



Leamington Hastings C of E Academy

Relationships and Behaviour Policy

Sowing the seeds of a lifetime love of learning in a caring, Christian community.

Plant, Grow, Flourish

Latest policy update: September 2025

This policy should be read in conjunction with:

- The school Child Protection and Safeguarding Policy
- The school Online Safety Policy
- The school Anti-Bullying Policy
- The Multi Academy Trust Suspensions and Exclusions Policy
- The Multi Academy Trust Use of Force and Physical Intervention Guidance

And the Department for Education Publications:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Policy Version	Date	Author	Changes
V1	September 2022	Suzanne Marson	Initial Issue – new policy
V2	September 2023	Suzanne Marson	Annual update- pg. 8 weekly rewards refreshed for the new academic year
V3	September 2024	Suzanne Marson	Annual update Job role changes, including introduction of the Assistant Headteacher as behaviour lead. Weekly rewards refined Reference to the book The Colour Monster in Early Years. Sanctions, consequences and conflict resolution paragraph, behaviour monitoring paragraph, recording paragraph and visit to a senior member of staff paragraph reworded. New paragraph - child on child abuse Recording paragraph changed to include logging on CPOMS. Appendix added showing CPOMS recording log
V4	August 2025	Suzanne Marson	Annual update Added paragraph on leaving the school site Added Alternative Provision paragraph Some minor alterations to sentences made throughout

Vision and Ethos

Our vision as a Church of England Infant school, deeply rooted in a strong Christian tradition, is to develop happy children with enquiring minds. We support children to develop a spirit of curiosity and respect for themselves, others, and the environment which we live in so that they will have the skills and resilience to thrive in a rapidly changing world.

As part of the Diocese of Coventry Multi Academy Trust, we have a shared vision of ‘Living life in all its

fullness', educating for

- wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our theologically rooted vision is based on the Parable of the Sower, taken from the Gospel of Matthew, reflecting our local farming community.

Jesus told his followers the Parable of the Sower:

- A farmer sows some seed in a field
- Some seed falls onto the path, and the birds quickly eat it.
- Some seed falls where there are rocks, and not much soil. Plants grow quickly but soon the sun dries them. There is not enough soil, and the plants die.
- Some seeds begin to grow in a place where there are too many weeds. The weeds stop the growth of the plants, and the plants die.
- But other seed falls on rich soil and receives everything they need, so the plants grow and flourish.

The meaning of the parable can be interpreted as below:

- The seeds are the teachings of academic learning, values, learning behaviours, extra-curricular trip and visitors, character and personal development and, for Christians and those of faith, the word of God.
- If we are not open to new learning and experiences, the seeds may be picked up by the birds and carried away.
- We may be inspired to try something new or to make a difference in the world, but without courage and perseverance we give up. The ideas wither away like the plants that grew on the rocks.
- We may be distracted or influenced by things we shouldn't be e.g., the temptation to make the wrong choice. These choices may stop future growth, as in the example of the weeds.
- The adults, as farmers, tend to the seeds to enable them to grow and flourish, guiding them through their school journey.
- The seeds that fall on the rich soil are those that are listened to and taken on board, leading to application of taught skills and values. These help us to grow and flourish into all that we can be.

At Leamington Hastings, we strive to provide the rich soil that enables our children and adults to develop the deep roots to enable them to grow and flourish.

Within our community, we nurture growth and support everyone to have the courage to face challenge and the resilience to persevere, even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom.

We aim that everyone feels valued and has respect for themselves, others and the environment in which we live, living together as a school family.

This behaviour policy sets out our approach to ensuring high standards of behaviour in and around the school. We aim to achieve this through positive, respectful and consistent interactions with pupils including, when it is necessary, applying sanctions to maintain high standards of behaviour.

We have carefully considered and analysed the impact of this policy to consider possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations.

Leamington Hastings is a Church of England academy and, as such, our relationships and behaviour policy should reflect our Christian vision '*Plant, Grow, Flourish*'. If everyone involved with the school builds positive relationships and co-operates and supports each other, then the school can work together in living out its Christian vision and values. Together, we can ensure the school is a positive learning environment where there is self-regulation, effective learning and mutual respect.

This policy is developed to ensure guidance for staff in order to promote positive relationships and behaviour. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour, including rewards and sanctions.

All staff should be made aware of the details of this policy as part of their induction, and it should be applied consistently throughout the school. A review will be held on an annual basis. The Assistant Headteacher (behaviour lead) along with the Headteacher, will monitor the effectiveness of the policy, supported by all stakeholders.

This behaviour policy applies whilst children are in the care of the school, including whilst on school grounds, when taking part in school trips and visits and when taking part in school arranged events such as attending church services. The DfE also state that:

'The EIA 2006 empowers headteachers to take action to address unacceptable behaviour even when this takes place outside the school premises and when pupils are not under the legal control of the school, but when it is reasonable to do so. In the department's view, this would include behaviour on school buses, or otherwise on the route to and from school, whether or not the pupils are in school uniform'.

Managing Behaviour and Relationships

One of the most important aspects of children feeling valued, safe and secure in school is the sense of connection with members of staff; the development of strong, positive relationships are vital. For most children this can be achieved by simple acknowledgement of the child and the child having the

knowledge that you have them in your mind, care about them as a person and are approachable. At Leamington Hastings, we take the approach that all behaviour is communication. Thinking of a child as experiencing difficulties encourages you to help them through their distress.



Staff must be fair and consistent with children, taking into account individual needs, and children need to understand that the staff member is in control at all times to enable all children to feel safe. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other need which requires a personalised approach. Support to do this will be sought from the Assistant Headteacher (Special Educational Needs Coordinator) and external agencies if appropriate.

Teachers, Support Staff and Volunteers

Good behaviour is central to a good education and all adults should model the behaviour expected from children themselves. Children will thrive in calm, safe and supportive environments. All adults in school must act in a calm, consistent manner; no adult must ever shout at a child, humiliate them or belittle them. Complete consistency and positive relationships enable children to feel secure and safe. It is the responsibility of the teacher and support staff to ensure that the school rules are enforced in the class, and that children behave in a respectful and responsible manner during lesson time. Staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. There may be times when, at the discretion of the class teacher or support staff, children will be requested to complete work from lessons during play or lunchtimes. This will only occur when there has been sufficient encouragement, support and time allowed during the lesson to complete tasks, but the child has chosen not to undertake the requested work. Children will stay in for a maximum of 5 minutes so that they still have time to eat their lunch / snack, go to the toilet and burn off some energy outside. Employees and volunteers will treat all children in their care with respect and understanding and they will be consistent and calm in their approach. In the first instance, the teacher or support staff will deal with incidents him/herself in the agreed manner, as outlined in subsequent pages.

All employees and volunteers must adhere to the Staff Code of Conduct as required by statutory guidance *Keeping Children Safe in Education*. It is a core component of the school's strategy to fulfil its statutory responsibilities to safeguard and promote the welfare of all in school.

The Headteacher, Assistant Headteacher, or other senior members of staff must never be used as a threat when discussing behaviour with children; this provides a message to the child that you are unable to deal with their behaviour yourself and, in the long term, may lead to more behavioural difficulties. However, the Headteacher and senior members of staff will always provide additional support where needed.

The school day starts with the bell being rung on the playground at 8:45am, school staff should come out onto the playground just before the bell is rung in order to greet the children for the start of the day in a positive manner. Children line up in three lines: EYFS, year 1 and year 2, before calmly walking into school to start the day. Meeting the children on the playground with a smile and a good morning starts the children's school day off on a positive footing. Teachers and Teaching Assistants should also go out onto the playground at the end of playtimes and lunchtimes. Children should line up silently in their classes (amazing line ups), before the staff working in each class take their children into school in silence (fantastic walking).

Behavioural expectations

We have three school rules:

- **Ready** to learn
- **Respect** (for ourselves, for others, for property and the world in which we live)
- **Safe** behaviours

These rules are underpinned by the routines of:

- Fantastic walking (walking around school with a quiet or silent voice)
- Amazing line ups (standing sensibly and facing the right way in silence)
- Clean corridors and classrooms (items away and on pegs / in drawers / in boxes)
- Superb sitting (sat cross legged, lips closed, facing the teacher / board and hands in lap, folded or by the side of the child)

Good behaviour in classrooms and around school should include but is not limited to:

- Ready
 - Paying attention to the adult speaking
 - Sitting quietly or in silence, as asked by the teacher
 - Putting effort into work
 - Superb sitting
 - Starting work straight away
 - Demonstrating the school learning behaviours
 - Sitting silently at the lunch table ready for the school prayer
 - Sitting silently ready for the start of Collective Worship
 - Low level disruption of any kind is not tolerated
- Respect
 - Listening when others are speaking; not talking over them or interrupting
 - Looking after the property of children and the school
 - Treating others with friendship and kindness
 - Acting with the school's Christian Values
 - Telling the truth

- Celebrating that we are all unique
- Respecting the views and opinions of others
- No forms of violence, swearing, name calling or bullying are tolerated
- Safe
 - Following the instructions given by the adult
 - Lining up sensibly – amazing line ups
 - Walking sensibly around school – fantastic walking
 - Clean corridors and classrooms
 - Not putting themselves or others at risk

Staff should ensure there are good routines in place for their classroom and when children are moving around the school. Teachers should explicitly teach the children in their class the school rules and routines, and what this looks like, during the first few days of the academic year. There are also lessons about school and class rules as part of the Jigsaw PSHE programme. These rules, routines and expectations are reinforced through collective worship and interactions with children. All classrooms must display the three school rules and may also choose to display the routines. These should be referred to consistently throughout the day.

It is the expectation of all adults to comment positively when the rules and routines are followed, and equally to challenge children in a supportive way when they are not. The focus should be on positive recognition such as “I like the way that you have ...” “Well done for ...” “Great effort with...”. Staff should always give a reason for why they are pleased rather than just saying well done. Where it is possible to do so, staff should always catch children doing the right thing first before dealing with less desirable behaviour. This includes at playtimes and lunchtimes.

Recognition board

All classrooms must have a ‘recognition board’. One specific learning behaviour, rule or routine will be the focus of a period of time determined by the class teacher (hour, lesson, morning, afternoon, day or week). The aim is that by the end of the period of time all children have had their name placed on the board, focusing on teamwork and collaboration. The class then celebrates in their own way such as with a celebratory round of applause.

Use of the recognition board:

- The board targets learning behaviours, rules and routines (effort, concentration, superb sitting etc.) and not just functional behaviours (e.g. no talking).
- Names go on the board to recognise children who are demonstrating the desired learning focus.
- All adults in the class can add names to the board, not just the teacher.
- Names are never removed from the board. Disruptions are dealt with privately. Once a name is on the board for good conduct, it is not removed for bad conduct. A different response should be given (see sanctions and consequences).
- Children can nominate others to be placed on the board, it might be used for reflection during or at the end of lessons.
- Emphasise team work; it is not a competition between individuals but a collaborative effort helping everyone to get their name on the board.

- Refresh with a new behaviour regularly, this might be hourly, weekly or daily depending on your focus.
- Children are praised for effort, not for achievement (linked to growth mindset culture). The recognition board is for everyone and does not exclude the SEND children or those with behavioural needs.
- When everyone has their name on the board a collective hooray is appropriate, children do not need a large reward. If one person's name is missing you don't want the other children to blame them, thus fostering a shame culture.
- Staff use the recognition board consistently to catch children demonstrating the right behaviours.

Rewards

Often the most effective reward for work well done or a positive approach to something is verbal praise from an adult. As a school, we seek regular opportunities to praise and thank pupils for their positive actions, including reflecting on how pupils might meet or exceed expectations. Adults should always seek to praise a child who is making the right choice as a means of promoting good behaviour. Our school learning behaviours develop children's skills for learning, and there are stickers that teachers can use within their classrooms when children demonstrate examples of these behaviours.

In addition, there are the following weekly awards which are celebrated as part of collective worship on a Friday morning:

- Presentation award – One child from each year group is chosen by the class teacher, this is a child who has consistently presented their work neatly from across the week, or who has worked hard to improve their presentation skills. This may include skills such as setting out work in maths, pencil skills, pencil grip and letter and number formation. Children are rewarded with a certificate.
- Caught showing values – Any child or member of staff can nominate a child for demonstrating the Christian Values by filling out a 'caught showing values' slip. These should be readily available for children to access in each classroom and at the prayer station in the corridor. These slips are shared in collective worship on a Friday and are presented to named children.
- Learner of the week – Each year group has a pot of named lollipop sticks. Each week, a lollipop stick from each year group is chosen at random, with the named child choosing a piece of work that they are proud of to share with the school, linking this to a learning behaviour. Children are presented with a certificate.
- Learning behaviour of the week – Class teachers select a child from each year group who has demonstrated the learning behaviour focus of the half term. Children are presented with a certificate and share the nominated piece of work.
- Five reads – Children are rewarded for reading five times within a week by earning a raffle ticket. Where staff identify that children are not supported to read at home, they receive additional support in school and these additional reads will count towards them earning their raffle ticket. Tickets are placed in year group pots and at the end of each half term, a ticket from each year group is drawn. Children whose raffle tickets are drawn can choose a book from a selection to keep at home.
- Table of the week – a lunch table is chosen for demonstrating manners, supporting one another and

following lunchtime routines.

- A 'word of the month' is promoted. At the beginning of the month a new word is introduced, and children earn a raffle ticket for using the word in their speech or written work. A raffle ticket is drawn at the beginning of the following month when the new word is introduced.
- A whole class attendance reward is used as a way to promote whole school attendance as part of collective worship on a Friday.





Zones of Regulation

The Zones of Regulation are taught and promoted throughout the school. This supports children to identify their emotions and to develop self-regulation skills. Emotions are separated into four identified zones, supported by the use of words, images and colours. The zones are designed to help children recognise their feelings as well as learn how to use strategies to change or stay in the zone they are in.

In addition to addressing self-regulation, the children develop: an increased vocabulary of

emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour and calming strategies.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The green zone is used to describe a calm state of alertness. Being in the green zone indicates calm, focused, happy, or ready to learn. This is predominantly the state we want the children to be in.

The yellow zone describes a heightened sense of alertness, with possible feelings of excitement, frustration, anxiety or nervousness. Sometimes these emotions are useful, and you still have some control of your actions when you're in the yellow zone.

The red zone describes an extremely heightened state of intense emotions such as anger, rage, terror or complete devastation and you feel out of control. When a person reaches the red zone, they're no longer able to control their emotions or reactions.

The blue zone, on the other hand, is used when a person is feeling low states of alertness or arousal such as sadness, illness, tiredness or boredom. You're still in control, as you are in the yellow zone, but with low energy emotions.

Children in school are taught that all emotions are valid and that there aren't any wrong or bad emotions; everyone feels the spectrum of emotions as times and there is no 'bad' zone. Emotion coaching responses are used to verbalise emotions by adults, supporting the children's understanding.

All classrooms must have the Zones of Regulation on display which are frequently referred to, along with teaching the children the 'zones' lessons from the book provided.

Sanctions, reflection and conflict resolution

It is an important part of the role of the school to provide guidance and management to ensure that high standards of behaviour are maintained. The framework below indicates the usual sequence through which staff will progress in the case of children not meeting the behavioural standards expected.

However, it is important to note that all staff are able to choose to skip to later stages where they consider the conduct is sufficient to warrant a more serious consequence, such as physically hurting another child or adult, swearing or spitting – this will always lead to a restorative conversation. If children have disagreed with each other in situations such as the playground, a restorative conversation should be used as a means of conflict resolution.

1. Verbal reminder

In the first instance, for low-level misbehaviour, pupils will be issued with a verbal reminder - “Can you make the choice to ..” “It is time to” “Remember that we ...”

2. 30 second conversation

This is a private word or sanction between the child and adult in the room. This should be short and clear and use emotion coaching responses. Adults should make it clear what the undesirable behaviour is and be clear and assertive. Adults may use terms such as:

- I have noticed that you are ... do you need some help with ...
- You have chosen to ... (move to the back / wander around the room / be unkind) but you could now ...
- I can see that you are feeling perhaps it would be a good idea to / shall we ...
- Thank you for ...
- Do you remember when you (insert desired behaviour here), let’s see if we can do that today
- I have heard what you have said, now it is time to ...
- Your behaviour could be dangerous, you need to ... or ...
- You have a choice to or..... (two choices where you are happy with either option)

Adults should say thank you for listening to signal the end of the conversation, they should move away and leave the child to make a choice, the child may need some take up time for this to happen. Adults should not stand over children waiting for this to happen and should withdraw attention at this point. If children run away when the adult is talking, mimic them or deliberately refuse to listen, adults should continue to give a short explanation to the child and then walk away.

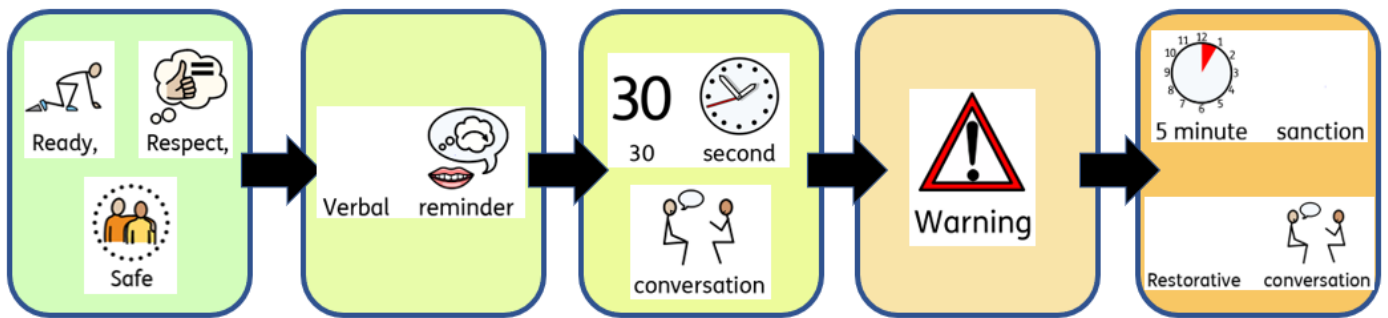
3. Warning

If the behaviour continues, adults should make it clear to the child that they have been issued with a warning and the reason for this “You have continued to so now I am giving you a warning. You now have the option to make the right choice. If you continue, you will need to stay with me for five minutes”

4. Five-minute sanction – a restorative conversation

If a warning does not lead to an improvement in behaviour, then staff can issue a time sanction. This will result in 5 minutes of reflection time at playtime, lunchtime or immediately before the end of the day, followed by a restorative conversation. Restorative conversations should also be held where there have been disagreements between children. For information regarding how to hold a restorative conversation, see the restorative practice section below.

The image below should be on display in all classrooms to provide a visual reminder to adults and children.



Continuation of behaviour

Following a five-minute sanction and reflection time, if behaviour still persists, or if the children are unable to calm. children should be provided with the opportunity to spend time calming in a sensory area. Senior members of staff should never be used as a threat, this can undermine staff and teach children that staff cannot deal with incidents themselves.

Child on child abuse

When children deliberately hurt another child through actions such as kicking, shaking, biting, hair pulling, hitting, punching or pushing them over, this is child on child abuse. This also includes intimidation and aggressive behaviour. Child on child abuse is never tolerated, and results in an immediate restorative conversation and five minute sanction (reflection time). Any instance of child on child abuse is recorded under this category on CPOMS, and parents informed at the end of the day by the class teacher. Should the behaviour continue to occur outside of age appropriate development, the Assistant Headteacher will hold a meeting with parents and develop a bespoke behaviour plan for the child.

We will minimise the risks of child on child abuse by:

- Engaging with the local safeguarding partners in both the prevention and response to child-on-child abuse
- Collecting and responding to pupil voice and listening to the wishes of the pupil that has been harmed in every incident
- Raising awareness of the risks and never normalising these behaviours
- Ensuring that all staff are trained to identify indicators to abuse, and know how to record and respond to these
- Ensuring that policies and procedures are clear and well known
- Not tolerating any form of prejudice
- Ensuring that all children (especially those who identify as LGBTQ) have a trusted/safe adult with whom they feel they can be open with and share their concerns

Removal from the classroom

In some cases, where there has been extremely disruptive behaviour or violence, it may be necessary to remove a pupil from the classroom to ensure that a clear message is given about expectations, both to the pupil involved and to others in the class. Removal from the classroom should be considered a serious

sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space

The length of time should be reasonable and proportionate, although may need to be taken on a case by case basis due to the amount of time that may be needed for different children to become calm.

Once calm, a restorative conversation must be held, to understand the reasons for the behaviour and to aim to prevent it from occurring again.

If removed from the classroom, children are taken to the Quiet Room. Children are never shut in a room when they have been removed, the door is always left open for the safety of the pupil and staff. Parents must always be informed if a child has been removed from the classroom.

Leaving school site

Children are not permitted to leave the school premises during school hours without prior authorisation. Any incident involving a child attempting to leave the boundary of the school premises, or successfully leaving the boundary, will be treated as a serious safeguarding concern. Each case will be considered taking into account the severity of the incident, an understanding of the child's needs, and any underlying factors such as special educational needs. The school will respond appropriately to ensure the safety and wellbeing of all pupils, while following safeguarding procedures and involving parents. External agencies will be involved where necessary.

Where there are repeated incidents of leaving school site, this will be considered a serious safeguarding breach and action will be taken to try to ensure that the child is safe, including the involvement of external agencies.

Recording

All necessary logging of behaviour incidents takes place via CPOMS. In the instance that the internet is down, or a staff member cannot access CPOMS for any reason, a paper copy can be completed and handed to the Assistant Headteacher, which will be scanned in and uploaded to CPOMS as soon as it is possible. Please see the appendices for examples of these forms.

Behaviour incidents that result in a verbal reminder, 30 second conversation or warning are generally not logged if this is a one off incident that takes place. If a child is reaching these stages more than once in a day, or several times within a week, this will be logged on CPOMS under the correct behaviour category. If the child reaches the restorative conversation stage of the behaviour strip, this is always logged onto CPOMS so that there is a clear picture and chronology of the behaviour for the child and school. Please see the CPOMS staff guidance for further support.

Any incidents where a child has caused harm to another child or staff member, resulting in first aid, should be recorded as an accident in the accident book. This should also be recorded on CPOMS under the correct category e.g. deliberately hurting another child is recorded as child on child abuse.

Some identified children who experience ongoing behaviour difficulties will have their own behaviour logs. All children where behaviour is less than good should have a behaviour intervention. The SENDCo/behaviour lead will work alongside classroom staff to put these measures into place.

In the case of pupils who present particularly challenging behaviour, it may be appropriate to provide additional support to manage and improve behaviour. This will be bespoke to the child and may include additional steps, individual plans or interventions to prevent incidents of misbehaviour. A graduated response using assess – plan – do – review will be used to term how successful the approach is for the child.



There may be times where fixed term suspensions or permanent exclusions need to be considered. For further information regarding these, please see the Multi Academy Trust suspensions and exclusions policy.

Informing parents of behaviour incidents

Where a child is frequently not following the rules, or there has been behaviour displayed such as physically hurting or threatening a child or adult or swearing, a conversation will be held with parents by the class teacher. This conversation should be recorded on CPOMS.

Restorative Practice

In line with our Christian ethos, Leamington Hastings follows a Restorative Justice process to resolve conflict and discuss choices made. The process promotes telling the truth, taking responsibility and acknowledging harm as a response to conflict, creating accountability. It is a valuable tool as it not only allows the child who has made the wrong choice to see the impact of their behaviour, but also allows the impacted individual the opportunity to reflect if they contributed to the conflict in any way by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future: this gives them a personal stake in the success of the contract. Restorative Conferencing works by staff acting as facilitators who focus attention on the harm that an incident has caused to others; by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged, and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability. By looking at what harm has been caused, it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed.

The 5 R's of Restorative Practice are based on four key features:

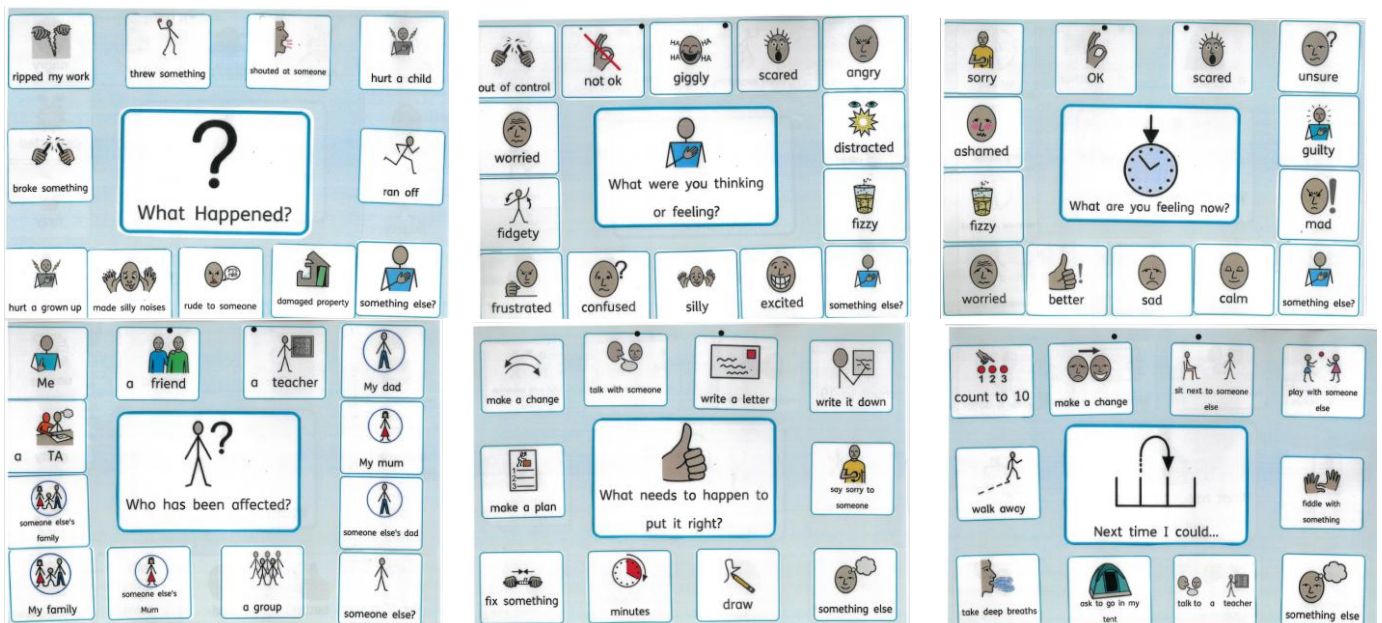
- RELATIONSHIP – building healthy relationships between children and adults
- RESPECT - listening to other opinions and learning to value them

- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR - discussing how to repair harm
- RE-INTEGRATION - working through a process that solves the problem but allows children to remain in school

During a restorative conversation, children will be asked the following questions, asking the children involved the same questions:

- What happened?
- What were you thinking or feeling?
- How are you feeling now?
- Who has been affected by what you have done?
- In what way have they been affected?
- What can you do differently next time?
- What can you do to make things right?

There are visual prompts displayed in school to support children when carrying out restorative conversations and these should be used as needed by the individuals concerned. Staff are also provided with restorative conversation cards that they can use as prompts, worn on their lanyards.



Our Aims for Restorative Justice:

- To educate children towards self-directed correct behaviour
- To promote, nurture and protect healthy relationships among members of the community
- To hold children accountable for the real consequences of wrong doing.

At Leamington Hastings we embrace the Church of England's vision, highlighted in the Valuing All God's Children guidelines, which establish that pupils who bully can be given opportunities to learn and be forgiven. All can go on confidently to serve and make a better, more caring and peaceful world.

Pupils are allowed to falter, to get things wrong and try again as they work out how to be in a relationship with themselves and others. A community of compassion is modelled, making this possible.

Consistently challenging Behaviour / Children with Special Educational Needs

Challenging behaviour can take the form of, but is not limited to, verbal abuse, physical abuse, assault, defiant refusal and absconding from the school premises. Where children display consistently challenging behaviour, they will have their own behaviour plan put into place, which may also involve a Personal Intervention Plan (PIP) to ensure that all staff are consistent in their approach. We deal with such situations in a positive and calm manner. A de-escalation strategy will be used to diffuse a situation and staff will support children with challenging behaviour within the following framework, using an emotion coaching approach.

- Use of space, including sensory spaces
- Safe, calm environments
- Comfortable environments
- Diversions and distraction
- Change of face with another adult
- Non-threatening facial expressions
- Low tone, volume, and pace in communication
- Careful use of words
- Physical reassurance and prompts
- Calm stances and posture

Behaviour plans / PIPs are reviewed using the graduated approach on a termly basis, or more frequently if there is a deterioration in behaviour. The SENCo sets up and reviews the plan in conjunction with staff working with the child, and parents where appropriate. It is recognised that some children with Special Educational Needs may also need their own approach to behaviour, based on their own needs, and that difficulties with Social, Emotional and Mental Health (SEMH) is a form of special need in itself.

There may be occasions when a child needs to be physically removed from an area or situation because they are causing either a health and safety risk to themselves or to others. Physical restraint must only be used as a last resort, be reasonable and proportionate, and the child taken to the nearest safest place e.g. into the corridor. The minimum amount of restraint must be used for the minimum amount of time. It is always preferable to move other children away than to use any form of physical restraint, and if it is possible to do so this must happen. Following any incident of physical restraint, a physical restraint form must be completed as soon as possible which must be before the end of the school day. This should be handed to the Headteacher or Assistant Headteacher, and the parent/ carer informed by the staff working with the child. A positive handling plan will also be written by the Assistant Headteacher to identify possible triggers, avoidance techniques and agreed holds. This will be completed with the parent / carer's agreement. Please see the full Physical Handling policy.

Where there are serious concerns about a child's behaviour, Early Help or Child Protection procedures may be considered appropriate and will be considered on a bespoke basis.

Parental / Carer Involvement and external agencies

We aim to work in partnership with our parents / carers by informing them of any concerns that we have as early as possible. This may take place in the form of an informal discussion at either the beginning or end of the day, or a more formal notification when the child has displayed extreme behavioural difficulties.

We also encourage our parents to keep us informed of any behaviour issues they may be experiencing at home and of any traumas that may have occurred e.g. death of a family member or change in family circumstances as these may influence their child's behaviour. Parents are also encouraged to raise any other behavioural concerns that they may have with us as soon as they can.

Parents have three formal opportunities to find out about their child's behaviour – a parent's evening in the Autumn and Spring term and a written report in the Summer term. Where children are on the SEND register, behaviour will also be discussed at termly IEP review meetings. We have an open door policy and parents are welcome to speak to school staff about their child's behaviour at other times. School staff will also make parents aware if their child is experiencing ongoing difficulties with their behaviour as soon as a problem arises, it will not be left until the next parent's evening or end of term report.

Where there are ongoing concerns regarding a child's behaviour, the support of external agencies may be sought, such as the Specialist Teaching Service or Educational Psychologist. Referrals may be made to the Warwickshire Wellbeing Service or to RISE, with the permission of parents / carers.

Banned Items and Searching

Children do not need to bring many items with them to school. These should be limited to their coat, book bag, water bottle, lunch box if necessary and, if asked to by their teacher, a show and tell item in nursery. Children should not bring toys or cards into school with them as they can cause disagreements and may get lost.

The following items are banned and must never be brought into school by children:

- Smart watches that can take pictures, make phone calls, or can connect to the internet
- Mobile phones
- iPads and electronic tablets
- Headphones or ear buds that can access devices and play music (this does not include ear defenders)
- Prohibited items and any article specified in regulation. These are outlined in: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Under common law, school staff have the power to search a pupil in certain circumstances. In this instance, the guidance from the Department of Education would be followed in full: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Electronic devices such as mobile phones and smart watches are banned items, so there should be no need to search these in school. Should the need arise, the information from page 19 in https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf will be followed.

Confiscation of items

Confiscation of items may take place following a search or following children bringing a banned item into school. Items should be kept in a secure place out of the reach of the child (classroom cupboard or Headteacher's office) and returned at the end of the day by handing the item to the child's parents.

Any weapons or items which are evidence of a suspected offence or are likely to be used to commit an offence, must be passed to the police as soon as possible.

Alternative Provision

Alternative Provision may be used in the following circumstances:

- As a planned intervention for behavioural or pastoral reasons
- As a final preventative measure to support children at risk of permanent exclusion

In these circumstances, the underlying ambition is to seek to improve behaviour and maintain learning with the aim to successfully reintegrate children into mainstream lessons.

Where Alternative Provision is used, this will be with guidance and support from the Local Authority. Alternative provision must be suitable to the child's age, ability and aptitude, and any SEND needs they may have. Information sharing will take place to ensure that the Alternative Provision can support the child's needs. The provision will deliver a broad and balanced curriculum, and support reintegration. The curriculum delivered may be personalised to meet the child's needs. Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system. Provision should address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs

A reintegration plan will be drawn up with the aim of reintegrating the child back into mainstream school, with weekly reviews taking place with the SENDCo and parents. External agencies will also have involvement.

The SENDCo will check in with Alternative Provision as to the child's attendance and progress on a daily basis. We will follow our safeguarding duties for Alternative Provision as set out in our academy safeguarding policy.

The statutory guidance with regards to Alternative Provision will be followed in full:

https://assets.publishing.service.gov.uk/media/67a1ee367da1f1ac64e5fe2c/Arranging_Alternative_Provision_-_A_Guide_for_Local_Authorities_and_Schools.pdf

Behaviour monitoring

Behaviour information is captured daily as incidents occur and is monitored by the Assistant Headteacher on a half termly basis, or more frequently where there are concerns, analysing records for patterns of behaviour and triggers.

Information is collected from the following sources

- behaviour incident data held on CPOMS

- fixed term suspension and permanent exclusion data
- attendance data
- anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

Data is analysed at group and individual levels, including by protected characteristics, to ensure policies and procedures are effective, taking action to make improvements if needed.

Appendices– CPOMS recording form for behaviour

Student

Date/Time

Categories

Attendance Behaviour Child Protection Contact with External Agency Early Help Exclusions and suspensions
 Green form - child protection concerns Medical Information Parental Contact

Behaviour Subcategories

30 second conversation Accidental injury to another child Behaviour plan Damage to property Friendship difficulties
 Handling plan Homophobic behaviour Low level disruption Monitoring PIP Racist / faith / belief based behaviour
 Restorative conversation Risk assessment Substantiated bullying Team teach incident Unsubstantiated bullying
 Verbal reminder Violence or aggression towards staff warning

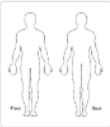
Antecedant
What was happening before the incident took place?

Incident
Record the following factually: When (date & time of incident or concern arising)? Where did your concerns arise? Who else - were any other children or staff present? What exactly did you see/hear/smell that raised your concern? N.B. Please record any direct disclosures/statements/comments using the child or adult's exact words in quotation marks.

Consequences / Outcome
What did the child do next? What was the outcome of these actions?

Communication
What do you feel the child's behaviour was trying to communicate?

Location of incident
Please record the location where the incident took place

Maps 

Assign to
Please assign to a DSL in the building at the time you are completing the incident report

Files

Parents informed

Linked student(s)
Type a student's name to link them to this incident.

Alert Staff Members
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

CPOMS recording form – Child on child abuse

Student

Date/Time

Categories

Attendance Behaviour Child Protection Contact with External Agency Early Help Exclusions and suspensions

Green form - child protection concerns Medical Information Parental Contact

Green form - child protection concerns Subcategories

Child on child abuse Emotional Front door consultation Historical MAC referral Monitoring Neglect

Online safety Operation Encompass Alert Physical Self harm or suicidal ideation Sexual Sexual harm or violence

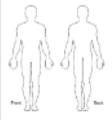
Incident

Record the following factually: When (date & time of incident or concern arising)? Where did your concerns arise? Who else - were any other children or staff present? What exactly did you see/hear/smell that raised your concern? N.B. Please record any direct disclosures/statements/comments using the child or adult's exact words in quotation marks.

Location of incident

Please record the location where the incident took place

Maps



Assign to

Please assign to a DSL in the building at the time you are completing the incident report

Files

Parents informed

Linked student(s)

Type a student's name to link them to this incident.

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.