



Stalyhill Schools' Federation Positive Behaviour & Relationships Policy

To create a proud, inclusive and collaborative community where all are nurtured to their full potential.

Within the Stalyhill Schools' Federation, we implement the following guiding principles to support children in managing their behaviour within school.

- Every person in the school has the right to feel safe, valued, respected and listened to, and this drives all our other principles.
- We focus on removing barriers to learning that may be caused by negative actions and behaviours, and celebrate and encourage positive actions and behaviours.
- We accept all emotions but not behaviours.
- We separate the behaviour from the child.
- Adults in school 'teach not tell' positive behaviour and model this through our own actions and behaviour.
- We provide children with the tools to take individual responsibility for their own behaviour, fostering a culture of compassion and repair.
- We seek to understand the causes of negative behaviour, involving the family where necessary or appropriate.

Aims

This policy aims to:

- Create a positive culture that promotes appropriate behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment.
- Establish a federation wide approach to maintaining high standards of behaviour that reflect the values of our schools.
- Outline what appropriate behaviour looks like in our schools and how we manage and support children when inappropriate behaviours are displayed.
- Show how we provide support and appropriate interventions to support children with behaviour and how we remain consistent with our federation PRIDE values.
- Show how we manage all types of behaviour within our schools.

Legislation, Statutory Requirements and Statutory Guidance.

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022 Searching, screening and confiscation at school 2018
- **Searching, screening and confiscation: advice for schools 2022**
- [The Equality Act 2010](#)
- **Keeping Children Safe in Education**
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022
- Use of reasonable force in schools
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- In addition, this policy is based on: Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- **[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.**

Introduction

This policy sets out our federation-wide approach to promoting appropriate behaviour. It explains our approach to teaching positive behaviour and how this links to our PRIDE values of positivity, respect, independence, determination and empathy. This supports the development and maintenance of a calm and inclusive learning community to enable all pupils to achieve the best possible educational outcomes. Underpinning the teaching of positive behaviour is the development of authentic relationships and unconditional positive regard for all and it is our intent that all children are able to get to a place where they can intrinsically make appropriate choices.

The combination of behavioural and relational approaches that we employ means that we are consistently providing the same message and predictable responses to children, but we are also available to connect to each child when they need more time or support to reach our expectations and live by our federation rules.

We have high expectations of behaviour and recognise that behaviour may be a form of communication and the expression of an underlying need. It is not possible to support a child's behaviour without addressing these needs and therefore we implement more personalised responses to supporting their development. Consistency therefore does not mean responding in the same way to each child, it means responding in a way that is consistent with our values and beliefs.

Within our federation, there is a clear balance between structure and nurture. Clear structures and processes are in place so that children know what is expected of them. We recognise that there is still a place for rewards and consequences. Consequences are delivered in a restorative manner where children are supported to reflect and repair.

Our Behaviour Intent

Within the Stalyhill Schools' Federation, we want all members of our community to understand what appropriate behaviour looks like in our schools. Our PRIDE values- Positivity, Respect, Independence, Determination and Empathy underpin our behaviour curriculum. We expect teachers and staff to explain and model the appropriate behaviour and routines that we want in order that pupils understand what is expected of them.

Positivity

- We are proud and confident to be who we are
- We celebrate our uniqueness and embrace our similarities and differences
- We display positive behaviour and attitude
- We have a positive mindset

Respect

- We show respect for each other and ourselves through our words and actions
- We respect our school environment
- We respect our school values and understand why they are important
- We have good manners
- We are honest

Independence

- We are curious learners
- We take responsibility for our learning and ourselves
- We are organised and always ready to learn.

Determination

- We are resilient – we never give up!
- We always strive to do our best
- We value effort as much as achievement
- We dream big!

Empathy

- We are always kind to others and to ourselves
- We are considerate of others' feelings
- We consider our words and actions and make good choices
- We carry out acts of kindness, service and altruism
- We are inclusive of all

We understand that working within our PRIDE values will be more challenging for some children and so, where appropriate and reasonable, we may adjust routines within the curriculum to ensure all pupils can meet behavioural expectations.

Roles and Responsibilities

The Governing Board

The Federation Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation
- Advocating the school's core values to all members of the community

The Executive Headteacher

The Executive Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff support children implementing the relational inclusive approach
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behaviour intent and the importance of maintaining the PRIDE values
- Offering appropriate training in relational inclusion, and the impact of special educational needs and disabilities (SEND) mental health, adverse childhood experiences (ACES) trauma and attachment 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 child protection & safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour logged on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- To act strategically to support in changing inappropriate behaviours.

Heads of Schools & Inclusion Lead

Senior Leaders are responsible for:

- Supporting staff in responding appropriately to the needs of their children
- Holding staff to account for the implementation of this behaviour and relationships policy
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Being a positive role model of how to act with each other and the children
- To implement 'time with' in line with the policy
- To record on CPOMS and to monitor trends of children and to act on the trends in a strategic manner.
- To be knowledgeable about children with adverse childhood experiences and how this could influence their behaviour

Teachers and staff

Teachers and Staff are responsible for:

- Establishing and maintaining the PRIDE values of the school
- Setting the tone through their mood and manner. Their own behaviour and approach impacts on how children behave and how they feel.
- Modelling clear communication and responsible behaviour. Accepting responsibility in the same way we would expect a child to.
- Making the time and effort to build authentic relationships with each other and the children.

- Being curious about changes in behaviour and considering whether this may indicate a wider safeguarding concern.
- Knowing children well enough so that dysregulation can sometimes be pre-empted and using appropriate strategies for reset.
- Implementing the policy to ensure that children's learning is not disadvantaged through inappropriate behaviours.
- Creating a calm, safe and predictable classroom environment for children which includes a time in area with a reset box.
- Implementing the positive behaviour and relationships policy consistently
- Providing a personalised approach to the specific behavioural needs of particular children in consultation with the parent and the SENCo/Inclusion Lead
- To record issues and concerns relating to individual children on CPOMS, in a timely manner, alerting all DSLs and senior staff as appropriate.
- Supporting children to regulate, relate and repair by enabling a child time to reset.
- Providing ways for children to communicate about their emotional wellbeing within the classroom environment and acting upon the information given. Ensuring that the children know about the worry monsters and that information given is acted upon in a timely way.
- Monitoring wellbeing in relation to any recent events which may have an adverse effect on a child's behaviour and their readiness for learning

Parents and carers

Parents and carers, where possible, should:

- Get to know the federation's behaviour and relationships policy and PRIDE values and reinforce them where possible
- Support their child in adhering to the federation's behaviour and relationships policy
- Inform the appropriate 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)
- Raise any concerns about the management of behaviour with the appropriate school directly, whilst continuing to work in partnership with the school
- Take part in the life of the federation and its culture

The federation will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the federation's policy and working in collaboration with them to tackle behavioural issues.

Children

Children are supported to;

- Understand what appropriate behaviour looks like in our schools and how it relates to the PRIDE values.
- Understand that there are rewards and consequences in school and that there will be an expectation to reflect and repair following inappropriate behaviour.
- Communicate their worries and needs effectively and understand that staff within school want to help.

- Engage in support and intervention and learn from it.
- Accept the needs and varying levels of support other children may require and understand that a member of staff may have to support them in a different way.
- Understand what support is available to them so that they can become independent with their own self-regulation.
- Meet the behaviour standards utilising repeated induction sessions if appropriate.
- Develop an understanding of the federation's behaviour policy and wider culture.
- Provide feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

The rationale behind our policy

We are an inclusive federation and therefore we recognise that an overly compliant behaviourist approach is not appropriate for all pupils. Within the Stalyhill Schools' Federation, we have adopted a combination of behavioural and relational approaches. This ensures that our approach to behaviour is inclusive to all children. Relational Inclusion blends current evidence-informed thinking and approaches around cognition, metacognition and self-regulation and how they are compromised by Adverse Childhood Experiences. We know that these factors affect executive functioning, relationships, mental health, well-being and educational outcomes and therefore we have developed an approach to mitigate the negative effects on learning.

The combination of behavioural and relational approaches means that we are consistently providing the same message and predictable responses to children, but we are also available to be connected to each child when they need more time or support to reach our expectations and implement the PRIDE values. We know that children need clear boundaries but they also require a safe person to go to when they need more help as they move from co-regulation with adults, to self-regulation as adults themselves.

Regulation

Regulation is the process whereby we begin to heal. It is the way in which we are able to make stress more tolerable and manageable. Children who have good enough attachments learn this naturally, from their parents/carers, during infancy (Beem & Healy 2021).

Within the Stalyhill Schools' Federation, we actively teach regulation through direct teaching and through the ethos and values we uphold in our relationally inclusive approach.

We teach this at an emotional level, in three steps.

1. We provide a safe environment for our children

"Traumatised children make their outside world crazy and chaotic to match their inner feelings". (Cairns 2002)

School therefore, needs to be a calm, safe environment where children feel supported and understood. The physical and emotional environment that we create is key. As such, our intention is that within the Stalyhill Schools' Federation:

- Our schools are safe, inclusive and welcoming places.
- We make sure that each child is known, recognised for their strengths and given support for their needs.
- We know our children, our parents and carers and our community.

- It is organised and predictable, where positive relationships are at the heart of everything we do.
- We hold our children in mind and ensure they feel important and remembered
- We meet and greet all children each day: in the playground, on the corridors and in the classrooms.
- We welcome parents/carers into school, listening to and responding to their concerns and views.
- We treat each other with courtesy and respect.
- We teach our children about the PRIDE values of positivity, respect, independence, determination, empathy. What they mean and what they look like in the classroom and the playground.
- Staff refer to the PRIDE values when reflecting on incidents with children.
- We don't shout or shame, we protect, relate, regulate, reflect and repair.
- Our vision, values and our children's achievements are visible as you walk round the school.
- We encourage empathy by guiding children to make choices based on empathy and mutual respect.
- We acknowledge children's emotions and teach them how to respond to them appropriately
- We develop routines that help everyone to feel safe – visual timetables are used for all children
- When things go wrong, we are honest and just and always look for solutions that repair damage and relationships.
- We recognise and celebrate great behaviour
- There are safe places for people to go when children need calmness or reflection – library, Retreat, Launchpad and re-set areas within the classroom and playgrounds
- There are outdoor spaces and room for children to run and use their energy safely.
- There are nurture clubs in the Launchpad for those who feel apprehensive during unstructured times – lunchtime – and morning transitions
- We promote the positive well-being of staff and self-awareness, recognising that we can't help children to regulate if we are not regulated ourselves.

2. We support children with co-regulation

Co-regulation is where an emotionally available adult is there to support a child to identify and manage their emotions through a reset process. The adult guides the child through a range of self-regulation activities and together they find a strategy that works for that particular child at that particular time.

For co-regulation to be successful, we need to foster positive relationships between adults and children, where the adult is regulated themselves and is able to be non-judgmental, empathetic and curious when exploring issues. Adults validate the child's emotions behind the behaviour, create a connection with them and then support them in repairing the damage or relationship that has occurred.

As a federation, we are committed to teaching children what emotions are, how they may present and how we can change or manage them. This teaching takes place via our PSHE curriculum, the use of mindfulness and other supportive strategies. These may include;

- Accessing sensory activities
- Movement
- Breathing activities
- Water
- Distraction
- Doodling/colouring
- Grounding exercises
- Talking, once calm

A selection of these types of activities can be found in a **Reset Box**, which is readily available in each classroom, and the playground, for children who feel they need to access it in order to reset their emotions before continuing with their learning or play. For a child to be able to do this for themselves, they need to feel they are in a safe, supportive environment.

Within our schools, we model self-regulation to the children through acknowledging when we are feeling different emotions and what we are doing about it. We also promote staff noticing when children are struggling, as a class or as individuals, and guiding them through a whole class re-set or directing them to the re-set area in the classroom to select a calming activity.

Adults within school support children to navigate difficult situations and give them the tools to ultimately be able to self-regulate.

3. We aim for self-regulation

Self-regulation is the ability to understand and manage your own behaviour, and your own reactions, to feelings and things happening around you. A child who is able to self-regulate, is one who is able to work through a reset process independently.

Our intention is that children will learn how to self-regulate and be able to increase their window of tolerance so that they are able to build positive relationships and can achieve their potential in school.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Present teaching and learning in multi-sensory ways in order to engage all pupils.
- Display the PRIDE values and ensure that the children understand what these might look like in practice.
- Develop a positive relationship with pupils by ensuring that they have a fair and consistent approach in line with the federation ethos.
- Support pupils who find managing behaviour more difficult by implementing additional positive initiatives after liaising with the Head of School or Inclusion lead.
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Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will always consider whether suffering, or being likely to suffer, significant harm, is a cause of or factor in a pupil's negative behaviour.
- Where this may be the case, we will follow our Child Protection and Safeguarding 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 & Safeguarding policy for more information.

Responding to appropriate behaviour

- When a pupil's behaviour demonstrates one of the federation's PRIDE values, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the culture and ethos in our schools.
- Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the behaviour culture. Positive reinforcements are age-appropriate and therefore are different at each school

Infant School

We recognise good and appropriate behaviour in the following ways;

- With a smile
- With verbal praise
- With stickers
- With certificates (Sports Star of the week, learner of the week etc.)
- With a BLP** token, which may then lead to an item from the Prize box
- With Gold Awards*

*On a Friday, the school comes together in a celebratory assembly. During which, teacher's may award a Gold Award to children who have shown particularly excellent conduct or behaviour for learning characteristics that week.

**BLP characteristics are also celebrated in this assembly through the giving of certificates from one of our 4 BLP 'characters' – Thinking Theo, Keep Going Kate, Teamwork Tina, Reflective Ravi.

Junior School

Class DoJo

- All children in school have their own DoJo avatar. DoJo points can be awarded by any member of staff.
- DoJo points are awarded for many reasons including but not limited to effort, contributions to class/group work and supporting peers.
- Each class has a DoJo store. At the beginning of each school year classes decide the rewards they would like in their store. There is usually no monetary value to these rewards. They are able to buy experiences such as brining in a teddy for the day, taking the register, being the line leader and wearing slippers in the classroom.
- Parents have access to the DoJo App. They can view weekly reports that show how many DoJo's their child has earned and what they have been awarded for.

Houses

- Each child in school belongs to a school "House".
- Children earn tokens for their "house" when they are given certificates and PRIDE awards in assembly.
- Each half term the winning House is rewarded with a non-uniform day.

Shining Stars

- These certificates are awarded by class teachers and celebrated during celebration assembly.
- Teachers award these for 'shining star moments'. Typically these are linked to something they have been learning about. Shining star moments might include showing a particular interest in what they have been learning about, making contributions to class/group discussions, the work that has been produced, showing a resilient approach and including others.

"PRIDE" Award

- Any adult in school can award these. "PRIDE" awards are given to children who are demonstrating the PRIDE values.
- Children complete a paper slip. All slips are entered into a draw in Celebration Assembly with the winner choosing a small prize from the prize box.

Other Certificates for Classes

These include "Prefect Awards", "Library Class of the Week" and sports certificates.

Lunchtime Supervisors, sports coaches, Prefects and Science Ambassadors also award certificates.

Prefects

Y6 children are eligible to apply for the position of School Prefect. These children have clearly defined roles which include supporting the maintenance of good conduct throughout the school.

Both schools

To promote good discipline within the classroom, staff will:

- Agree with the children a set of Class Rules
- Develop their own class reward systems
- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layouts to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Use positive language e.g. use of 'please walk', rather than 'don't run'.

Responding to inappropriate behaviour in a relationally inclusive manner

When a pupil demonstrates inappropriate behaviour, behaviour not in line with the PRIDE values, staff will respond in order to restore a calm and safe manner.

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. Some of these can be found at Appendix 3

In order to support children, Stalyhill staff have two approaches they will use;

- The **PACE** approach: Playfulness, Acceptance, Curiosity and Empathy.
- Emotion Coaching

Details of these approaches can be found below

PACE

Why is PACE important?

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can and avoids labelling themselves negatively.

When children experience adults doing the best they can to understand them and trying to work out together more effective ways for the child to understand, make sense of and manage their emotions, thoughts and behaviour they start to believe that adults really will keep on trying until things get better for all of them.

For adults, using PACE most of the time, we can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of some children. Using PACE enables the adult to see the strengths and positive features that lie underneath more negative and challenging behaviour.

Playfulness

This is about creating a fun, light-hearted atmosphere when communicating with a child rather than being irritated. It's about having fun and expressing a sense of joy.

"Oh, my goodness, it looks like a mouse has nibbled through your work, I hope it's not going to find my lunch and nibble through it. Are you ok? You look sad and upset. Why don't you come over to the reset area and we'll see what we can do to fix it,"

Acceptance

This is about accepting that whatever the child is feeling right now is ok. You are showing them that it is ok to feel that way and are accepting of their thoughts, feelings and perceptions without judgement.

"I'm sorry you think I hate you that must feel awful, no wonder you are angry with me." Or "I didn't realise that you felt like that, I'm sorry it makes you feel that way."

Curiosity

This is about approaching children with an air of curiosity, seeking to understand what drives them – what is important in their life? Children often know their behaviour is not appropriate but don't know why. If an adult can stay curious, the child is less likely to feel cross or frustrated.

"You usually really enjoy your maths work. I wonder what's different about today. I wonder what might be making things so tricky today."

Empathy

This is about putting yourself in their shoes and allowing yourself to feel what they must be feeling. This is essential in helping a child to feel misunderstood. This is not reassuring them it is about being in the moment and connecting with them.

"Look how upset you are. You look really sad. Is that right? That must not feel very nice. I think we need to work together to have a think about how we can make things better for you. We can find another way to make things better for you to let me know when you feel rubbish. What do you think?"

Acceptance and empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal.

Emotion Coaching

Teaching emotional regulation

- Accept all emotions as useful
- Model out loud emotional regulation
- Use emotion coaching
- Build in regular emotion check ins
- Teach strategies – breathing, counting, sensory input
- Teach emotions across the curriculum
- Use the [SEND Thrive](#) document



Emotion coaching

Step 1: Notice the child's behaviour and tune into the emotion beneath.

Step 2: Connect with the child

Step 3: Empathise, validate and label

Step 4: Problem solve and help the child label and recognise the emotion

Step 5: Set limits on the child's behaviour.



Adult regulation

At Stalyhill, we also recognise that to support effective co-regulation, the adults in school also need to be regulated and their wellbeing provided for. Every person experiences periods of emotional dysregulation, not just children.

Self-care for the adults in school is imperative and must come first. High levels of distress will impact our ability to connect, empathise and think/act clearly for the children. We cannot help others before we help ourselves. We cannot pour from an empty jug.

Responding to a child's distressed behaviours can feel frightening and threatening for adults too. If we are already on the brink of our windows of tolerance, we are not going to be able to respond empathically and calmly to the child.

In all situations in which a child is dysregulated we must ask ourselves the following questions;

- Am I regulated and calm myself?
- Am I the best person to support this child in this situation?

If the answer to either of these questions is no, there is no shame or embarrassment in asking a colleague to step in.

Principles of Emotional Support




- Most important is our own emotional regulation:
 - It matters, you matter
 - Emotional dysregulation will impact our ability to support others with theirs
 - Staff wellbeing

All pupils are 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 pupil to help them to meet our behaviour standards in the future.

There will be times, when despite all our efforts, children make inappropriate choices about their behaviour. Refusing to work, to co-operate with other children, particular individuals or teachers, to complete work is all viewed as poor behaviour. We are also striving to illuminate low level behaviour disruption and we take this very seriously. Initially we would aim to deal with these through a range of low-level corrective or re-directive behaviours, for example:

- Non-verbal signals
- Reminder of the choice you would like the child to make
- Reaffirmation of which PRIDE value is not being adhered to

Whilst we recognise that consequences will have to exist within school, we want to avoid shaming children into behaving, we want them to understand what they have done wrong but more importantly support them in bringing about change.

If a child has previously been rewarded for good behaviour, this reward should not be taken away from them if their behavior then deteriorates, but should instead be treated as a separate incident.

What do we define as **inappropriate behaviour**?

We would always link this to the federation's PRIDE values

Examples include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards learning
- Disrespectful to any staff member, visiting teacher or visitor within the school community
- Not following instructions given by a staff member within the school community
- Purposefully leaving children out
- Being unkind to others within school

We define serious **inappropriate behaviour (Red)** as:

- Repeated breaches of the school rules
- Refusal to do what is asked by a staff member
- Physically hurting a member of staff or other pupils
- Fighting
- Being verbally aggressive towards a staff member and using inappropriate language and tone
- Any form of bullying
- Sexual violence (intentional sexual touching without consent)
- Racist, sexist, homophobic, transphobic or discriminatory language or behaviour.
- Absconding or attempting to abscond from school
- Vandalism
- Theft
- Possession of or use of prohibited items (including, but not restricted to; alcohol, drugs, tobacco, vapes, knives or weapons, fireworks, pornographic images, stolen items, any article a staff member reasonably suspects has been or is likely to be, used to commit an offence, cause personal injury to, or damage to the property of, any person (including the pupil).

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- *Sexual comments*
- *Sexual jokes or taunting*
- *Physical behaviour like 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, or sharing of unwanted explicit content*

Bullying

Within the Stalyhill Schools' Federation, bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

To support in preventing any form of bullying, we ensure that through our curriculum we teach children about the different forms of bullying and what is not appropriate. We also build into our curriculum ways in which children can be helped and supported if they are being bullied and how to report it effectively.

Within the Stalyhill Schools' Federation, we don't accept any form of bullying, including cyberbullying and we want children to feel safe in their learning environment. We do however recognise that on occasions there may be bullying incidents despite our expectation. Therefore, we will investigate any allegation of bullying and implement particular consequences where necessary. Such consequences will ultimately be at the discretion of the Executive Headteacher and the Heads of School.

We want pupils to:

- Report the incident to a trusted adult- This maybe their parent/carer initially or it may be a member of staff who will then help them to manage the situation.
- Be informed about other organisations that they can report bullying to such as: Childline or CEOP if it relates to cyberbullying

We want parents/carers to:

- Listen to their child if they have concerns and help them to report it in the right manner. This may be through school or a particular organisation such as Childline or CEOP.
- Speak to the school if they see that their child's behaviour has changed and they are worried that bullying may be the cause of it. This should initially be a conversation with the class teacher to see if they have also noticed anything.
- Approach school in the right manner and be supportive of the school in investigating the process.
- Recognise that the Executive Headteacher and/or Heads of School will ultimately make the decision on the consequence that are put into place.

Teachers and other staff members should:

- Regularly remind children what bullying is and how it is unacceptable at Stalyhill.
- Ensure that children in their class and around the school understand what they should do if they are being bullied; speaking to a trusted adult or reporting it to a particular organisation like Childline or CEOP.
- Ensure that the children understand the PRIDE values and the rules attached to these.
- Listen to children when they are indicating that another child is making them unhappy- record on CPOMS
- Listen to a child if they have concerns about what has happened to them outside of school, online or playing out with other pupils- Record on CPOMS and report the concern to the DSL/DDSL.
- Encourage the children to talk about how they are feeling in class
- Consider whether such an incident has happened before and whether it is bullying- if so, report it to the EHT or HoS
- Listen to a parent/carer if they have concerns over any form of bullying and to spend time understanding why the parent/carer believes that it is. Record on CPOMS and report this to the EHT or HoS.

Heads of School and senior leaders will:

- Listen to a child, parent or staff member reporting an incident of bullying.
- Speak to the individual/s who believe that they are being bullied- record what they say on CPOMS
- Speak to the child highlighted as being the 'bully' to hear their side and to understand the context more - record what they say on CPOMS
- Speak to any other children who may have been witnesses to the incident or ongoing incidents- record what they say on CPOMS
- Consider any evidence that shows that bullying may have taken place
- Have a meeting with the parents of the child who believe they are being bullied - record on CPOMS
- Consider all of the evidence and decide on an appropriate consequence, liaising with the Executive Headteacher as appropriate
- Inform/have a meeting with the child who has demonstrated bullying behaviour- record on CPOMS
- The consequence may result in parents being invited in to a meeting to discuss the behaviour and agree more serious consequences if such an incident were to happen again.

The Executive Headteacher will:

- Oversee incidents of bullying within the school and investigate trends or patterns
- Ensure that understanding bullying and what to do about it is part of the curriculum
- Report incidents of bullying to the Governing Body on a termly basis

The Governing Body:

- Ensure that the Executive Headteacher is reporting about incidents and that they have been investigated appropriately and effectively.

Managing behaviour incidents

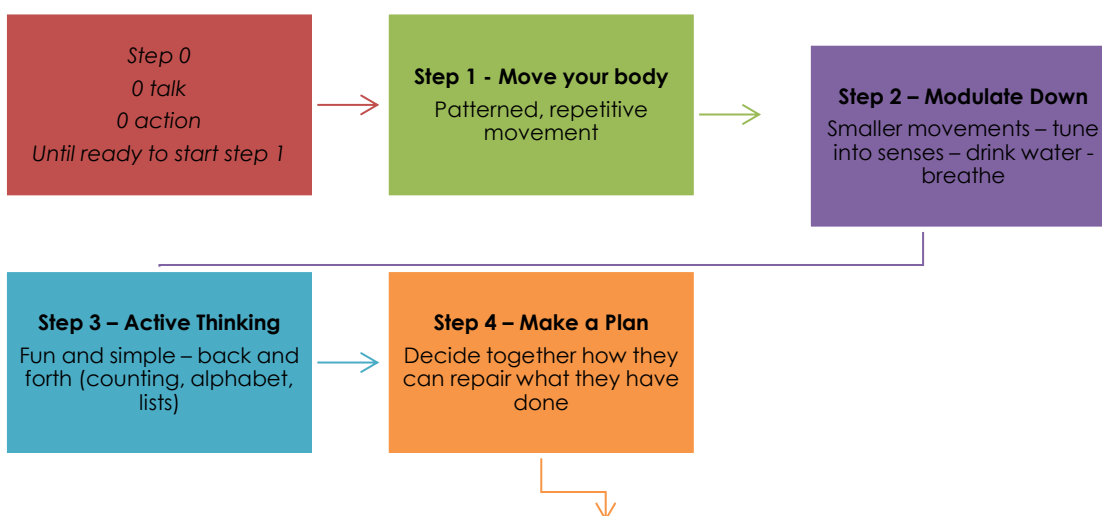
Time in- Reception to Year 6

- You will have an area within your classroom- maybe near your reading area- where the children will move to have 'time in'- When a child is moved to this area they need an explanation linked to the PRIDE values why this decision has been made.
- If a child is not dysregulated but is not implementing the PRIDE values and disrupting learning, then you are able to send the child to the 'time in' area to reflect and complete the **Values sheet** independently (See Appendix 1).
- When a child is moved to have 'time in' because they are dysregulated or prior to them becoming more dysregulated they should be directed to complete a task by the teacher. The task should be based on their needs, it might be a breathing exercise, reading a book, mindfulness colouring. This gives them time to calm and you time to direct the class before speaking to them.
- The teacher or teaching assistant needs to take some time to speak with the child 1-1 and you will discuss how the child feels that they can be supported more and to consider some actions moving forward.
- After some 'time in' no more than 10 minutes- a child needs to be successfully integrated back into their learning.
- A child may repeat this any number of times within the day/lesson and teachers need to make the judgement, based on what they know about the child, as to at which point this should be escalated to 'time with'. This will depend on what the behaviour is and how it is affecting you and the class as a whole – it's ok to have a break from one another.

The reset process

- Within your 'time in' area you will have a selection of activities for the child to choose from (See graphic below) before completing the **Values sheet**. Some children will be able to self-select and some will need to be directed.
- The Re-set process should only take 5 minutes, in most cases, and would be used to help a child calm and reset before re-joining the class. Not all children will need it but if a child is having 'time in' within the class, and they are struggling to calm down, this may be useful.

'Time In' activities to try before completing a Values sheet



This can also be used as a whole class activity if they are needing to reset during a lesson. It works in a similar way to brain gym and 5 a day and can be pro-active rather than just re-active – try to build it in to being part of your class routine.

Time with - a member of Inclusion staff

- If 'Time in' isn't working with a particular child, it may be time to consider the child having some time 'with ' a member of staff in a setting such as the Retreat or the Launchpad. The staff member will complete a **Values sheet** with the child.
- The staff member will discuss with the child what the issues are and decide actions together, helping them to consider what needs to change when they go back into class. The child may be given a 'consequence' that serves to repair the 'damage' that has been done. Where possible the consequence will be linked to the behaviour so that the children can see the connection. e.g Children will not just miss their playtime but they may need to fix something over their playtime, complete work they haven't done or spend some time with another child repairing their relationship. Senior leaders will make the decision on consequences in most cases.
- Time with will normally not last more than 15 minutes and when the child returns to class, they need to be supported to continue their learning.

- The staff member will record this time with on CPOMS. Data linked to 'time with' will be analysed at least every half term so that we can see if there are patterns with certain children and if more support is required for particular individuals.

Time with a senior leader

- There will be occasions where a child demonstrates behaviour that is more extreme and requires a different level of intervention. This is where a child may be sent to have 'time with' the Head of School, SEND lead or, if onsite Executive Headteacher. This is what we will refer to as **'RED' behaviour** as this is what most children understand. As a staff member, you will need to make your own judgment on this. All 'RED' behavior incidents must be recorded on CPOMS giving as much detail as possible about the incident.
- RED may come as a result of a child not making adequate changes after 'Time in' and 'Time with' a member of the Inclusion team has already happened.
- In most cases, children may be sent to have this form of 'Time with' for a one off serious incident- Homophobic, Racist, Physical violence, Transphobia, Biting, Inappropriate language, Stealing, Bullying- some of these incidents may have happened outside of school and may need exploration by a senior leader.
- At this point, a senior leader will take some time to explore the incident in more detail and will consider what the appropriate consequence should be and how this behaviour can be repaired. This may be a workshop, some 1:1 work or even a whole class/year group initiative to tackle a wider issue.
- If a child requires 'Time with' a senior leader, parents will be informed. Specific interventions may be put into place for the child to help support them further. This information will be recorded on CPOMS and the number of 'Red' incidents across a term will be reported to Governors. We will discuss particular children as a senior leadership team to see which children are causing concern within a particular key stage. At this point we may decide to hold a team around the child meeting where all staff members who work with the child will be invited to discuss the concerns, look at the triggers and find a way forward to better support the child.
- The Executive Head or Heads of School will make the decision as to whether a child needs to be suspended or if an exclusion needs to be considered.

Managing behaviour at playtime

- Staff are on duty at playtime and it is preferable if those staff manage the low-level behavior incidences outside so that it is dealt with before the children come back into school.
- If there is an issue outside, the 'Time in' zone should be used where you can send the children to - this will be in the Launchpad for KS2 and under the Year 1 shelter for KS1.
- Resources such as: books, fidget toys, mindfulness activities should be available for the children to enable them to calm and reset.
- Teachers on duty should make a judgment of how long they think it is necessary for the child to stay there.
- Teachers on duty need to inform the class teacher so that they are aware the child has needed a 'time in'. Class teachers can then follow this up - I believe you have had a tricky playtime- are you ok?
- During staff meetings and briefings - you may highlight any children that you are concerned about at playtime so that further support can be considered.

Managing behaviour at lunch time

- There will always be a senior leader around at lunchtime to support with managing behaviour. They may be with individual children, outside or in the dinner hall. Senior leaders and office staff can be contacted via walkie –talkie (KS2) or internal phone (KS1) if there is an urgent issue.
- Midday Assistants should speak to a senior leader if there are any bigger incidents that need resolving before the children come back into school. The senior leader will make the decision as to the consequence and if anything further needs to happen.
- A reset area is available for children who become dysregulated, this is the Launchpad (KS2) and under the Year 1 canopy (KS1).
- Some structured activities are available at lunchtimes. Sports coaches run football and multi-skills sessions and Midday Assistants provide play and sporting equipment to ensure play is focused. At both schools, there are opportunities for children to use indoor provision and access quieter activities.

Use of reasonable force

Within the Stalyhill Schools' Federation, reasonable force is always used as a very last resort as we recognise that this can exacerbate a situation and cause children and staff member's further distress and upset.

Before using any form of reasonable force, we would always exhaust all other measures. Where reasonable force may be required, a staff member should ensure that they have the support of another staff member. Where possible, other children should be removed from the situation immediately. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting others
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents. Where reasonable force may need to be used frequently with a pupil, a meeting must be held with the parent to agree an approach.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

Any prohibited items (knives and weapons, alcohol, stolen items, tobacco and any other items deemed inappropriate by the Executive Headteacher or Heads of School) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

Smart technology, including mobile phones and smart watches are also prohibited in school, except where an agreement has been reached between an individual parent and school

senior leaders. Any mobile phones or smart watches brought in to school will be confiscated and returned to parents via the school office. This is in line with the federation's Mobile Phone Policy.

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

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the 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 the police, the Executive Headteacher, or Head of School in her absence, 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 sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a referral to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The federation's response will be:

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

The federation has procedures in place to respond to any allegations or concerns regarding a child'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 federation Child Protection & Safeguarding policy.

Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Appendix 1 – Values Sheet

Name:

Date:

Reflecting on our values

At Stalyhill, we have PRIDE

Positivity

Respect

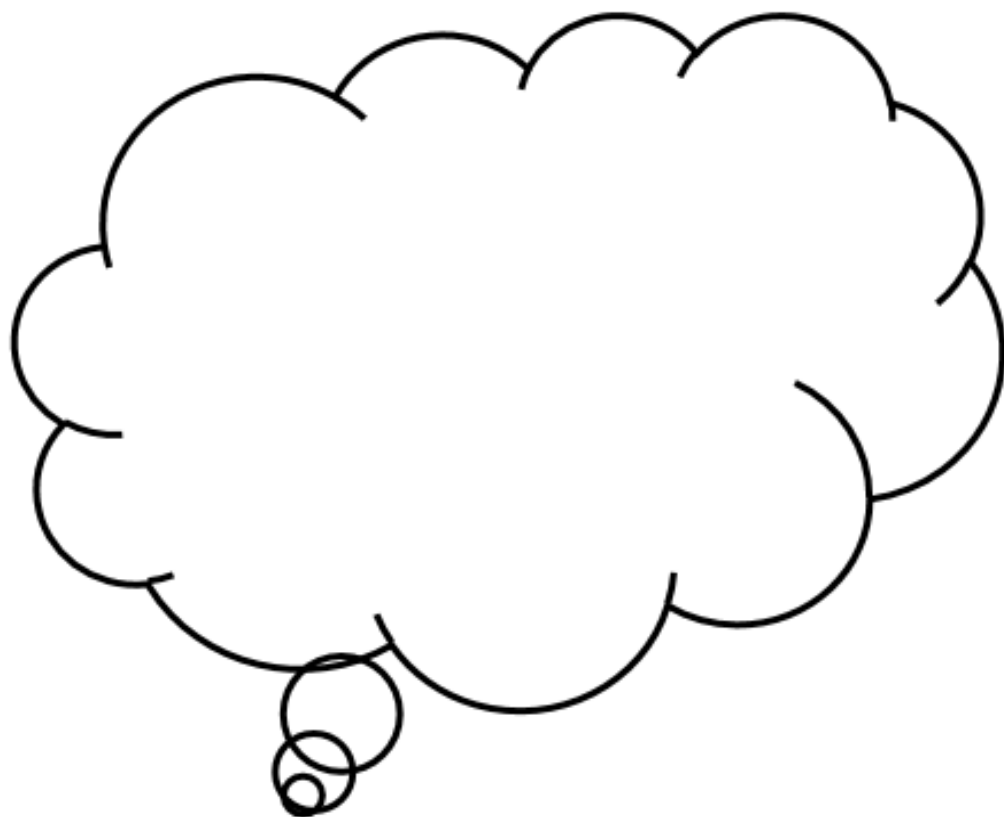
Independence

Determination

Empathy

The value I need to reflect on is: _____

I can show PRIDE by:



Appendix 2

Staff PRIDE cards

<u>Positivity</u> - We are proud and confident to be who we are - We celebrate our uniqueness and embrace our similarities and differences - We display positive behaviour and attitude - We have a positive mindset 	<u>Respect</u> - We show respect for each other and ourselves through our words and actions - We respect our school environment - We respect our school values and understand why they are important - We have good manners - We are honest 
<u>Independence</u> - We are curious learners - We take responsibility for our learning and ourselves - We are organised and always ready to learn. 	<u>Determination</u> - We are resilient – we never give up! - We always strive to do our best - We value effort as much as achievement - We dream big! 
<u>Empathy</u> - We are always kind to others and to ourselves - We are considerate of others' feelings - We consider our words and actions and make good choices - We carry out acts of kindness, service and altruism - We are inclusive of all 	  At Stalyhill, we have PRIDE

Appendix 3

Practical Examples of PACE

We have developed some scenarios of situations that frequently occur in schools. These PACE-informed scripts show how to have conversations with young people, which connect with their feelings, thoughts and intentions. We hope you will find that connecting with children in this way de-escalates situations more quickly and increases trust between you and the child.

Angry and Negative Statements

When children make negative statements about themselves or you, for example:

You're angry and you don't want me in your classroom

It is tempting at this point to reply with a practical response, which may or may not be true:

I'm not angry and of course I want you to be here.

The PACE alternative would go something like this:

I can see that it feels like I am really cross with you, that is a really difficult feeling to have. I wonder if that is really scary and that you feel you would be better off outside the classroom. Although it doesn't feel like it, I do really want you in my classroom.

If this is too much to say to a child who is at that moment very distressed, use the Emotional A&E response:

It is really hard to feel that I am cross with you, that is such a scary feeling.

When a child absconds

This is a difficult and frightening situation for all concerned: some situations in school are highly emotional and feel unsafe for everyone. It is important that adults make sure they manage their own strong emotions with support from others. These feelings are important to acknowledge, but it is not for the child to take responsibility for the adults' feelings. It is essential to acknowledge that when a child has run away, within school or out of school, you will probably have some strong feelings such as being scared, cross, resentful, and maybe terrified about the consequences. Arrange to talk to a trusted colleague about this so that your own emotional needs are met.

When working with the child, start with connection by acknowledging and accepting the feeling: the child felt so overwhelmed that running away felt like the best option. It may well not have been the best option from where you were standing, but it was for them. Be curious around what they were feeling at the time and about where else the child can go when they have these feelings that are so hard to manage. You want to enable a discussion about finding somewhere that feels safer to both of you. This can feel very difficult and feel like you're putting the child in control, but the aim is to do this collaboratively.

Most of your PACE skill will be used after the child has come back as you reflect on what happened together.

PACEing the situation as it happens:

It may be that, in the short term, you accept where the child feels safe and you follow them gently and at a distance to that place and sit down somewhere near to them and announce that:

I have just come to be with you, because I can see things are really hard for you right now, and I am here for you when you are ready.

If they move further away from you, this is not a sign that they are disrespecting you but they are just continuing to show you that they feel afraid. You could respond

I can see it is hard to be close to me, I will be here when you are ready.

Reflecting with PACE on how it could be different next time:

It's really nice to be sitting here with you now.

You might want to have a playful tone of voice here, because whilst you're talking about somethings very serious it is easier for a child to hear if you are playful or light hearted in tone.

I was really worried about how you were feeling when you wanted to run away. Those feelings must have been really big. I wonder if [you thought you were going to be told off about what happened at break/ you thought the work looked too hard/ you weren't sure what to do and you didn't know how to ask/ you felt a bit scared and you didn't know why]? I can see that was really difficult, because it made you feel like you had to run away. I am wondering if we can think together about somewhere else you can go to when you feel like that. You might need somewhere to run to but I'd like it to be somewhere that I know you are safe. I have noticed that you like [think about your school and the places this child likes and what is possible for you, it should be a safe space where they can have 'time in' with someone they trust and find supportive. This doesn't need to be a formal space in school]. When you have really big feelings it is hard to be alone, and it can be helpful to have someone with you, even if they are not saying anything.

The emotional A&E statement:

You must have been so scared and so you ran away. I was really worried about you too, it is so nice to have you back.

Refusal to Engage

The child who won't speak to you at all eg. head on the desk or at the top of the climbing frame telling you to go away.

I wonder if you are feeling [really angry/ really scared/really overwhelmed/ really sad]
or

"I don't know if you are feeling really sad or angry or scared and maybe you don't know either, but I can see it is really difficult. I am worried about you and I don't want you to feel alone with these feelings. I will just stay here if that is alright?"

If the child tells you it's not ok to stay with them the aim would still be to demonstrate your presence with them. So, you might move further away from them or continue to teach the lesson whilst continuing to let them know that you are holding them in mind. If the child isn't able to recover over the course of the lesson it would be helpful to reconnect with them briefly at the end, reiterating that you feel worried about how they feel. You might want to let them know that you will share your worries with their form tutor/ teacher/ head of year/ key person as you know they would be worried about them too.

Refusal to work and or defiance

Many children who do not feel safe at school seek to control what happens around them in an attempt to feel safer. Often this also involves defiance or refusal to work. As their teacher you may well feel deskilled, embarrassed, worried about losing face in front of the other children, angry that your lesson is being disrupted, and worried about the learning of other children so these situations easily become very highly charged. Avoiding the battle, maintaining presence, and managing your own emotions whilst helping the child with theirs, is no mean feat! The goal of this conversation is to deescalate the situation and avoid a head to head, allowing the child to continue or let you know that they can't, and for you to connect with that emotional experience. That connection may help to get them working, or it may help to avoid escalation. We have put together alternative approaches, depending on the needs of the child. Each shows a cycle of steps you could work through

For the child whose attachment needs make it hard for them to settle and work independently:

Acceptance and empathy: Go to the child and say something like:

- I can see this feels too difficult to start right now, and it just feels too much

Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

- I'm going to get everyone else started, and then I am going to come back to you

Return with PACE, using playfulness to acknowledge the big feelings:

- How are those big feelings now, do you think we can get going on this together?

Maintain a level of presence, for example taking turns, letting the child know that you will do one together, and then leave them to do task independently and you will continue to return to check in with them. This can be subtle across classroom and/or revisiting them.

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child

For a child who is overwhelmed with things related to outside of the classroom:

Acceptance and empathy: Go to the child and say something like:

I can see this feels too difficult to start right now, and it just feels too much

Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

I'm going to get everyone else started, and then I am going to come back to you

Return with PACE, using playfulness to acknowledge the big feelings:

How are those big feelings now, do you think they're going to let us get any work done?

Use curiosity to find out:

What I would like to try is that we'll look again together at what you need to do so that you feel really confident. I will start you off and then I will check back in with you, how does that feel to you?

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child.

If you do manage to help the child to settle to the task, you will need to maintain a high level of adult presence throughout the lesson, checking in regularly, putting a hand on their shoulder as you go past, making eye contact across the room to show you are still holding them in mind.