to their feelings) I'm here to help and listen. Tell me what happened</i> <i>Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i> Where relevant, the class teacher may notify parents and if required a meeting organised.
Relatively higher impact Examples: <ul style="list-style-type: none"> • Bullying including online • Harmful behaviour • Persistent disruptive behaviour • Any discriminatory behaviour 	1. SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Incident recorded on CPOMS 5. Parents notified by member of staff 6. Outcome will be personalised based on previous behaviour, severity, response from pupil(s).

<ul style="list-style-type: none"> • Causing significant, deliberate damage to school property • Leaving school premises without consent 	<p>7. Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face.</p> <p>8. If response leads to Fixed-term exclusion – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term exclusion.</p>
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Exclusion and Suspension

On the rare occasion that pupils display extremely serious behaviour or continue to display poor behaviour choices after the sanctions above, exclusions may also be used. Depending on the nature of the offence this may include immediate, permanent exclusion. Only the executive headteacher head of school has the power to give permission for a pupil to be suspended.

If a child is suspended, the family will be offered to engage with The Suffolk Pupil Support Framework. This is a child centred approach to address inclusion of children with challenging behaviour or additional needs from a range of perspectives.

Internal Exclusion

Internal Exclusion is when a pupil works in isolation either in the office of a school leader or in another class within school. They may miss their playtimes and lunchtime play and have their lunch inside.

Suspension

The pupil may be suspended for one or more fixed periods, for up to 45 days in any one school year.

Permanent Exclusion

No longer attending the school and being removed from the school role. Permanent exclusions are dealt with under separate statutory guidance from the Department of Education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Fixed Term and Permanent Exclusion Protocols

If the headteacher excludes a pupil, parents will be informed immediately and give reasons for the suspension. In the event of permanent exclusion, the headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

The Headteacher informs the LA, Unity Schools Partnership and the governing body about any permanent exclusions and about any Fixed Term exclusions beyond five days in any one term. The governing body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a 'pupil disciplinary committee' which is made up of between three and five members. This pupil disciplinary committee must consider any permanent exclusion made by the headteacher.

When an 'appeals panel' meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. At Kedington we log incidences on CPOMS and class behaviour folders. Where relevant, we will record on a reflection form and send this home.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children will have, at times, additional needs that require intervention. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures

- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Executive Head and Head of School

- Lead on all aspects of this policy
- Are the only staff authorised to suspend a child
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident
- Ensure all staff are appropriately trained

SENCO

- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensure the policy is implemented effectively
- Oversee the specific needs of all children across the school
- Provide support and training to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for **all** children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors/Trust

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing

harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about the child. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our staff follow the Bellscroft low level physical and disengagement techniques manual. It is best practice to record every incident on CPOMS where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it logged on CPOMS. If physical restraint has been used, then a Physical Restraints form will be completed and signed by parents.

Screening and searching pupils and confiscation of property

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/carer. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/carer, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.
- tobacco and cigarette papers
- fireworks
- pornographic images

Pupils are not allowed to bring in toys or other items from home (such as latest crazes) unless asked to by their teacher (e.g. for Show and Tell). These may be confiscated by a member of staff. Mobile phones, tablets or other electrical communication equipment are not allowed to be kept by children once on the school premises. Once children are permitted to walk to and from school independently (summer term year 5 onwards), they may bring a mobile phone to school. These are handed in at the beginning of the school day and kept in a box in the classroom cupboard. Other pupils should not bring these into school except in agreed exceptional circumstances. If they do, for example by accident, they must leave them in the school office for safe-keeping at the beginning of the school day. It is the responsibility of the child to collect their property.

Further Guidance

1. [Keeping Children Safe \(DfE, 2024\)](#) (updated annually)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2024\)](#)
5. [Statutory Exclusion Guidance - January 2015 \(publishing.service.gov.uk\)](#)
6. [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)