

LITTLEBOURNE CE PRIMARY SCHOOL



Relationship and Behaviour Policy

Key Contact Personnel in School

Headteacher: Simon Hillier

Chair of Governors: Simon Rudland

Date Written: February 2026

Date Agreed and ratified by Governing body: February 2026

Date of next review: February 2027

1. Policy Aims

Our Relationship and Behaviour Policy aims to:

- ✦ Create a positive culture that promotes excellent relationships and behaviour, ensuring that all our learners have the opportunity to learn in a calm, safe and supportive environment
- ✦ Establish a whole-school approach to maintaining high standards of behaviour that reflect the vision and values of our school
- ✦ Outline the expectations and consequences of behaviour
- ✦ Provide a consistent approach to behaviour management that is applied equally to all learners across the school
- ✦ Define what we consider to be inappropriate behaviour, including bullying and discrimination
- ✦ Provide consistent, simple practical procedures for staff and learners that:
- ✦ Foster the belief that there are no 'bad learners', just 'negative choices'.
- ✦ Encourage learners to recognise that they should make 'positive choices' ✦ Promote self-esteem, self-discipline and wellbeing.
- ✦ Teach appropriate behaviour through positive interactions and relationships.

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- ✦ [Behaviour in schools: advice for headteachers and school staff \(2024\)](#)
- ✦ [Searching, screening and confiscation: advice for schools \(2022\)](#)
- ✦ [The Equality Act \(2010\)](#)
- ✦ [Keeping Children Safe in Education \(2024\)](#)
- ✦ [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- ✦ [Use of reasonable force in schools](#)
- ✦ [Supporting pupils with medical conditions at school](#)
- ✦ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- ✦ [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- ✦ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- ✦ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its learners
- ✦ Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate learners' property

This policy has been written in consultation with evidence-based research from:

- TISUK (Trauma Informed Schools UK)
- Nurture Schools UK
- Paul Dix (2017)- 'When the Adults Change, Everything Changes'
- Education Endowment Foundation (2021)- 'Improving Behaviour in Schools'
- Parents/Carers, Governors, Learners and Staff.

3. Associated Policies

Our Relationship and Behaviour Policy is implemented alongside our other school policies, including :

- ✚ Child Protection Policy
- ✚ Anti-Bullying Policy
- ✚ Exclusion Policy
- ✚ SEN/D Policy
- ✚ Safe Touch Policy

4. School Vision

“At Littlebourne, we foster a nurturing, inclusive school community. Following the example of Jesus, we act with compassion, to look outwards to serve our neighbour. We empower all to be lifelong, respectful learners who flourish under God’s guidance. Through our aspirational creative curriculum, we grow and thrive together.”

5. Rationale

At Littlebourne, we are committed to living out our school vision throughout our daily life in school and an awareness that our relational approach extends throughout our school community.

Our school relationship and behaviour policy strengthens and supports the Christian identity of our school, reaffirms our vision and associated values of *Respect, Compassion, Koinonia, Courage, Hope* and celebrates the central role that each learner has to play in their community. Our approach to managing relationships and behaviour is rooted in neuro-scientific understanding that behaviour is a communication of unmet need(s) or alternatively viewed as an adapted, defensive stress response, whilst also acknowledging that positive and proactive approaches within the classroom are fundamental.

Our focus on ensuring both physical and psychological safety within our school environment promotes engagement and learning, centered on relationships with school adults based on mutual respect and understanding. Our systems of praise and reward, in conjunction with consequences, have been created in order to demonstrate and reaffirm these values in the daily life of the school.

We have a 'whole school' approach to managing relationships and behaviour and everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same at all times, both in and out of our school.

Alongside our 'Relationship and Behaviour Policy' is the understanding that relationships within our school community are underpinned by understanding the impact of trauma and childhood adversity.

At Littlebourne we aim to:

- Provide a safe, calm and caring atmosphere for learning to take place
- Ensure consistency, fairness and clear expectations
- Ensure that learners and adults are listened to and treated with equal respect
- Enable learners to develop social skills and moral values in the context of the school and the wider community
- Support caring and co-operative behaviour, and to discourage anti-social behaviour
- Promote and develop the identified British Values of democracy, rule of law, liberty, respect and tolerance
- Challenge and prevent radical ideology expressed through racial, sexist or radical views
- Ensure commitment to the policy from all members of the school community
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishment

Littlebourne School aims to develop:

- Learners who are confident and *caring, respectful* and resilient; enthusiastic and *collaborative learners* with enquiring and receptive minds and the ability to reason
- A curriculum which is broad, relevant and engaging; nurturing creative skills and talents and promoting life-long learning and a pride in achievement
- A welcoming inclusive community, which fosters each learner's spiritual, intellectual, physical, aesthetic and *social development and actively builds partnerships with parents and the wider world.*

6. Definitions

i) **Inappropriate** choices related to behaviour are defined as:

- ✚ Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- ✚ Failure to engage in learning including input
- ✚ Non-completion of classwork or homework
- ✚ Poor attitude
- ✚ Ignoring reasonable requests/instructions from school adults

ii) **Serious inappropriate** choices related to behaviour are defined as:

- ✚ Repeated breaches of the school rules
- ✚ Any form of bullying
- ✚ Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- ✚ Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- ✚ Vandalism
- ✚ Theft
- ✚ Fighting
- ✚ Smoking
- ✚ Racist, sexist, homophobic or discriminatory behaviours (including on the basis of faith, religion or any of the protected characteristics) ✚ Possession of any prohibited/banned items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Prescription or over the counter medications
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

iii) Bullying

Bullying behaviour is defined in our 'Anti-Bullying Policy' as *“the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.”*

Bullying behaviour is, therefore:

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

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing all forms of bullying are set out in our school 'Anti- Bullying Policy' - [Littlebourne School Anti-Bullying Policy 2025-2026](#)

7. Roles and Responsibilities

7.1 Expectations of Adults in our School Community

i) All staff

We expect all staff in school to take responsibility for:

- ✦ Creating a calm and safe environment for learners
- ✦ Establishing and maintaining clear boundaries of acceptable learner relationships and behaviour
- ✦ Implementing the 'Relationship and Behaviour Policy' consistently
- ✦ Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- ✦ Promoting and modelling expected behaviour and positive relationships at all times

- † Providing a personalised approach to the specific relationship and/or behavioural needs of particular learners
- † Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- † Recording behaviour incidents promptly on CPOMs
- † Challenging learners to meet the school's expectations
- † Taking the time to welcome learners at the start of the day
- † Supporting learners who are struggling to meet expectations
- † Using our school vision and values as a pillar of strength for redirection
- † Celebrating achievements that are relevant to individuals through whole school and class-based approaches
- † Providing a well-ordered environment in which there are clear expectations of behaviour
- † Fostering good relationships with all members of our school community to promote a sense of belonging to our school community for all
- † Using positive praise publically (PIP - Praise in Public)
- † Remaining calm, neutral and unemotional when dealing with incidents involving behaviour
- † Using positive language and focus on diffusing the situation as quickly as possible
- † Following scripted conversations
- † Avoiding discussing the learner's behaviour in front of the learner.

Staff that manage behaviour well will:

- † Deliberately and persistently catch learners doing the right thing and praise them in front of others
- † Know their learners well and develop positive relationships with all learners
- † Work hard to build mutual respect and trust with learners
- † Remain calm and keep their emotion for when it is most appreciated by learners
- † Demonstrate unconditional care and compassion
- † Use our school vision and values as a reference for model behaviour.
- † Teach the learners how to behave appropriately to others and make the right decisions.
- † Support learners who struggle to behave appropriately to develop this area of themselves
- † Model excellent behaviour at all times.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

ii) Teachers

Teaching staff will uphold the Teachers Standards (Appendix A). In relation to behaviour and this policy, the expectation is as follows:

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

positive professional relationships; and work with parents in the best interests of their pupils.'

In addition to our expectations for all staff, teachers will:

- ✚ Meet and greet learners at the classroom door daily
- ✚ Teach appropriate behaviours where necessary
- ✚ Plan lessons that engage, challenge, and meet learner's needs
- ✚ Use the positive tools for behaviour at all times throughout the school day
- ✚ Play a leading role in the monitoring of a learner's behaviour, asking for further support, intervention or review of class provision when deemed necessary.

iii) Support Staff (HLTAs, TAs, Office Staff)

Support staff will uphold the Littlebourne Higher Level Teaching Assistant Standards (Appendix B) and Teaching Assistants Standards (Appendix C).

Both of these documents are based upon National Education Union (NEU) documentation (2019).

In relation to behaviour and this policy, the expectation from Personal and professional conduct in the guidance is as follows:

"In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position." (NEU, 2019:5)

iv) Headteacher and Senior Leaders

In addition to the expectations of all staff and teaching staff, the Headteacher and Senior Leaders are responsible for:

- ✚ Reviewing this policy in conjunction with the governing body
- ✚ Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- ✚ Approving this policy
- ✚ Ensuring that the school environment encourages positive relationships and behaviour
- ✚ Ensuring that staff deal effectively with inappropriate behaviour
- ✚ Monitoring that the policy is implemented by staff consistently with all groups of and individual learners
- ✚ Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- ✚ Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- ✚ Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- ✚ Ensuring this policy works alongside the safeguarding policy to offer learners both meaningful consequences and support when necessary
- ✚ Ensuring that the data from the incident is logged on CPOMs and that it is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy.

v) **Governing Body**

The Governing Body are responsible for:

- ✚ Reviewing and approving the written statement of behaviour principles (appendix 1)
- ✚ Reviewing this Relationship and Behaviour policy in conjunction with the Senior Leadership Team
- ✚ Monitoring the policy's effectiveness
- ✚ Holding the Headteacher and Senior Leaders to account for its implementation

vi) **Parents/Carers**

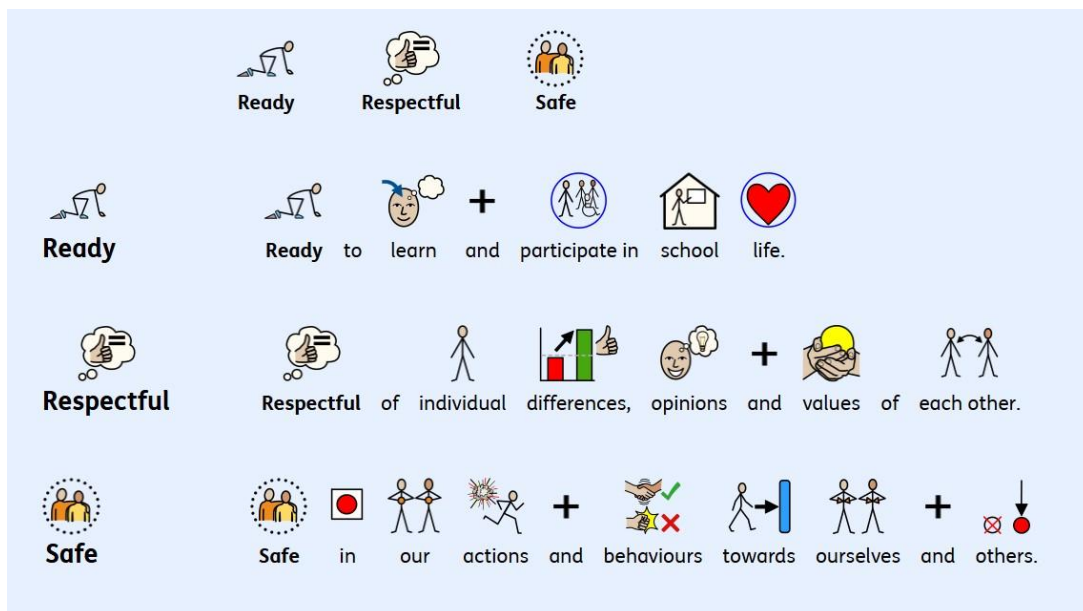
Parents and carers, where possible, should:

- ✚ Get to know the school's relationship and behaviour policy and reinforce it at home where appropriate
- ✚ Support their child in adhering to the school's relationship and behaviour policy
- ✚ Inform the school of any changes in circumstances that may affect their child's behaviour
- ✚ Discuss any behavioural concerns with the class teacher promptly
- ✚ Take part in any pastoral work following inappropriate behaviour, for example, attending reviews of specific behaviour interventions or for reintegration
- ✚ Raise any concerns about the management of relationships and/or behaviour with the school directly, while continuing to work in partnership with the school
- ✚ Take part in the life of the school and its culture
- ✚ Treat all adults in our school community with respect, without exception.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behaviours that challenge.

7.2 Expectations of Learners in our School Community

The core elements of our approach to supporting our learner's behaviour, stem from the importance placed upon all our school community being '**Ready, Respectful and Safe**'.



All learners at Littlebourne:

- Act with courtesy and consideration to others at all times
- Use appropriate language and tone of voice at all times
- Treat all members of the school community with respect
- Walk and create the minimum amount of noise and disturbance when moving around the school
- Respect the property of the school and of each other
- Take responsibility for keeping the school environment clean and tidy • Behave in a way that enables successful learning to take place.
- Not leave the school premises without permission
- Not leave their classroom without permission
- Remember that the school's reputation depends on the way they behave out of school • Try to ensure that all learners are included in games
- Keep hands, feet and unkind words to themselves.
- Show consideration for other learners in the playground.
- Always play in an area where they can be seen by the adults on duty
- Talk to an adult on duty if another learner is upsetting them

When learners and families start their journey with us here at Littlebourne they are made fully aware of our behaviour culture as a school community and our vision and values.

When learners and families join us throughout the academic year they are supported to understand and appreciate our vision, values and school culture, including our approach to relationships and behaviour.

Learners will be supported to meet the behaviour expectations and will be provided with repeated induction sessions wherever necessary and/or appropriate.

Our learners want adults to:

- Give them a 'fresh start' every session
- Give them a 'fresh start' every day
- Help them to learn and feel confident
- Be fair and consistent

- Explain the reasons behind decisions linked to behaviour • Support them to make the most appropriate choices
- Have a sense of humour and be approachable.

8. Responding to behaviour

We recognise that a clear structure of predictable outcomes, have the best impact on behaviour. At Littlebourne we model the desired behaviours, using relentless routines and visible consistencies that all learners and staff follow. This is based on the work of Paul Dix and his book ‘*When the adults change, everything changes*’.

“Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.” (Dix, 2017:)

Our school values of Respect, Compassion, Koinonia, Courage, Hope are threaded and woven into our daily routines. These are taught and modelled explicitly every day both in and out of the classroom. We use the example of ‘The Good Samaritan’ to guide our decisions and promote these at every opportunity.

At Littlebourne we celebrate learners who are demonstrating desired Behaviours for Learning and showing Ready, Respectful and Safe Behaviours.

Good rapport and warm, consistent relationships between staff and learner are the bedrock of effective behaviour management.

All staff make an effort to get to know individual children and let them know that they are valued.

We support all learners to behave appropriately by:

- ‡ Investing in developing strong relationships with our learners
- ‡ Sharing and reinforcing expectations frequently
- ‡ Narrating the positive - staff describe the ways in which most learners are meeting their expectations in order to support the compliance of all learners
- ‡ Having clear routines and structures, for example our non-negotiable use of visual timetables and daily reminders
- ‡ Regular use of specific feedback and praise
- ‡ Regular use of class and school reward systems
- ‡ Ensuring that learning is engaging and appropriately adapted
- ‡ Promoting positive attitudes towards learning and making mistakes (growth mindset) ‡ Developing the Emotional Literacy of all learners through daily routines and PSHE/ Lessons
- ‡ Helping learners to feel emotionally and physically ready for learning by incorporating calming moments, sensory breaks and opportunities for mindfulness in the school day
- ‡ Responding to the changing needs of individual learners.

Staff are mindful of the individual needs of learners when making use of public praise and rewards. For a few learners, praise can be better shared quietly and in private. Knowing our learners supports us to know which learners this applies to.

Our Visible Consistencies are:

- ✚ Daily meet and greet
- ✚ Supporting children to achieve and feel success
- ✚ Supporting learners to ensure they feel physical and psychologically safe
- ✚ Praising in public
- ✚ Reminding in private
- ✚ Start each lesson with a fresh outlook
- ✚ Supporting learners to be 'Ready, Respectful and Safe' particularly through:
 - Tremendous Transitions
 - Magnificent Manners
 - Relentless Routines

Our above and beyond recognitions include:

- House points – to develop a sense of working for others as well as ourselves
- Recognising the achievements of all by displaying work
- Phone call home to praise
- Verbal praise in the moment
- Praise from the Senior Leadership Team
- Collaborative class rewards/treats
- Showing work to another adult in another class
- Nomination for the weekly Headteacher's vision and value awards in our Celebration Worship

In conjunction with Paul Dix, we also incorporate our understanding related to Nurture UK's 6 principles of Nurture to inform our daily provision for all learners.

The 6 principles of nurture are:

1. Children's learning is understood developmentally- *the foundations of learning begin at birth and develop through a close relationship with an adult. Children develop independence through dependence and social empathy and learning develops from being valued and encouraged by others. All staff respond to each pupil at whatever emotional or social age s/he appears to be and plans accordingly.*

2. The classroom offers a safe base- *all classrooms provide a routine bound structure to the day with a visual timetable available for all learners. Adults are fair and consistent and set boundaries without causing children to feel negative. Space is available for children who need extra support to manage their emotions.*

3. The importance of nurture for the development of wellbeing- *all children and staff are valued, listened to and treated as individuals. Achievements are noticed and praised at every opportunity and time is given to share successes. Shared activities such as play, reading, circle time and other learning activities allow the opportunity to problem solve and discuss together in a purposeful environment.*

4. Language is understood as a vital means of communication- *the importance of language as a way of putting feelings into words is crucial however we realise that sometimes our children will not have the appropriate vocabulary and may therefore 'act out' how they feel. Informal opportunities are provided in*

school to support our learners in developing their understanding of emotions including circle time, zones of regulation, assemblies, social stories, restorative conversations.

5. All behaviour is communication- *understanding that a child is communicating through behaviour enables staff to respond in a firm but not-punitive way by not being provoked or discouraged. Staff do not take the behaviour personally and remain calm, seeing the behaviour as an expression of need. If a child senses their feelings are being understood, they will feel more settled in their response.*

6. The importance of transitions in children's lives- *Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.*

Source: <https://www.nutureuk.org/the-six-principles-of-nuture/>

8.1 Classroom management

Our approach to managing relationships and behaviour acknowledges that positive and proactive approaches by all school staff within the classroom and beyond are fundamental.

In order for learners to make appropriate choices, adults need to model what this looks like both in and out of school.

All staff, including teaching and support staff, are responsible for setting the tone and context for positive behaviour within the school and their classroom.

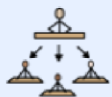
They will:

- ✦ Create and maintain a stimulating environment that encourages learners to be engaged
- ✦ Display the behaviour curriculum or their own classroom rules
- ✦ Consistently implement the requirements of Relentless Routines, Magnificent Manners and Tremendous Transitions within their classroom
- ✦ Develop a positive relationship with learners, which may include:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

In Littlebourne classrooms, we consistently utilise the following non-negotiables:



Calm



Managed



Classrooms



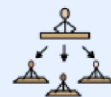
with



Positive



Behaviour



Management



Strategies.



Consistent,



Calm,



Adult



Behaviour



Visible



Consistencies.



Ready



Respectful



Safe



Relentless



Routines



Magnificent



Manners



Tremendous



Transitions



QFT



Non-negotiables



Visual Timetable



Zones of Regulation



Key



Vocab



Relentless



Routines

- All day, Everyday.
- Established class based routines for all
- We are ready to learn
- Visual timetables support us
- Challenged when not followed



Magnificent



Manners

- All day, Everyday.
- Established in class
- Respectful interactions support us
- Challenged when not followed and we redo the task using the manner EVERYTIME



Tremendous



Transitions

- All day, Everyday.
- Established in class approaches for how we enter the classroom safely
- Applies to ALL transitions to break, to CW, from break, from home etc
- Challenged when not followed and we redo the task EVERYTIME until we are happy with it



First



Attention

for



Best



Conduct.

PIP -



Praise



in



Public

RIP -



Remind



in



Private.

(where possible)



Learners are supported through child friendly visual prompts in classrooms and communal spaces to support communication of reminders of expectations.

Proactive Behaviour Management

Learners may display inappropriate behaviours for a variety of reasons such as tiredness, changes at home or in the classroom, hunger etc. Our staff understand this and consider exploring if these underlying reasons are affecting the learner, as part of their immediate response to low-level behaviours that challenge. For example where a learner is hungry, food can be provided if no food from home is available.

Our first step in knowing our children is by recognising patterns or triggers for identified behaviours and we are then able to minimise or prevent challenging behaviours from occurring.

This also relies upon parents/carers communicating difficulties noted at home or changes which might impact upon their children/children.

Some simple preventative strategies that we may routinely implement in school could include:

- ✦ Creating a line order to support tremendous transitions
- ✦ Creating a seating plan so that learners sit next to positive role models for any parts of the school day which are difficult
- ✦ Organising resources in the classroom
- ✦ Ensuring lessons are well-resourced and resources are accessible when required
- ✦ Having discrete 1-1 conversations with individual learners if changes in behaviour are noticed
- ✦ Redirecting learners/removing them from a situation before it escalates
- ✦ Offering time out or reflection time before situations escalates
- ✦ Ensuring lessons are well-paced, accessible and adapted to provide support and challenging for all learners
- ✦ Giving 'closed' preferred choices – e.g. "You can put your toy in your bag or on my desk"
- ✦ Using individual reward charts with specific learners or groups of learners

7.3 Responding to Appropriate Behaviour

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos at multiple points throughout the school day for all learners in school. We call this 'First Attention for Best Conduct' to reinforce our expectations and positive behaviours.

These positive reinforcements are applied clearly, fairly, consistently and frequently to reinforce the routines, expectations and norms of Littlebourne's behaviour culture.

At Littlebourne, we recognise that the majority of our learners can independently self-regulate and manage their relationships and behaviour well all day, every day. This is encouraged and celebrated in school in a variety of ways including:

- ‡ Adults welcome the learners and adults to the classroom each morning with a smile and a greeting, using their name where possible
- ‡ Staff use positive body language and tone, model respect and understanding-reinforcing unconditional positive regard and respect at all times.
- ‡ Regular whole school or class assemblies to describe model and encourage expectations of behaviour (Ready, Respectful and Safe).
- ‡ Weekly celebration assembly
- ‡ End of term values assemblies- awarding those who demonstrate our school values.
- ‡ Verbal and written praise through face-to-face conversation, phone calls home, or house points
- ‡ Positive praise at the start and end of each lesson/activity and throughout the session- always drawing attention to the positive.
- Staff focus on providing attention to the children showing the expected behaviours- *'naming and faming'*
- Collaborative success through the house point system.
- Every day is treated as a 'new day'.
- Quality First Teaching enables all learners to access the curriculum, engage with lesson content and participate in learning appropriate to their individual needs and level of development.
- Twice daily Zones of Regulation check-ins within the classroom with class based staff to support identification how children are feeling throughout the day, with additional support for those who need it.
- Assertive, consistent, scripted language

Supportive Systems to meet the needs of Learners displaying Inappropriate or Unsafe behaviours

7.4 Responding to Inappropriate Behaviour

If a learner's behaviour falls below the expectations that we reasonably expect of them, staff will respond calmly and consistently in order to restore a calm and safe learning environment, to prevent escalation of the situation and/or recurrence of the inappropriate/unsafe behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that inappropriate behaviour will always be addressed and all are held accountable for their actions.

As an inclusive school community we appreciate that *'one size fits all'* universal behaviour support processes are unlikely to meet the needs of all our learners, all of the time. Our embedded whole school inclusive ethos means that we have discussions in school frequently that *"Being fair is not about everyone getting the same (equality), but about everyone getting what they need in order to be successful (equity)."* As with curriculum and learning adaptations, the same applies at Littlebourne for behaviour, to ensure that all members of our school community thrive.

The majority of our learners will respond positively to gentle reminders to make the choice to alter their behaviour by calm and consistent adults.

We implement a clear, predictable process of stepped boundaries to address and support learners to adapt their inappropriate or unsafe behaviours.

For learners who exhibit behaviours that challenge or that don't follow the expectations of our school ethos, they will still initially be supported using our stepped boundaries approach. Our approach may also be adapted to meet their individual needs and circumstances. In these instances, our school community recognises that all members of our school community take responsibility for these continued choices. This is managed and supported by all school adults calmly and respectfully.

Where more complex needs are identified to require additional support in the classroom to support regulation and safe choices, additional strategies will be implemented as part of a Personalised Behaviour Support Plan.

These may include:

- † Use of fidget/sensory toys including ear defenders and wobble cushions
- † Use of class calm zone and tools
- † Use of school calm zone in 'The Den' with class based staff support
- † Sensory circuits and movement breaks
- † Visual communication supports, e.g. 'Now and next' boards
- † Individual work stations
- † Social stories
- † Additional adult support/ switching adults
- † Use of nonverbal communication supports, e.g. communication boards
- † Specific targeted assessments/groups/interventions
- † TISUK informed support from qualified practitioners. Two members of school staff (Mrs McLean and Mrs Moat) are trained practitioners in TISUK.
- † Use of PACE
- † Use of WINE questioning techniques, for example, I wonder..., I imagine..., I notice..., I guess...
- † Mindfulness
- † Outside break
- Consider HALT- is the child hungry, angry, lonely, tired?

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further escalation arising.

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

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

The school may use 1 or more of the following consequences in response to inappropriate or unsafe behaviour. These are detailed further in the 'Meaningful Consequences' section.

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











 Certainty of consistent consequences from all staff.

Gentle calm, approach from adult. Use child's name, get down to child-level, eye contact (where no difficulties with this), deliver message.

 <p>Reminder</p>	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to show we are (ready, respectful or safe)</p> <p>You now have the chance to make a better choice. Thank you for listening.</p>	<p>"I notice that you are running."</p> <p>"That is not being safe."</p> <p>"Please walk."</p> <p>"Thank you for listening."</p>
 <p>Caution</p>	<p>I noticed you chose to continue..... (noticed behaviour)</p> <p>You have had a REMINDER of being (ready, respectful, safe).</p> <p>You now need to give me 2 minutes of your time at break time.</p> <p>You now have the chance to make a better choice next time. Thank you for listening.</p>	<p>"I notice that you chose to continue running."</p> <p>"You have had a reminder about being safe."</p> <p>"You now need to give me 2 minutes of your time at break time."</p> <p>"Thank you for listening and next time you can make a different choice. Thank you."</p>
	<ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 	
 <p>Restore & Repair</p>	<ol style="list-style-type: none"> 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently? <p>*It is important that no matter who has been involved since the initial behaviour, that the <u>original</u> member of staff involved has the restore and repair conversation with the learner.</p>	

Remember it is not the severity of the consequence, it's the certainty that this follow up will take place that is important. There must be a consequence to an action and this must be followed through. Do not verbally offer consequences that cannot be adhered to.

Teachers should be informed of inappropriate/unsafe behaviour at lunchtime as it may have implications for the afternoon's lessons, however, the incident should have already been dealt with in the moment and further action by the class teacher should not be necessary.

We implement a consistent consequences approach in response to behaviours which are inappropriate or unsafe and this is followed consistently by all adults in school. The steps and script can be seen below.

Learners are given take up time between the steps to ensure they can process and reflect upon the consequences of their next actions. These steps are implemented privately as much as possible, but in some circumstances this may need to be in front of others.

Reparation and restorative practice

An open and honest discussion will take place with parents as necessary to ensure home to school consistency is recognised and supported.

Meaningful Consequences

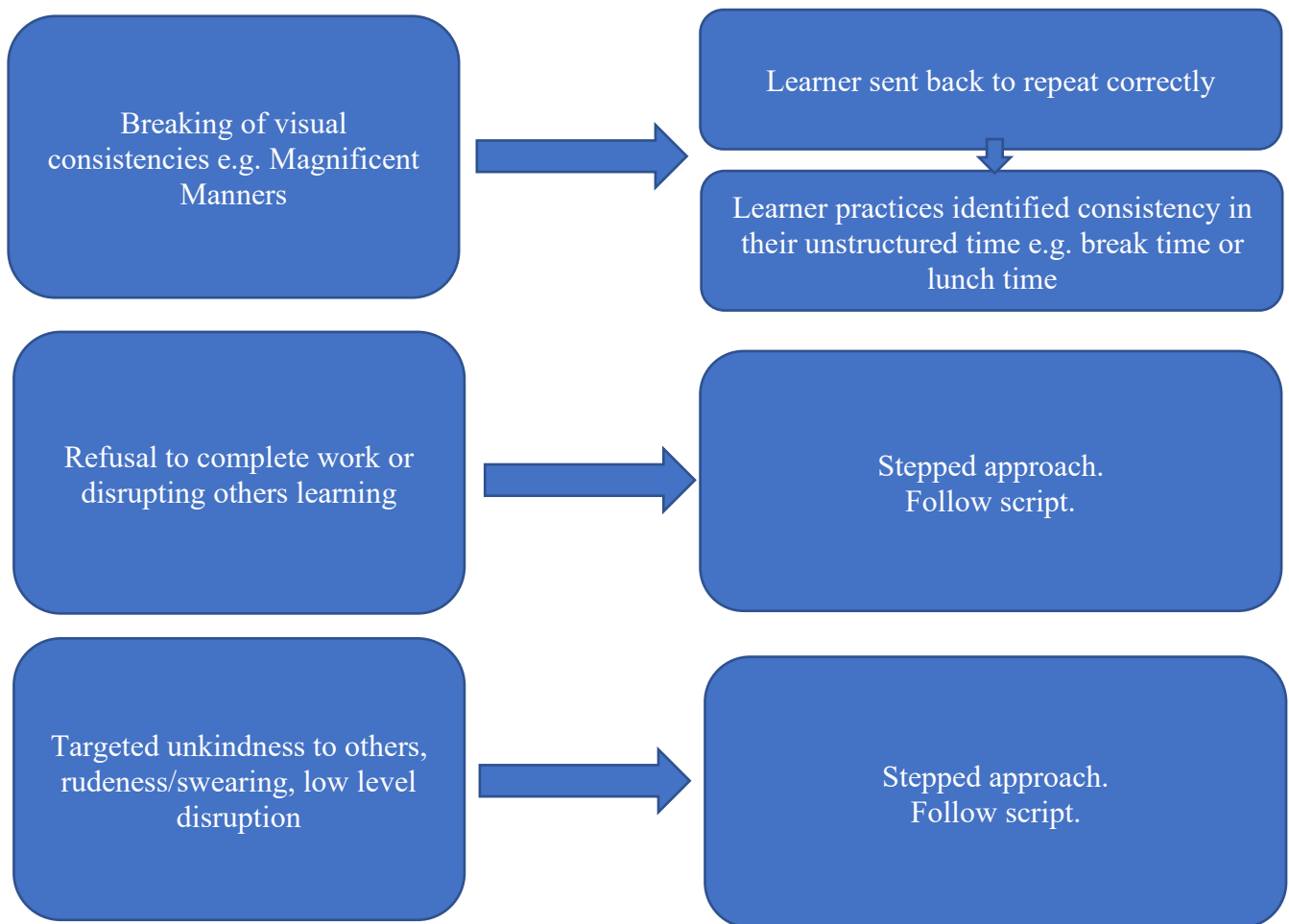
Littlebourne aligns with evidence-based practice and as such recognises punitive or 'rash sanctions' have little or no positive impact upon our learners and supporting adaptations in their behaviour.

We recognise that undesirable choices should be addressed and instead support our learners to understand the impact their choices have upon our school community through consequences that are meaningful and purposeful for them as learners, who are still developing as holistic individuals.

We embrace that making mistakes is how we learn both academically and socially and this forms the core of our approach. This more effectively supports our community to develop holistically to become positive members of our school community, their future communities and wider society.

Meaningful consequences are reasonable and considered proportionate to support learners on their development journey, through understanding the consequences and impact their behaviour choice has had on themselves and others.

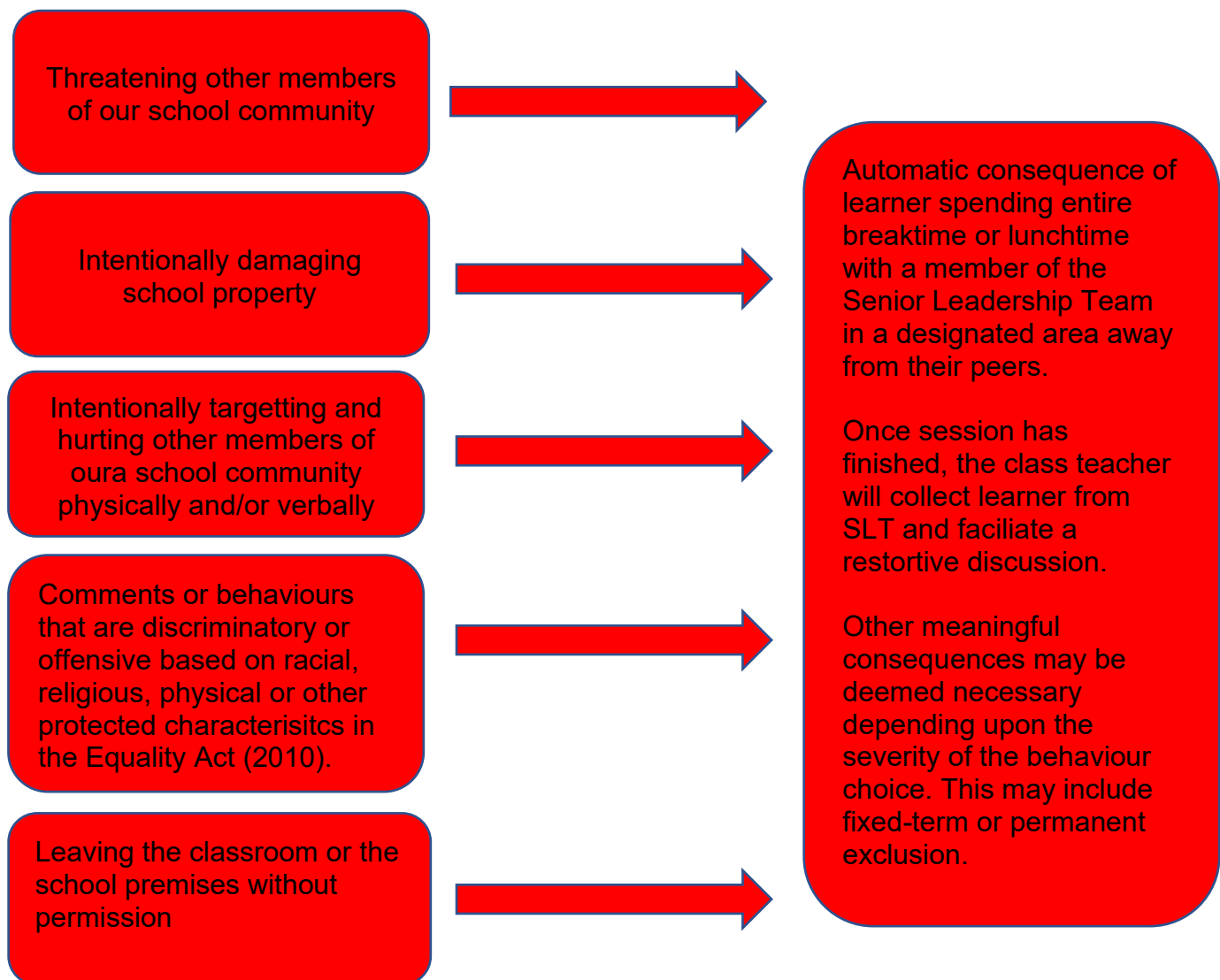
The following examples of undesirable choices in behaviour and meaningful consequences can be implemented by ANY school adult in a calm and consistent manner.



Our school adults follow a scripted approach (Appendix 4) to ensure they are able to remain neutral, calm and are able to the learner respectfully and actively. Restoration at the end of each incident aims to re-establish respect and trust with the initial adult who challenged the inappropriate behaviour, to take responsibility for actions and repair relationships in the school community as part of the typical process of repairing relationships in everyday life. All learners need access to opportunities to repair and restore relationships following challenges to these relationships and this is an important part of this process in school.

All school adults understand that how a child behaves towards them is not a reflection of the learners feelings of or towards an adult, but an indication that they have regulated and can now consider their actions logically, rather than from a primitive response perspective.

The following consequences following inappropriate choices in behaviour are given by members of the Senior Leadership Team, with support from class teachers:



8. Serious Consequences

8.1 Time away from peers during unstructured times

All members of staff can identify if a learner in school should spend unstructured time away from their peers.

Learners can be issued with time away from their peers during time that is deemed unstructured such as break time, lunch play, reward time, additional unstructured opportunities, out of school trips. This is not an exhaustive list.

When learner's are taking time away from peers during unstructured time, the school will consider whether doing so would:

- ‡ Compromise the learner's safety
- ‡ Conflict with a medical appointment
- ‡ Interrupt the learner's caring responsibilities

The member of staff making this decision will decide whether it is necessary to inform the learner's parents/carers. In most circumstances, this will be communicated to parents/carers,

unless staff feel it would place the learner in a situation, which may compromise their physical or psychological safety.

8.2 Removal from classrooms

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

Learners who have been removed from their classroom, will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious inappropriate or unsafe behaviour.

Staff will only remove learners from the classroom once other approaches and strategies have been attempted, unless the behaviour is so extreme, as to warrant immediate removal.

Removal can be used to:

- ✦ Restore order if the learner is being unreasonably disruptive
- ✦ Maintain the safety of all learners and adults
- ✦ Allow the dysregulated learner to regulate and continue their learning in a managed environment
- ✦ Allow the dysregulated learner to regain calm in a safe space

Learners who have been removed from the classroom are supervised preferably by member of class-based staff who has a developed relationship with the learner, but this can also be a member of SLT where required. Learners will be removed for a determined period of time to support them to regulate and reflect upon the incident.

Learners will not be removed from classrooms for prolonged periods of time, without the explicit agreement of the Headteacher. If education outside of the classroom is implemented as part of a learners' daily provision, this will always be in consultation with parents/carers and external agencies, where required.

Learners should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a learner successfully reintegrate into the classroom and manage their behaviour appropriately.

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

The school will consider an alternative approach to behaviour support for learners who are frequently removed from class, which might include:

- ✦ Additional assessments, for example language
- ✦ Use of teaching assistants
- ✦ Short-term Behaviour Support Plans
- ✦ Long-term Personalised Behaviour Support Plans
- ✦ Pupil support units
- ✦ External Referrals for external agency support
- ✦ Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal.

8.2 Fixed-Term and Permanent Exclusion

Littlebourne creates an environment where typically any form of exclusion is not required. However, there may be occasions where all other behaviour management approaches have been exhausted and exclusion is necessary as a last resort.

In these circumstances use of fixed-term (suspension) and permanent exclusions, will be in response to serious incidents or in response to persistently inappropriate or unsafe behaviour, which has not improved following in-school consequences and/or support and interventions.

The decision to temporarily or permanently exclude will be made by the Headteacher and only as a last resort.

Should an exclusion still be required, DfE guidelines will be followed and the Local Authority will be informed at the earliest opportunity.

Parents/carers will be notified of the reason for the exclusion in writing.

Before a learner is readmitted to school, a meeting between the parents/carers, the school and learner where appropriate, will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of repeating behaviour patterns is managed and minimised where possible.

Please refer to our 'Exclusion Policy' for more information.

Equal Opportunities

Any incidents of racial and sexual harassment are taken seriously.

They will be brought to the attention of the Headteacher and the Senior Leadership Team and dealt with promptly.

We aim to raise awareness and tolerance throughout the School promoting positive attitudes towards issues of race and gender, disability and children with Special Educational Needs and/or disabilities.

7.2 Safeguarding

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

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

Where this may be the case, we will follow our Child Protection Policy, and consider whether pastoral support, an Early Help intervention or a referral to Children's Social Care is appropriate.

Please refer to our 'Child Protection Policy' for more information [Littlebourne Child Protection Policy 2024/2025](#)

Outside Agencies

There are times when the advice of outside agencies will be required. This will be the result of discussions between the class teacher, the SENCo, the Headteacher and the wider SLT support network. Outside agencies will need additional information to allow the right support to be put into place therefore, teachers need to document evidence of behaviour carefully and accurately so that it can be collated when required.

6.1 Mobile phones

Our approaches to learners using mobile phones during the school day is in line with the DfE's [Mobile Phones in Schools Guidance](#) (2024) and [Behaviour in Schools Guidance](#) (2024).

The following expectations are in place in relation to usage of mobile phones by learners on school premises:

- ✦ Mobile phones should be switched off on entry to the school grounds at the main school site entrance gate
- ✦ Phones should not be switched on at the end of the day until the learner is at the main school site entrance/exit gates
- ✦ All phones bought onto site must be handed in to the school office for safekeeping and turned off.

Any mobile devices not handed into the school office as outlined above or being used in school, will be confiscated by school staff and held in the school office.

The return of the device will only be made directly to parents/ carers at the end of the school day.

If there are multiple incidents or issues regarding a learner and the expectations around mobile phones identified above, the school may request that the mobile is left at home, unless there are specific and exceptional circumstances why this is not possible.

7.5 Reasonable force and Positive Handling

Reasonable force covers a range of interventions that involve physical contact with learners.

The use of reasonable force follows the DfE's [Use of Reasonable Force in Schools](#) (2013) Guidance.

We do not follow a no contact policy at Littlebourne CE Primary School and in some circumstances, staff may need to use reasonable force to positively handle a learner to prevent them:

- ✦ Causing disorder
- ✦ Hurting themselves or others
- ✦ Putting themselves in a situation which identified as unsafe
- ✦ Damaging property
- ✦ Committing an offence

Incidents of positive handling are:

- ✚ Always used as a last resort
- ✚ Applied using the minimum amount of force and for the minimum amount of time possible
- ✚ Used in a way that maintains the safety and dignity of all concerned
- ✚ Never used as a form of punishment
- ✚ Recorded on CPOMS and reported to parents/carers.

When staff are considering using reasonable force and staff should consider the risks of use, including carefully recognising any specific vulnerabilities of the learner, including SEN/D, mental health needs or medical conditions.

If a learner or their parents/carers complain about the force used or an injury is sustained, these incidences will be investigated in line with our complaints policy - [Littlebourne Complaints Policy 2025-2026](#)

All staff are authorised to use reasonable force, if this is used with rationale to maintain the safety of the learner and others.

Definitions of contact

(a) Physical Contact: Situations in which proper physical contact takes place between staff and learners, e.g. in games/ PE or to comfort learner.

(b) Physical Intervention: This may be used to divert a learner from a destructive or disruptive action, for example guiding or leading a learner by the hand, arm or shoulder with little or no force.

(c) Positive Handling: This will involve the use of **reasonable** force when there is a risk to learners, staff or property or if good order is being seriously prejudiced.

Physical contact and positive handling are explored more fully in our school 'Safe Touch Policy'. Insert link - TBC

7.6 Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest [Searching, Screening and Confiscation Guidance](#) (2022)

7.1 Confiscation

Any prohibited items found in a learner's possession as a result of a search will be confiscated.

Prohibited items include:

- ✚ Knives
- ✚ Weapons
- ✚ Alcohol
- ✚ Illegal drugs
- ✚ Prescription or over the counter drugs
- ✚ Stolen items
- ✚ Tobacco or cigarette papers
- ✚ Vapes
- ✚ Fireworks,
- ✚ Pornographic images

- ✦ Or any items which staff deem pose a safeguarding risk to themselves or others and/or could be used to commit an offence.

These items will not be returned to the learner or their parents/carers.

We will also confiscate any item that is harmful or detrimental to school approaches related to conduct and behaviour. These items may be returned to learners after discussion with senior leaders and parents/carers, where appropriate.

Searching a Learner

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- ✦ The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- ✦ In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
- ✦ It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or other Senior Leader, who may have more information about the learner. During this time, the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified as a concern, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- ✦ Assess whether there is an urgent need for a search
- ✦ Assess whether not doing the search would put other learners or staff at risk
- ✦ Consider whether the search would pose a safeguarding risk to the learner
- ✦ Explain to the learner why they are being searched
- ✦ Explain to the learner what a search entails – e.g. *“I will ask you to turn out your pockets and remove your scarf”*
- ✦ Explain how and where the search will be carried out
- ✦ Give the learner the opportunity to ask questions
- ✦ Seek the learner’s agreement and co-operation wherever possible.

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If the learner still refuses to co-operate, the member of staff will contact the headteacher, member of the safeguarding team or member of SLT, to try to determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any previously identified prohibited.

The authorised member of staff may use a metal detector to assist with the search, if available.

An authorised member of staff may search a learner's outer clothing, pockets, desk or other personal possessions.

'Outer clothing' includes:

- ‡ Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- ‡ Hats, scarves, gloves, shoes or boots

Searching Learners' possessions

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

- ‡ Desks
- ‡ Lockers
- ‡ Bags

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for any previously identified prohibited items.

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

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

Informing the Designated Safeguarding Lead (DSL)

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

- ‡ Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item previously identified
- ‡ If they believe that a search has revealed a safeguarding risk

All searches for previously identified prohibited items, including incidents where no items were found, will be recorded via the school's safeguarding system (CPOMS).

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item.

A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

If this is the case, staff will follow the school's Child Protection Policy and speak to the Designated Safeguarding Lead (DSL) or Deputy, if the DSL is unavailable. The DSL will consider whether pastoral support, an Early Help intervention or a referral to Children's Social Care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them.

The school will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner wellbeing at all times.

Off-site behaviour

Consequences may be applied where a learner has shown inappropriate behaviour off-site when representing the school, such as on a school trip or at after school clubs run off site.

Off-site Curriculum Trips or Regular Visits

If a learner has previously demonstrated unsafe or inappropriate behaviour on an off-site trip or is considered within school to be a learner who places themselves or others at risk or is a learner who cannot/will not follow instructions, then a decision will be made regarding whether this learner is able to take part in off-site activities safely. This includes off-site residential trips, such as the Year 6 Residential. The school's decision will be final.

Learners are expected to follow and model the school expectations when off-site and will be supported to do so in line with our relationship and behaviour policy.

Learners will also be supported to ensure that they follow a venue's rules.

Where a learner is considered either at risk to themselves or to others when on the trip – at ANY stage – their parents/carers will be contacted and will be expected to collect their child from the venue. The learner will remain supervised by a member of staff until he/she is collected. The school's decision will be final.

A decision is made by the Headteacher regarding future trips, premised upon whether or not this learner will be safe or endanger other learners and/or staff on future trips. The school's decision will be final.

After school clubs

Whilst we recognise that after school clubs should be a fun and exciting part of our school day, it is important that appropriate behaviour is maintained. Staff will follow the same procedures during their club sessions.

If a learner consistently displays inappropriate or unsafe behaviours, they will no longer be able to attend.

Off-site Inappropriate Behaviour

Consequences may be applied where a learner has behaved inappropriately off-site when representing the school.

This means inappropriate behaviour when the learner is:

- ✦ Taking part in any school-organised or school-related activity (e.g. school trips)
- ✦ Travelling to or from school
- ✦ Wearing school uniform
- ✦ In any other way identifiable as a learner of our school

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

- ✦ Could have repercussions for the orderly running of the school
- ✦ Poses a threat to another learner from either our school or another school
- ✦ Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on a school-organised trip). Unless they meet the criteria of child-on-child abuse as identified in our 'Child Protection Policy'.

7.8 Unacceptable Online Behaviour

The school can issue behaviour sanctions to learner's for inappropriate or unacceptable online behaviour when:

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

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

7.9 Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to Kent Police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to Kent Police, the Headteacher or a Senior Leader will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to Kent Police is made, the Designated Safeguarding Lead (DSL) or a Deputy, will make a tandem report to Children's Social Care, where appropriate. Parents/carers will also be notified.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

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

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

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

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

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

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

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

The school will also consider the wellbeing needs of staff and/or learners accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other learners.

9. Responding to Inappropriate Behaviours from Learners with SEN/D or identified as SEN with Support

9.1 Recognising the impact of SEN/D on behaviour

The school recognises that learners' behaviour may be impacted by a special educational need or disability (SEN/D).

When incidents of inappropriate or unsafe behaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of inappropriate or unsafe behaviour will be connected to a learner's SEN/D. Decisions on whether a learner's SEN/D had an impact on an incident of behaviour will be made on a case-by-case basis.

When dealing with inappropriate behaviour from learner's with SEN/D, especially where their SEN/D affects their behaviour, the school will take its legal duties into account when making decisions about enforcing this Relationship and Behaviour policy.

The legal duties include:

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of inappropriate or unsafe behaviour, and put in place support to minimise these from occurring.

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

Where more complex needs are identified, which require additional support in the classroom to support regulation and safe choices, additional strategies will be implemented as part of a Personalised Behaviour Support Plan.

Some examples of these supportive measures might include:

- ✦ Support of an identified adult for short periods of time or where identified challenges occur
- ✦ Use of fidget/sensory toys, including ear defenders and wobble cushions
- ✦ Use of classroom calm spaces and timers.

- ✦ Sensory circuits
- ✦ Short planned movement breaks
- ✦ Visual communication supports, including 'Now and Next' and 'Now, Next and Then' boards)
- ✦ Individual learning stations, personalised timetables and risk assessments
- ✦ Social stories and/or Comic Book Conversations
- ✦ Additional adult support/ switching adults ✦ Use of different communication methods
 - ✦ Targeted assessments/groups/interventions.
- ✦ External referral support.
- ✦ TISUK informed support from qualified practitioners. support Two members of school staff (Mrs McLean and Mrs Moat) are trained practitioners in TISUK
- ✦ Use of WINE questioning techniques, for example, I wonder..., I imagine..., I notice..., I guess...
- ✦ Mindfulness
- ✦ Considering basic needs are met in line with HALT
- ✦ Adjustments related to uniform requirements for learners with sensory challenges or medical needs
- ✦ Additional training for staff in areas of need across the school
- ✦ Adjustments in seating position in class or throughout the school day.

Training for staff is ongoing to support them to develop the strategies to support our children with complex needs.

9.2 Adapting Consequences for Learners with SEN/D

When considering a consequences for a learner with SEN/D, the school will consider whether:

- ✦ The learner was unable to understand the rule or instruction
- ✦ The learner was unable to act differently at the time as a result of their SEN/D
- ✦ The learner was likely to behave aggressively due to their particular SEN/D

If the answer to any of these is **'yes'**, it may be unlawful for the school to sanction the learner for the behaviour.

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

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

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

Where necessary, support and advice will also be sought from external agencies such as specialist teachers and/or others, to identify or support specific needs.

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

9.4 Learners with an Education, Health and Care (EHC) Plan

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter.

If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting Learners following a Consequence

Following a consequence, the school will consider strategies to help the learner to understand how to adapt and evolve patterns of their behaviour and meet the expectations of the school.

This may include:

- ✦ Re-integration meeting(s) involving school staff, parents/carers and the learner
- ✦ Daily contact with key school staff such as SLT, or an identified trusted adult
- ✦ Personalised Behaviour Support Plan
- ✦ An identified class-based adult to support more intensively at key times ✦ Reduced Timetable
- ✦ Daily system for managing behaviour with identified goals and incentives

Use of a Reduced Timetable

In exceptional circumstances only, schools may need to implement a reduced timetable in order to support a learner who cannot attend school full-time for a short, agreed period.

As the learner's ability to cope improves, unmet needs are addressed and the offer is adapted, the learner would be re-integrated into full-time education.

A reduced timetable means by agreement with the learner, parent or carer and school and where necessary the local authority, that the number of hours in education is reduced for a time-limited period. If there is a need for a child to have a reduced timetable beyond 8 weeks the school would seek the support and advice of the Local Authority and/or external services. A reduced timetable should run no longer than 4 weeks without review.

A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a learner receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

- ✦ As part of a planned re-integration into school following an extended period out of school following exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools (although this should not be the norm for managed moves).
- ✦ Following an extended absence due to ill health or other medical reasons.
- ✦ As a temporary fixed-term, closely monitored intervention to address and manage the impact of significant emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services.

In circumstances where the school considers that it may be necessary to establish a reduced timetable for a learner, the school should:

- † Convene a review meeting for a learner with a statement of special educational need to discuss proposals for a reduced timetable and seek agreement from both the parents/carers and local authority.
- † Establish a Pastoral Support or Personal Education Plan for the learner, which takes account of the minimum standards and good practice below.

The school should:

- † Have carried out additional assessment using the Common Assessment Framework (CAF) to establish if there are wider needs and to be working with local services (e.g. STS) to support the learner.
- † Seek the approval and written permission of the parents or carers of the learner and the local authority in respect of a child in care or where a learner has an EHC Plan
- † Be satisfied that suitable arrangements are in place to ensure the safeguarding and care of the learner during the period when they would otherwise have been expected to be in school and secure a written agreement from the parents or carers about who is responsible for the welfare of the learner for the sessions in question.
- † Take action to ensure that the impact of a reduced timetable on travelling and transport arrangements does not discriminate against the learner or impede their access to education.
- † Ensure that arrangements for a reduced timetable do not discriminate against a learner's access to free school meals.
- † Take account of the number of hours of support that have been named in a EHC Plan, in order that they continue to meet their statutory obligations.
- † Agree with the learner and parents or carers a route back to a full educational entitlement by clearly defining objectives, milestones and support for the duration of the plan.

Kent County Council will:

- † Ensure that learners on reduced timetables are appropriately recorded and monitored via the learner attendance register and maintain a central record of all learners not accessing a full-time education in the usual way.
- † Ask the school to formally refer to the Inclusion Advisors, any learner who has remained on a reduced timetable for 8 weeks, in order to review the learner's plan.

11. Learner Transition

Littlebourne school has a robust transition process in place and this meets the needs of the majority of our learners. Where learners require additional support on top of this whole school approach we implement this based on their needs and requirements.

11.1 Inducting Incoming Learners

The school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with our Relationship and Behaviour Policy and the wider school culture.

11.2 Preparing Outgoing Learners for Transition

To ensure a smooth transition to the next year, all learners have access to several transition sessions with their new teacher(s) in their new classrooms, in order to familiarise themselves

with these changes. In addition, staff members hold transition meetings to ensure relevant information is handed over in a timely and appropriate manner.

To ensure behaviour is continually monitored and the right support is in place, information relating to learner behaviour challenges may be transferred to relevant staff at the start of the new term or year.

12. Training

As part of their induction process, our staff are provided with regular training on supporting emotional literacy and behaviour, including specific training on:

- ✦ The needs of the learners at the school
- ✦ How SEND and mental health needs can impact behaviour
- ✦ Zones of Regulation

Behaviour management also forms part of our annual offer for all staff related to their professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- ✦ Behavioural incidents, including removal from the classroom
- ✦ Attendance, permanent exclusions and suspensions
- ✦ Use of pupil support units, off-site directions and managed moves
- ✦ Incidents of searching, screening and confiscation
- ✦ Perceptions and experiences of the school behaviour culture for staff, learners, governors and other stakeholders (via anonymous surveys)

The data will be analysed every frequently by SLT.

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

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

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

13.2 Monitoring this policy

This policy has been developed and implemented in consultation with the whole school community including learners, parents/carers, staff, governors and partner agencies.

This policy has been written by the SENCO as a member of the SLT.

It will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures.

It will also be updated where required following investigated incidents and concerns raised. At each review, the policy will be approved by the Senior Leadership Team and the full governing body.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full governing body every 2 years.

Appendix 1 – Written Statement of Behaviour Principles of Littlebourne CE Primary School

The purpose of this statement is to state the principles the Governing Board expects to be followed when the Headteacher draws up the Relationship Policy. Behaviour management at Palm Bay Primary school will always aim first and foremost to create a caring and safe environment where learning can flourish. The behaviour habits instilled should be those that will contribute to a child's wellbeing and achievement into secondary school and beyond.

The Principles:

- ✚ Every learner understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

- ✚ Every learner has the right to learn, but no learner has the right to disrupt the learning of others
- ✚ Everyone at Littlebourne has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- ✚ Littlebourne CE Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act (2010)
- ✚ It is expected that all adults – staff, parents/carers, visitors, volunteers and governors – will set excellent examples to our learners at all times both in and out of school
- ✚ The Relationship and Behaviour Policy is understood by learners and adults in our school community
- ✚ We seek to give every learner a sense of personal responsibility for their own actions
- ✚ The school's Relationship and Behaviour Policy will ensure that there are measures to encourage appropriate and safe behaviour, self-discipline and respect, and prevent all forms of bullying amongst learners and adults in our school community; it also provides guidance on use of reasonable force
- ✚ Where there are significant concerns over a learner's behaviour, the school will work with Parents/carers to develop and embed common strategies between home and school
- ✚ The school will seek advice and support from appropriate outside agencies where concerns arise over a learner's behaviour
- ✚ The 'Exclusions Policy' explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- ✚ The school's 'Relationship and Behaviour Policy' sets out that consequences will be implemented if learners are found to have made malicious accusations against school staff
- ✚ The school will fulfil its legal duties under the Equality Act (2010) in respect of safeguarding, learners with special educational needs and all vulnerable learners
- ✚ The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act (1974) and related regulations.
- ✚ The governing body also emphasises that violence or threatening behaviour will not be tolerated in **ANY** circumstances to **ANY** member of our school community.

This written statement of behaviour principles is reviewed and approved by the governing body every two years.



Before engaging in any self destructive behavior... ask yourself.

Are you:

Hungry

When did I last eat?

Is my hunger emotional or does my body need food?

If your body is asking for food, find something nutritious to snack on.

Angry

What's are you dealing with right now that is stressful? Is the stress what's making you angry?

Find out way you're angry and find ways to diffuse that anger.

Lonely

When is the last time you socialized?

Was it a positive or negative experience?

Reach out to your support system. Let them to help you.

Tired

Have I been getting enough rest and giving my body the breaks it needs?

How can you energize yourself? Take some time to yourself and relax.

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