Behaviour & Relationships Policy

Staff Responsible:	**Mrs A Sheridan**
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APPENDIX A - Categories of Behaviour and School Responses



1) Principles

Ribbon Academy is a virtue-led, Rights Respecting School (Gold – Rights Aware – July 2025).

> *"All children getting the chance to achieve, be resilient, tolerate others and make great choices for life – in and outside school."*

This will be achieved through:

- Accessing coherent, sequential learning opportunities.
- Being inspired to do their best and to have the ambition to achieve.
- Engaging in deep thinking to support their decision making and actions.
- Experience a wide range of exciting learning opportunities.
- Integrating all aspects of the UNCRC across curriculum.

This Behaviour Policy is based on advice from:

- Behaviour in Schools Guidance (2024)
- Improving Behaviour in Schools Guidance Report (EEF)
- The Equality Act (2010).
- The SEND Code of Practice.

This Behaviour Policy links to additional school policies:

- Attendance Policy
- Anti-Bullying Policy
- Suspension Policy
- Safeguarding & Child Protection Policy
- PSHE Curriculum Vision

2) Ribbon Virtues

The first letter of each virtue spells 'RESPECT' which underpins everything we so at Ribbon:

- **R**esilience
- **E**mpathy
- **S**elf-Awareness
- **P**assion
- **E**xcellence
- **C**ommunication
- **T**eamwork

'Respect' is a non-negotiable as a rights respecting and character focused school. The eight virtues underpin all we do and how weare. We believe that through these virtues, we are able to ensure

our commitment to UNICEF's Rights Respecting School's work. RRS forms the basis of whole school policy and practice to ensure that all the children's rights with the convention from part of everyday life for all our children.

These are:

- The right to be listened to A12.
- The right to be safe A19.
- The right to be healthy A24.
- The right to an education A28.
- The right to become the best we can be A29.
- The right to relax and play A31.
- The right to be treated fairly A37.

We believe that through our approach, all children will be aware of their rights (and the rights of others) and know what to do if rights are not respected. In consultation with children, staff, parents/carers, and Trustees, we have developed this policy which aims to encourage children to learn, work and play together to maintain these rights respecting ethos. As a virtue-led and Rights Respecting School, we believe that this policy will promote positive behaviour and develop successful, responsible citizens for the future.



3) Ethos

We have divided our RRS Behaviour Policy into two areas:

1. Behaviour for Learning
2. Behaviour for Respect

Through this policy we will promote an ethos that will:

- Promote an awareness of everybody's individual needs and aim that all are valued within the school community.
- Ensure that every child is aware of the whole school virtues, their rights, and responsibilities.
- Promote excellent behaviour which is modelled by all stakeholders in the school.
- Ensure all stakeholders value the importance of well-developed relationships between adults and children.
- Expect everyone to take pride in their school, class, learning, environment and their in relationships with peers.
- Expect all staff to treat children fairly, consistently, and sensitively.
- Celebrate and praise children's achievement and success.
- Value parental support in working collaboratively to find solutions to behaviour management issues.
- Teach children to respect themselves and others, promoting the understanding that we are alldifferent, but have the same rights.
- Ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs.
- Provide children, staff, and all adults within the school community with an environment that promotes learning and supports everyone.
- Ensure the emotional, social, and learning needs of individuals are supported and developed, involving other agencies where appropriate.
- Establish clear procedures for dealing with and managing unacceptable behaviour.
- Encourage the active and early involvement of parents in supporting positive behaviour.
- Work in partnership with parent/carers in supporting children's social and emotional development.
- Demonstrate that discipline in schools must respect children's human dignity; (Article 28)

4) Behaviour for Learning

We believe that this policy forms an integral part in enabling all children to make the most of all the opportunities by making them feel safe and always valued.

Adults respect this by...	WE ALL HAVE THE RIGHT TO...	Children respect this by...
Listening to, valuing and respecting each other's ideas	**be listened to** *A10, 12, 13, 14, 15* (respectful)	Listening to, valuing and respecting each other's ideas
Caring for everyone and everything at school	**be safe** *A6,9,10,11,16,17,19,21,25, 26,27,32,33,34, 35,36,37,38,39* (caring)	Caring for everyone and everything at school
Providing healthy food, water, exercise and rest	**be healthy** *A6,24,26,27,31,32,33,39* (self-respect and respecting others)	Making healthy choices
Providing us with all that we need to learn	**an education** *A17,28,29,30,31,34* (ambitious, enthusiastic and ready to learn)	Being enthusiastic and ready to learn.
Being ambitious for us in all that we do	**become the best we can be** *A29* (ambitious)	To be ambitious in all that we do
Providing a time to play and relax	**relax and play** *A31* (friendly)	Being friendly towards each other when relaxing and playing.
Treating each other fairly and having the courage to stand up for what you feel is right.	**be treated fairly** *A2,7,8,14,15,20,22, 23,25,30,37,40* (friendly and courageous)	Treating each other fairly and having the courage to stand up for what you feel is right.

5) Behaviour for Respect

Children can expect staff to promote behaviour for respect by:

- Understanding they will be treated fairly and consistently when they have not behaved according to expectations or charter agreements. They will be listened to and expected to explain their actions.
- Discussing expectations for behaviour with children in a manner appropriate to their age and stage of development so that children know and understand what is expected ofthem.
- Being given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.
- Using restorative approaches in terms of finding positive solutions when things go wrong in school therefore, children will always have the opportunity to repair any harm caused by reflecting on their behaviour.

- Praising good work, behaviour and attitudes both in the classroom and around the school.

- Providing a Personal, Social, Health and Emotional (PSHE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.

- Taking bullying, sexism, racism, and homophobia very seriously; children will be told how the issue will be dealt with. We will never tolerate bullying of any form. Bullying is defined as deliberately hurtful behaviour which results in an imbalance of power, is repeated over a period and where it is difficult for those being bulliedto defend themselves (several times on purpose).

- Employing consistent and effective approaches behaviour management throughout the school.

- Embedding Ribbon Virtues through all areas of the curriculum, including using Commando Joe's Missions.

6) Behaviour at Break and Lunchtime

During break and lunchtime, we have a team of dedicated staff who support children in playing safely.

We strongly believe that: *"Play is freely chosen, personally directed, intrinsically motivatedbehaviour that actively engages the child. Play can be fun or serious. Through play children explore social, material, and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter. By playing, children learn and develop as individuals, and as members of the community"* (Play Council 2001).

Behaviour expectations for outside are the same as inside; our lunchtime staff use the same approach.

7) Restorative Practice

What is restorative practice?
Restorative practice is an approach that aims to repair and improve relationships between members of a community. In schools, restorative practice might be used when a pupil is disruptive, breaks agreed rules, damages property or treats others inappropriately. Restorative practice is led by needs and driven by the values of empathy, respect, honesty, acceptance, responsibility and mutual accountability. The Restorative Justice Council has identified six defining principles of restorative justice.

These are:

- **Restoration**: it aims to address the needs of those involved and avoid further harm.
- **Voluntarism**: involvement is voluntary, and consent is given. Participants can withdraw this consent at any time.
- **Impartiality**: those leading the restorative practice will remain impartial and ensure that the restorative practice is unbiased towards those taking part.
- **Safety**: a safe space is created so that those taking part can express their feelings and views without risking further harm.
- **Accessibility**: it is inclusive, non-discriminatory and diversity is respected.
- **Empowerment**: individuals are supported to make their own choices and find their own solutions.

Why use restorative practice?

Restorative practice aims to repair the harm caused by conflicts and offers an alternative to 'traditional' punitive interventions. Restorative practice is used increasingly with the aim of reducing conflicts in school settings.

Research indicates a wide range of benefits for schools that adopt restorative practice:

- Improved school attendance
- Reduced exclusion rates
- Increased staff confidence when dealing with conflicts and bullying
- Increased social and emotional competencies

How can we utilise restorative practice in the Team Base?

When a conflict or incident happens within school, you can utilise restorative practice by following these steps:

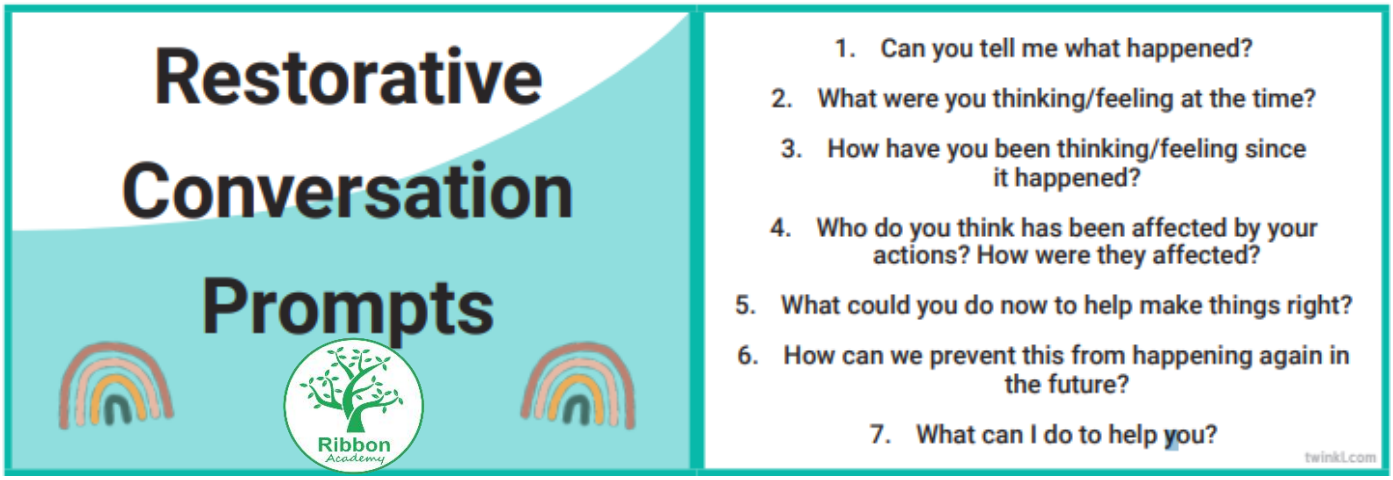
- **Create a culture of empathy and trust: -** Restorative practice works best when there is a culture of empathy and trust. This will ensure that people can discuss their feelings openly without the fear that further harm will be caused.
- **Gain consent from all parties: -** For restorative practice to work, all of those involved need to participate willingly. The Restorative Justice Council highlights consent as being one of the essential principles of restorative practice. Ensure that pupils understand the concept of consent by teaching this explicitly

When facilitating a restorative conversation, pupils should be encouraged to reflect on their behaviour by asking these questions:

- What happened?
- How were you feeling and what were you needing?
- What were you thinking?
- Who has been affected?
- How might they feel?
- What have you learnt?
- How can the damage be repaired?

When asking the pupil these questions, you should support them to reflect fully on the responses and be honest and open

All staff have access to the below restorative conversation prompt card and are encouraged to keep this in their lanyard for easy access (oriented on the reverse of your ID badge).



8) Rewards

Although most of our children are intrinsically motivated to behave well, good behaviour is always recognised at Ribbon Academy. We actively look for good behaviour and praise and reward children in a variety of ways recognising that this raises pupils' sense of self-worth and their place within the school community.

At Ribbon Academy we reward children in the following ways:



Class Dojo Points



House Point Certificates



Weekly Head Teacher Award



Class Teacher Award



Accelerated Reader Awards



End of Year Award Ceremony



Golden Table at Lunch



Reading Books

Rewarding appropriate behaviour in line with the Ribbon Virtues:

Verbal Praise - Children who demonstrate appropriate behaviour will be given verbal praise where necessary and made an example of to others.

Stickers - Children can be offered stickers for good behaviour and as a reward for good work and effort.The process should always be recognised as not just the outcome.

Achievement - Children's effort and work should be visible across the setting (in books and on walls) to boost confidence and self-esteem.

Star of the Week - Awarded to children in Celebration Assembly each Friday who set an excellent example and follow Ribbon Virtues. Children who are selected get to wear a 'Royal Ribbon Polo shirt' (purple) during the following week.

Star of the Year - Awarded to children in 'End of Year Awards Ceremonies' who set an excellent example and follow Ribbon Virtues throughout the year. Children who are selected are presented with a special trophy.

Maths Stars - Children who have excelled in maths over the course of a week.

Readers of the Week - Children who have excelled in reading over the course of a week.

9) Consequences

Consequences for inappropriate behaviour will be explored so that all children understand there will be an outcome for poor choices. Consequences are only given as a last resort, in most cases these can be avoided through adult support (restorative justice), interventions and good role models. Staff must ensure that ensure Primary Strategies are employed prior to Steps One to Five are actioned.

Primary Prevention:

- Ensure we create opportunities for our children to engage in meaningful activities in and around school.
- Ensure that the curriculum is sufficiently stimulating, challenging and meaningful to our children.
- Ensure that school expectations are clear and consistently applied.
- Ensure that staff are effectively deployed, and their training corresponds to the needs of their children.
- Maintain an awareness of each child's circumstances and events in their lives, which may cause them additional stresses and necessitates additional support.
- Good communication.
- Teach children about emotions and how to manage them constructively.
- Form risk assessments of behaviour (where appropriate).

All staff members are to follow the following step sequence to best manage unwanted behaviours:

Steps:

Step 1: Quiet Reminder

Children will be quietly reminded of school behaviour expectations.

Step 2: Caution & explanation of consequence

Children will be **cautioned** and given a **clear explanation of the consequence** that might happen if they continue to behave in an inappropriate manner. This emphasises an opportunity for children to 'turn' their behaviour round.

Step 3: 'Time Out'

Consequences for our children are immediate and relatively short. This may include 'time out' (for a fixed period) to reflect (on behaviour) in a quiet area or time out in another class which is appropriate to the child's age and stage of development.

Step 4: Removal of privilege

Continuation of behaviour will result in the loss of the next break-time/lunchtime. This will be spent with a member of the SLT. Parents/carers will be informed via Dojo by the child's class teacher or SLT (depending on who removes the privilege).

Step 5: 'Time Out with SLT' (last resort when Step 1 to 4 has been exhausted)

Where behaviour is disrupting other children or threatening their own or others' safety, removal from the group or activity will take place and the child will be supported by a member of the SLT (HT, DHT or AHT). If this happens, parent/carers will be informed, and the teacher will record the incident on CPOMS. During this period, the child is asked to speak to a member of the SLT away from other children. The boundaries are reset, and the child is reminded about expectations. The child will remain in the member of the SLT until they are regulated. Children will be taken back to their original team base by the member if SLT, at which point the child will reflect on their behaviour with their teacher.

Additional systems to support with behaviours include:

- **Positive Monitoring Report Card –** The child may receive a Positive Monitoring Report Card which monitors their behaviour over the course of a 3-week period. This encourages regular discussions around behaviours, which allows staff to identify key positives to highlight as well as trends in negative behaviours, to employ supportive strategies to rectify identified issues.

- **Guidance & Learning Centre (GLC) –** In response to no evident improvement in behaviour, despite early intervention, the child will attend the Guidance and Learning Centre (GLC) at Easington Colliery Primary School for between 1 and 5 days, to work restoratively with an external behaviour specialist, before reintegration back at school. The GLC provides full time supervised education within a classroom resource base whilst attempting to address and overcome pupils' barriers to learning (pictured below). The GLC provides instant intervention for pupils with social, emotional and behavioural needs, moreover, can act upon incidents to provide instant consequences. The GLC usage is thoroughly monitored; to record and recognise types, patterns and recurring behaviours – this enables behaviour programmes to be put in place for pupils facing barriers to their learning. If a child seriously breaches the school Behaviour & Relationship Policy, the Head Teacher may take the decision to suspend a child from school for a fixed term, however *where possible* school will use the Guidance & Learning Centre as an alternative to a suspension.



- **Behaviour Support Plan** - Where a pupil requires additional personalised support to successfully meet the school's behaviour expectations, a Behaviour Support Plan (BSP) may be implemented. The BSP is developed collaboratively through a meeting involving the class teacher, a senior leader and the parent/carer, ensuring a shared understanding of the child's strengths, needs and barriers to success. The plan identifies specific behavioural targets, likely triggers, proactive strategies, reasonable adjustments and agreed responses to support the pupil's emotional regulation, engagement and positive behaviour. The purpose of the BSP is to provide a consistent, supportive and restorative approach across school and home, enabling the pupil to develop the skills, confidence and resilience needed to be successful both socially and academically. The plan is reviewed regularly to evaluate its effectiveness and adapt provision as required.

10) Extreme Misbehaviours (exceptional)

Extreme behaviours in the school such as:

- Bullying (see policy)
- Physical aggression
- Verbal aggression
- Offensive language
- Theft
- Damage to school property
- Racist, sexist, homophobic, bi-phobic or transphobic behaviour

In the event of such behaviour, parents/carers will be notified by Class Dojo or a phone call.

When appropriate the pupil will not return to the classroom for a duration set by the Head teacher or Deputy Head teacher.

Parents/carers will be advised that any further misbehaviour during this period could result in a Fixed-term Suspension.

Appendix A provides guidance on the school's categories of behaviour and the range of responses that may be used to support pupils in making positive behaviour choices. The framework is designed to promote consistency, fairness and professional judgement by outlining examples of behaviours at each level, alongside suggested school responses. The examples provided are intended as guidance rather than an exhaustive list, recognising that the context, frequency, severity and impact of an incident will always be considered when determining an appropriate response. This appendix supports staff in making proportionate decisions while maintaining a restorative approach that prioritises learning, accountability and positive behaviour outcomes.

11) Physical Intervention (Team Teach)

Key staff at Ribbon Academy are appropriately trained to respond to the social, emotional and behavioural needs of children in their care. Our duty of care includes a requirement to intervene as appropriate to prevent pupils from certain dangerous behaviours:

- Self-harming
- Causing injury to others
- Damaging property
- Prevent a pupil from leaving the premises, where allowing them to leave would risk their safety
- Any behaviour prejudicial to the maintenance of good order and discipline within school, or among any of its pupils

To prevent serious incidents of the above, it may be necessary for staff to physically intervene to ensure the best outcome. **All members of school staff have a legal power to use reasonable force** where it is deemed **necessary, proportionate and reasonable**, however we endeavour for all staff to be trained in positive handling techniques. (DFE (2013) Use of Reasonable Force).

What is 'Team Teach'?
The term 'Team Teach' includes a wide range of supportive strategies for managing challenging behaviour. Team Teach is a holistic approach to behaviour management entailing policy, guidance, management of the environment and deployment of staff.

Before Team Teach

Before Team Teach is used, the following strategies should be employed through emotionally intelligent adults skilled in the use of diversion, diffusion and de-escalation:

Prevention/ De-Escalation Strategies:

- **Speaking calmly:** Speak in a calm, quiet and sincere voice which conveys to the learner that you are composed, in control, but concerned for them.
- **Highlighting expectations:** A solution focused technique to highlight when a student has previously been on the verge of losing their 'self-control', but have regained their composure, have accepted adult support and resolved their difficulty,
- **Potential consequence awareness:** Alerting the learner to potential consequences should their behaviour deteriorate further and prompting the learner to reflect upon consequences.
- **Using humour:** Humour can be extremely effective in defusing anger and aggression from *some* learners – it should be judgement based upon the adult's knowledge of the learner.
- **Distraction:** By creating a distraction, you may shift the learner's focus sufficiently from their negative feelings or actions to thinking about doing something more constructive.
- **Stepping away:** Stepping away from an angry or distressed learner can lessen the intensity of the situation and facilitate a way out for them.
- **Self-directed withdrawal:** Learners may be sensitively advised leave a situation and take some time away from the focus of their stress. This could encompass change of adult or environment.
- **Directed withdrawal:** A much more direct approach where students are firmly advised to leave a situation/venue and accompany an adult to a designated area.
- **Withdrawal from lessons/groups:** Students may be withdrawn from class, or any corresponding group situation should their behaviour seriously disrupt the education, care or support of peers.
- **Physical presence:** The physical presence of adults, will for many learners communicate authority and can re-engender feelings of safety and security.
- **Physical Diversion:** Deflecting a learning from dangerous, destructive or disruptive behaviour it could include holding a hand, placing a hand on the forearm or putting an arm around a shoulder.
- **Modifications to the environment:** An ongoing risk assessment of the environment to keep learners safe and secure.

What happens when de-escalation has been exhausted?

Once a child has reached crisis point, de-escalation strategies have been exhausted and there is a need for positive handling, the following staff should be alerted to deal with the situation:

- Mr Murray
- Mr Houghton
- Mrs Flower

Other trained staff members include:-

Miss Hope, Mrs Briggs, Miss Ord, Mr Lowerson, Mr Gillson, Miss Wylde, Mrs Walton, Miss Smith, Mrs Croft, Mrs Ramirez, Mrs Percival, Mrs Brown, Mrs Johnson-Alegre, Miss Tapping, Miss Thorne, Mrs Kirk, Mrs Lowes, Mrs Hennessey, Mrs Richardson, Mrs Robson, Miss Kendall

If the listed adults are unavailable, **all members of school staff have a legal power to use reasonable force** where it is deemed **necessary, proportionate and reasonable**, but efforts must be made to contact the named members of staff where possible.

Next steps:

Where restrictive physical intervention occurs, the staff involved should complete a Major Incident Report (MIR), parents will be informed and will receive a copy of the MIR to sign and return to school. This should be completed as soon as possible, post incident, before the end of the school day, or within a 24-hour period. All sections of the MIR should be completed

thoroughly and accurately, including pupil's views. The MIR should be uploaded to CPOMS and a body map completed.

12) Fixed Term Suspension and Permanent Exclusions

Suspension from school is only ever considered as a last resort; a final option, as we actively seek to be fully inclusive. Only the Head teacher (or the Deputy Head teacher 'Acting Head' in their absence) has the authority to suspend a pupil from school. The Head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year (these will not be more than 15 days in any one term.) The Head teacher can also suspend a child permanently. It is also possible for the Head teacher to convert fixed-term suspension into a permanent suspension if the circumstances warrant this measure. A pupil should only be permanently excluded from school in the following circumstances:

- In response to a serious breach or persistent breaches of the school's behaviour policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Head teachers and Governing Bodies must take account of their statutory duties in relation tospecial educational needs and disability (SEND) when administering the suspension process. This includes having regard to the SEND Code of Practice.

If the Head teacher suspends a pupil, s/he informs the parents/carers immediately, giving reasons for the suspension. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Board of Trustees. The school informs the parents/carers how to make any such appeal. After a child has been suspended, the child and parents/carers are asked to attend a re-integration interview.

The Head teacher informs the LA and the Board of Trustees about any permanent suspension, and about any fixed-term suspensions beyond five days in any one term. For all other suspensionsthe Head Teacher must notify the Local Authority and Board of Trustees once a term. The Board of Trustees itself cannot either suspend a pupil or extend the suspension period made bythe Head Teacher. The Board of Trustees has a Discipline Committee which consists of between three and five members. This committee considers any suspension appeals on behalfof the Board of Trustees. When an Appeal Panel meets to consider suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Trustees' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.



13) Reduced Timetable

School may choose to operate a reduced timetable approach for a short period (up to 8 weeks where possible – this may be longer depending on circumstances) with the agreement of the pupil, their parent/carer and school. This may be necessary in exceptional circumstances where every other avenue has been exhausted to ensure a pupil receives their full-time education entitlement. Exceptional circumstances are likely to be:

- Used as a temporary fixed term measure to manage the impact of significantly challenging behaviour or to meet social and emotional needs. Often when 'school' triggers a reaction where the child puts themselves, staff or other children in danger.
- As part of a planned re-integration into school following an extended period out of school following suspension.
- School refusal (due to the length of the school day or other triggers).
- To facilitate a managed transfer between schools.
- Following an extended absence due to ill health or other medical reasons (phased return).



14) Early Years Guidance

All children need a calm and nurturing approach from practitioners to support Personal Social and Emotional Development. Practitioners need to be consistent in their approach in order to provide a safe and secure environment for all children.

As experienced Early Years Practitioners, we must understand when children get it wrong. Practitioners must not be too critical of the mistakes children make. **Treat mistakes as 'learning curves and opportunities to teach them something valuable'.**

Children **need to be shown** what we expect of them and the appropriate behaviour that we want to encourage.

Underlying developmental issues can often be mistaken as poor or unwanted 'behaviours' therefore,practitioners must carefully evaluate situations before they act.

Practitioners must also consider the following when addressing behaviour:

Children do not have the cognitive skills or the understanding to process verbal conversations and instructions in isolation. Visual information and prompts to support the verbal language should be used when and where appropriate.

Many children at Ribbon have a complex home life/background and often witness a different way of responding to situations. This must be considered on an individual basis.

Children can be very egocentric and only see things from their own perspective. We must teach children the skills to evaluate situations before reacting enabling them to consider things from someone else's point of view.

Children often need time to process a situation/calm down/ self-regulate before an incident can be fully resolved. Practitioners must assess a child's emotional response/state before attempting to resolve/rationalise the situation.

Consequences in Early Years

Verbal Warnings

For unwanted behaviour children are given verbal warnings.

- 2 x verbal warnings explaining which behaviour being demonstrated is unwanted.
- The 3rd warning is a chance for the practitioner to further explain and show the child which behaviour being used is unwanted. Children can be given/shown options of what they could do next and also need to be made aware of other children who are demonstrating appropriate behaviour.

Calming Time

If poor choices continue, then the child is asked to sit with the practitioner or in an area/self-regulating space (close to the practitioner) for the desired time to calm down and reflect if possible. This removes the child from a situation which could escalate and avoids repeating behaviour and encourages the child to relax and refocus. After this period of time, the issue can be dealt with, the child and practitioner will draw a line under the incident, consider next steps and move forward.

Time Out

Children who use unkind/deliberate physical behaviour will be given 'time out'. This is a consequence to support an understanding of right and wrong. The practitioner must remove the child from any distractions and make them aware of the behaviour that has been used and is not appropriate. This would include physical harm or intent such as biting, kicking, punching, scratching, spitting, or throwing an object at another child with the intent to harm. The child will remain removed from play at the discretion of their key worker/teacher to ensure that the consequence is appropriate. Children need to understand that deliberate physical harm is not acceptable; however, they need to be fully supported to develop appropriate ways to deal with conflict and emotions.

Practitioners must carefully make a judgement with regard to physical harm. Children with sensory processing issues/communication difficulties may often lash out/touch in order to initiate an interaction. Practitioners must be mindful of this when using 'time out'.
In the event of a child being physically hurt, an accident form will be completed, and all parents/carers will be informed at the end of the session.

Repeated Unwanted/Unkind Behaviour

Children who demonstrate repeated unwanted behaviour, which is not the result of a Special Educational Need, must be carefully monitored. Personalised strategies and/or a Personal Behaviour Plan may be put in place.



15) Supporting children with SEND

Some children in school have additional needs which impacts on their behaviour as a result of difficulties with communication, their understanding, social skills, emotional needs or sensory seeking/avoidant presentation. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school.

Children with additional needs may be provided with a Personal Support Plan, which is created by the SENDCO and class teacher. The PSP will include personalised rewards and sanctions. This ensures that pupils continue to learn about making the right choices and the consequences of their actions, but are supported to so do, which meets their individual needs.

As mentioned above, personal support for inappropriate behaviour because of additional needs is put in place through a Personal Support Plan (PSP).

The PSP:

- Will include support that may have been identified by the class teacher, SENDCO or another agency e.g., Educational Psychologist
- May include a therapeutic intervention to help the child:

  - ✓ Become more confident.
  - ✓ Feel safe and have an increased ability to learn with others.
  - ✓ Have a quiet time to help them to remain calm (this may include sensory breaks).

- Will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress

- Can last for a year or even longer. However, this does not mean that the child is unable to follow most of the school Behaviour & Relationships Policy. They will be expected to try their best but individual needs will be considered whilst also considering the needs of all the children in our school.

The school has set up provision for SEND and vulnerable children during lunchtimes to ensure that they feel safe and secure and can spend time with a supportive adult, which helps them to be ready to learn on an afternoon or their return to class.

16) The Role of Parents/Carers

Ribbon Academy works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school – this is essential.

We **expect** parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents/carers have any concern our approach to behaviour management. Parent concerns will be recorded and passed to the relevant member of staff (usually the Assistant Head teacher for Early Years, Lower School, Upper School or Inclusion). Parents/carers should allow up to 48 hours for a response from school (although we do aim for a response within 24 hours).

The Head teacher, Deputy Head teacher and Assistant Head teacher for Inclusion are informed of any parental/carer concerns regarding approaches to behaviour management.

If the concern remains, they should contact the Chairperson of the Board of Trustees, Mrs E Chandler. If these discussions cannot resolve the problem, an appeal process can be implemented. The school's 'Complaints About School Policy' can be found on the website and paper copies can be obtained from Main Reception.



APPENDIX A - Categories of Behaviour and School Responses					
Behaviour	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Refusal	• Not listening • Making a poor effort	• Refusal to follow an instruction • Wandering around classroom • Telling lies directly to an adult to exonerate yourself	• Leaving the classroom without permission, but staying within the supervision of adults • Ongoing refusal to follow instruction • Refusing to do work/avoiding work • Refusing to come out of toilets/hiding place • Telling lies directly to an adult to get another in trouble	• Leaving the classroom without permission, not staying within the supervision of adults • Refusing to follow any instruction from any member of staff	• Leaving the school site without permission • Refusing to follow any instruction from any member of staff for a significant period / disobedience • Persistent or general disruptive behaviour • Challenging behaviour • Persistent or general disruptive behaviour (disobedience / persistent violation of school rules)
Verbal	• Calling out • Interrupting • Inappropriate chattering	• Answering back/ interrupting rudely • Name calling / unkind remarks • Insulting families or loved ones	• Using language which offends others • Swearing to release frustration/ Swearing under breath/indirectly	• Using language purposefully to offend • Swearing directly to intentionally hurt or abuse someone • Racist, sexist and homophobic abuse as a singular incident	• Use or threat of use of an offensive weapon or prohibited item • Serious verbal abuse against a pupil • Serious verbal abuse against an adult • Racist abuse • Sexist and homophobic abuse, taunting or harassment • Abuse relating to disability

Property	• Interfering with the property of others • Accidental damage to school or personal property	• Defacing own work • Minor deliberate damage to property • Deliberately throwing or flicking small items	• Defacing others work • Deliberately damaging school or personal property	• Proven stealing of school or personal property • Substantial damage to school property	• Arson • Serious deliberate damage to school or personal property • Vandalism • Graffiti • Theft
Disruption	• Distracting others	• Ongoing distraction of others	• Disrupting the class so that learning is affected • Manipulating others to make a poor behaviour choice	• Persistent, significant disruption to learning • Using threats to force others to make poor behaviour choices	• Persistent, significant disruption to learning despite numerous strategies engaged to deescalate
Physical	• Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space.	• Play-fighting, leaving an injury	• Threatened violence Deliberate minor physical assault: including hitting, strangling, punching, pinching, kicking and biting • Spitting on things	• Possession of an object that could be used intentionally to harm someone • Serious fighting • Deliberate serious physical assault: including hitting, strangling, punching, pinching, kicking and biting • Spitting at someone	• Deliberate wounding • Sexual abuse or misconduct • Use or threat of use of an offensive weapon or prohibited item • Serious physical abuse • Racist abuse • Sexist and homophobic physical abuse • Physical abuse relating to disability • Willful and repeated transgression of protective measures in place to protect public health • Physical assault against a pupil • Physical assault against an adult

Substance				• Smoking • Vaping	• Alcohol or substance abuse • Inappropriate use of prescribed drugs • Possession of illegal drugs • Drug dealing • Smoking
Bullying			• Selective friendships • Deliberate exclusion • Name calling	• Regular, targeted behaviour incidents from one child to another • Repeated • malicious/threatening name calling	• Abuse relating to disability • Verbal, physical, cyber bullying or threatening behaviour online, racist, related to disability, sexual, homophobic, biphobic and transphobic bullying • Inappropriate use of social media or online technology (MT)
Possible Consequence	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
	• Non-verbal reminders - adult proximity, smile, thumbs up/down, frown • Verbal reminders	• Controlled choices - Do work at another time • Change of position in the classroom • Re-do work • Loss of privileges - e.g. part of break time, lunchtime. This is individual for different children	• Own individual resources within the classroom (i.e. own table / individual timeline etc) • Parents MUST be informed. Contact from teacher (phone call) • Removal of privileges - loss of entire break time	• Referral to external agencies • A formal meeting with parents • Internal exclusions • Behaviour support plan completed • Positive Monitoring Report Card • Safety and support plan completed	• Suspension • Exclusion • Pastoral support plan completed • Headteacher meeting with parents • Formal recording with LA • Report to police (where appropriate)

		• Informal contact with parents (teacher on dojo)	• Removal from classroom Individual space to calm down • Working restoratively - mediation between children • Possible referral to the SENDCo for 1:1 support • Possible Risk Assessment	• Changes to curriculum / timetable • Possible part-timetable • Possible increased adult support • Structured lunchtime/breaks • Risk Assessments • DHT/ AHT meeting with parents	