

# **Relational and Behaviour Policy**

## **March 2026**

Policy lead	Hannah Ferris
Governor Approval	March 2026
Review date	March 2027

## **1. WHAT WE BELIEVE ABOUT RELATIONSHIPS AND BEHAVIOUR**

The Lightyear Federation believes that every child deserves the right to feel safe, healthy, and happy. We recognise that it's easier to learn and behave well when you have positive relationships with peers and staff, and when you feel good about yourself.

We recognise that behaviour is a form of communication, often reflecting underlying emotions or feelings, and that a safe, predictable and calm environment can help to develop the resilience and skills to succeed. Building and maintaining supportive relationships with pupils is therefore a shared responsibility of all staff within The Lightyear Federation. All staff strive to understand each child's perspective and feelings while maintaining firm, fair, and consistent boundaries.

This policy establishes a clear and consistent approach to promoting positive relationships through supporting children's social and emotional development, and encouraging positive behaviours in ourselves and others.

## **2. AIMS OF THIS POLICY**

This policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where there is mutual respect and in which everyone feels happy, safe and secure. It also stresses the importance that everyone is supported to accept responsibility for their actions.

We aim to help pupils grow into positive, responsible, and increasingly independent members of our school communities and the wider society. Our approach actively recognises, encourages, and promotes positive relationships and behaviour, with a strong focus on supporting children's emotional regulation skills. The development of interpersonal skills and the fostering of respectful behaviour is an integral part of our whole school curriculum.



The Lightyear Federation is committed to a caring and inclusive environment where all members of our community feel respected, and valued. We expect every child, staff member and parent/carer to positively contribute to the ethos of our federation through the behaviours that they display. The Lightyear Federation will not accept any behaviour of discriminatory nature, by any member of the school community, whether child or adult. We expect everyone to behave in a considerate, cooperative and respectful way towards others.

This policy should be read in conjunction with our Safeguarding and Child Protection Policy, Inclusion and SEND Policy, Restrictive Intervention Policy, Anti-Bullying Policy, Exclusions Policy and policies for teaching and learning.

## **3. OUR VALUES**

Our approach to behaviour extends beyond behaviour management; it is about nurturing outstanding behaviour that supports children to develop skills for life. Central to this approach is our commitment to our core values, which underpin everything we do.

Our **values** are:

 <p><b>Greatstone Primary School and Nursery</b></p>	 <p><b>Repton Manor Primary School</b></p>
<p>Together we dream, Together we dare, Together we care, Together we learn.</p>	<p><b>H</b>onesty <b>E</b>mpathy <b>A</b>spirational <b>R</b>esilience <b>T</b>eamwork</p>

Both schools in The Lightyear Federation have achieved the National Nurturing Schools Award which recognises that our ethos aligns with the six nurture principles (<https://www.nurtureuk.org/the-six-principles-of-nurture/>).

Each school also has its own school reminders that clearly outline the expectations for behaviour, helping to remind children of the standards we uphold across the school:

 <p><b>Greatstone Primary School and Nursery</b></p>	 <p><b>Repton Manor Primary School</b></p>
<p>Ready Respectful Safe</p>	<p>We respect each other We take pride in our learning We care for our community</p>

#### 4. ROLES AND RESPONSIBILITIES

Developing supportive relationships with children is the responsibility of all members of our staff team.

**All staff** are expected to:

- Treat all members of our community with respect and dignity
- Demonstrate unconditional care and compassion
- Build positive relationships with children and encourage a sense of belonging
- Be consistent in their approach to relationships and behaviour
- Model expected behaviours – take steps to remain calm and regulated themselves
- Actively promote and recognise desirable behaviours publicly
- Discuss undesirable behaviours privately
- Take time to welcome children at the start of every day and following transition times to give a fresh start.
- Not walk past or ignore children who are failing to meet expectations
- Redirect children to desirable behaviours by referring back to the school's values
- Actively listen to children; seek to understand the child's perspective of situations, understanding their feelings while maintaining firm but fair limits on behaviour
- Regularly engage in training and professional development regarding behaviour

- Log behaviours on our electronic system, ClassCharts.

In addition to this, **The Headteacher** and **Senior Leadership Team** will:

- Be a visible presence around the school
- Ensure that this policy is applied fairly, consistently and understood by all
- Regularly celebrate staff and children whose efforts go above and beyond
- Encourage use of positive praise through house points, stickers, phone calls home, certificates and other forms of positive recognition
- Ensure staff training needs are identified and targeted
- Provide guidance/support to staff so that strategies are used confidently
- Support staff in managing more complex or challenging behaviours
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant teams of staff
- Deal with any incidents of bullying, discrimination, aggression or derogatory language quickly and effectively.

**Governors are responsible for:**

- Reviewing and approving this Relational and Behaviour Policy in conjunction with the Headteachers and Leadership Teams.
- Monitoring the policy's effectiveness
- Reviewing and approving the written statement of behaviour principles

**Parents/Carers and families** are responsible for:

- Encouraging their children to meet the school's expectations at all times
- Encouraging independence and self-discipline
- Modelling respectful, positive behaviour
- Celebrating their children's successes
- Informing the school of any changes in circumstances that may affect their child's wellbeing and behaviour
- Knowing and understanding this policy and supporting its implementation
- Supporting the actions of the school
- Continuing to promote positive behaviour and relationships of their children outside of school, and when they are online

**Children** are expected to:

- Treat others, their belongings and the environment with respect
- Show consideration and care for others
- Consider the impact of their actions on others, taking responsibility for their behaviour
- Have a 'fresh start' every session
- Learn and feel confident
- Demonstrate the same care and respect when outside of school and when online

## **5. INCLUSIVITY AND EQUALITY**

We are proud to be an inclusive community where equality and the value of every individual is at the heart of all we do. We are committed to ensuring that all members of our school community are free from discrimination, harassment, and bullying in any form. Such behaviours are not tolerated, and we apply measures to prevent these. (Further information can be found in our safeguarding policy and anti-bullying policy). Our legal responsibilities under the Equality Act 2010 are reinforced through this policy and our Anti-Bullying Policy. These policies are designed to safeguard all pupils, including those who may require additional support to meet behaviour expectations.

We regularly analyse behavioural trends, including those related to gender, ethnicity, and other factors, and share these insights with staff to inform practice. We actively challenge stereotypes and expect all staff to engage in reflective practice to identify and address biases (conscious or unconscious), ensuring fairness and equity in how we support our pupils.

## 6. PROMOTING AND RESPONDING TO POSITIVE BEHAVIOUR

We recognise that a consistent approach to promoting positive behaviour will include:

- Deliberate noticing of children doing the right thing
- Looking for opportunities to praise children
- Staff devoting time to developing positive relationships with all children
- Persistent work to build mutual respect

**We promote positive behaviours through:**

- **Being positive role models:** All staff, parents and children should aim to be good role models for those around us. For example, if we want children to look after our school environment and keep it tidy, then we can model this as adults.
- **Investing in relationships, ensuring that positive experiences outweigh negative:** We believe that secure and trusting relationships are fundamental to helping pupils feel safe, understood, and ready to engage in learning. Our staff prioritise building strong connections with each child by taking the time to listen, talk, and truly get to know them. Every pupil is welcomed warmly with a smile each day, and we aim for each day to conclude on a positive and encouraging note.
- **Recognising that every session is a new session.** We believe that each child should have the chance to 'start again' and reset within a school day. After every session, every child will come in to a 'clean slate'.
- **Carefully considering our use of language:** We use positive language that focuses on what the child is doing well and positive outcomes. Staff are consistent and clear about what behaviour they are describing and ensure when describing negative behaviour, it is the behaviour they do not like, not the child e.g. Instead of "stop making so much noise" we might say "please use your quieter voice when inside".
- **Using curriculum opportunities:** Through our curriculum, children are encouraged to think about positive contributions to their classrooms and wider community. They are regularly exposed to 'real-life scenarios' within the classroom to practise responding to situations with compassion and respect.
- **The Physical Environment:** Our school and classroom environments are places where all children should feel safe and have a sense of belonging. Our classrooms have:
  - Personal references such as children's learning, names etc.
  - Stimulating displays
  - Aids to academic and emotional learning which are easily accessible
  - All areas clean, tidy and maintained
  - Visual timetables
  - Classroom safeguarding posters highlighting adults that children can speak to about any worries or concerns

- **Stimulating learning:** Lessons are stimulating and well planned to meet all children's learning needs. We understand that children who are unable to access the lesson are more likely to display undesirable behaviours.
- **The Zones of Regulation:** We recognise the importance of teaching children how to regulate their own behaviour. We utilise the Zones of Regulation strategies and curriculum to explicitly teach children to communicate their feelings, be able to regulate their emotions and develop a positive psychology. We teach the children it is ok to be in any zone – it is what you do about it that matters. Every classroom has a calm space, which children are taught how to use and encouraged to use when they are in distress in order to regulate themselves. Staff will regularly model using the Zones of Regulation so that children understand that this is part of life-long learning and a skill they can take with them when they leave primary school. We actively encourage families to use this approach at home. (More information of the Zones of Regulation is included as Appendix 1.)
- **Emotion Coaching:** Emotion Coaching is a co-regulation tool that is used to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too for consistency between school and home. Emotion coaching means following three steps:
  1. Recognising, empathising, soothing to help calm
  2. Validating the feelings and labelling. Setting limits on the behaviour if needed.
  3. Problem-solving with the child/young person  
(*Emotion coaching scripts are included as Appendix 2*)
- **Clear and consistent expectations:** Staff will explicitly teach the expectations for behaviour, particularly at times of transition. Transition may include short term transitions such as moving from play time to learning, or bigger transitions such as to a new class or when on a school trip. Expectations will be constantly modelled and reinforced by all staff. Children not meeting the expectations will be coached and supported to do so. All children will be met with consistent responses to their actions, with responses personalised to match the child's emotional development needs. This will be enabled by teachers having a good understanding of children's developmental needs and the sharing of personal behaviour support plans for individual children
- **Collaboration and Team Work:** It is vital that children see our staff working collaboratively as a united team. We consistently model positive social communication, demonstrating respect, kindness, and care for one another through our words and actions—smiling, laughing, and sharing together. Children are keen observers; they notice how we interact and relate with each other. This consistent and respectful approach helps to strengthen their sense of security and belonging within our school community.
- **Praise:** Praise has a reinforcing and motivational role. Staff look for opportunities to praise and offer words of encouragement. Praise helps a child believe they are valued. Praise is given in formal and informal ways; it can be awarded to individuals or to groups.
- **Incentives and recognition:** We will be attentive to children when they are getting it right and support them when they do not. Our aim is that children work and behave well for the intrinsic rewards, however we also have a range of methods and rewards to recognise positive behaviour:

- Verbal praise: we know that public acknowledgement of good behaviour can be very effective, but some children prefer praise in private.
- House points are awarded to children for positive behaviour linked to the school values/rules. Houses with the most points at the end of term receive a reward.
- Children share learning they are proud of with a chosen adult
- Children are sent to the Headteacher and Deputy/Assistant Headteacher for gold/silver sticker/golden book awards.
- Phone calls/emails home to celebrate successes.
- Class based reward systems
- Time with the Headteacher (hot chocolate/Headteacher lunch)
- Certificates, medals and special awards are used to recognise and celebrate special achievements, perseverance or positive contributions to the school community

## **7. ESTABLISHING AND TEACHING ROUTINES**

Having clearly defined habits and routines is essential to maintaining consistency, especially on challenging days. We understand that pupils feel safe and secure in classrooms that are predictable and well-structured. We do not assume that pupils inherently know how to behave; and so, regardless of their age, we explicitly teach the rules and routines of the classroom and specific activities.

We use positive language to encourage the development of constructive habits, focusing on the behaviours we want to see rather than those we want to avoid. Our teaching of routines and habits covers both formal learning activities—such as independent work, group discussions, and collaborative tasks—and classroom organisation and informal activities, including entering the classroom, tidying up, and responding to questions. Positive reinforcement and acknowledgement are used consistently to embed these rules, routines, and rituals into daily practice.

We teach a routine/habit by clearly establishing the routine or habit and modelling it with the children, asking questions to check children's understanding of the routine and noticing and acknowledging pupils when they follow the routine correctly. Staff will celebrate the class's collective success in adhering to the routine.

## 8. RESPONDING TO BEHAVIOUR – ‘IF THINGS GO WRONG’

### Our stepped approach to boundaries with micro scripts

The majority of behaviours can be dealt with within the learning environment using quick interventions and de-escalation strategies. We aim to give children the opportunities to change their behaviours through discrete reminders and warnings. We use a consistent and quiet approach to addressing poor choices privately.

Adults will deliver a clear message while;

- using the child's name
- physically lowering to the child's level
- using eye contact (if appropriate)

The small amount of behaviours which cannot be addressed within standard classroom practice will follow our REMINDER > REDIRECTION > SPACE TO CALM DOWN model.

#### 1. REMINDER

A gentle encouragement delivered privately; a ‘nudge’ in the right direction to make a different choice:

- *I noticed you chose to ..... (noticed behaviour). This is a REMINDER that we need to ..... You now have the chance to make a better choice.*
- **Example - ‘I noticed that you’re running inside. Running inside isn’t safe for you or for others. This is a reminder that we need to walk when inside the building. Please show me your wonderful walking. Thank you.’**

At this point, we might also use other strategies for ongoing reminder and refocus:

- “I would love to see that work when you are done.”
- “Are you okay? Do you need anything?”
- “I am wondering if sitting too close to XX is making it difficult for you to concentrate on your work. Come and sit with me where I can help you.”
- “Please could you pop next door and ask Mr..... if I can borrow a.....”
- “I can hear you are talking and we are working quietly in this lesson.”
- Emotion Coaching approach (See Appendix 2)

#### 2. REDIRECTION

A clear verbal warning delivered privately, making the child fully aware of their behaviour and the expectations. Redirection will be given and take-up time will be provided. If comments are made, they will be ignored at this point, but remembered to follow-up with later:

- *I noticed you chose to ..... This is the second time I have spoken to you about..... We can speak at..... to see if there is something we can do to help you. Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.*
- **Example - ‘I have noticed you are stopping other children from learning. We can talk after the lesson to see if there is something we can do to help you. Do you remember that yesterday you started your learning straight away and got it finished? That is what I need to see today.’**

#### 3. CALMING TIME – REGULATE AND RESET

##### RESET IN THE CLASSROOM:

If a reminder and redirection has not had the desired effect, the child will be sent to designated area of the classroom for 5-10 minutes to reflect, calm down, etc. without causing further disturbance. Child will complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, use of calming aids, continuing with work, etc. Restorative conversation to be held once child has reset and is ready. If behaviour improves, child will return to learning. If not or if child refuses, call for a change of face (avoid discussing behaviour to other adults in front of the child). Behaviour will be logged on ClassCharts and regular occurrences will be discussed with parents/carers and Inclusion Team to consider further support.

- *I noticed you continued to ... ..... You now need to go to the ... (describe appropriate place in classroom e.g. reading corner, another seat, quiet area, teacher’s desk etc). I will come and speak to you in two minutes.*
- **Example - ‘I have noticed you continued to use rude words. You are not being respectful. You need to go and sit in the quiet area and I will come and speak to you in two minutes. Thank you.’**

## RESET WITH A CHANGE OF FACE

Request for support from another adult within teaching team/inclusion team/leadership team using the phrase, **“Please could you come and help with a change of face?”** The supporting adult will decide (on arrival at the learning area) how best to support; whether that is within the learning space or whether to remove and reset before completing the learning/activity. Once behaviour improves, the child will return to class learning. A restorative conversation will be held once child has reset and is ready, with the adult who initiated the reset. Behaviour will be logged on ClassCharts. For repeated or regular occurrences:

- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
  - Parents/carers contacted by teacher to inform them that behaviour is a cause for concern.
    - Meeting/discussion with parents to investigate possible causes/ alternative strategies.
  - Discuss with Inclusion Team/SLT/other professionals
  - Consider Behaviour Intervention and/or additional support.
- *You have chosen to.... I am going to ask someone else to have a conversation with you to help. I will speak to you after the lesson / at break time / end of the day.”*
- **Example - ‘I have noticed you chose to continue to use rude words when in the quiet a. You are still not being respectful. I am going to ask for someone else to come and help you. I will speak to you after the lesson.’**

**\*DO NOT describe the child’s behaviour to other adults in front of the child\***

## 4. SERIOUS INCIDENTS

Serious incidents will be dealt with by a member of the Senior Leadership Team. All serious incidents must be reported immediately to a member of SLT and recorded on ClassCharts with as much detail as possible. Serious behaviour incidents will be reviewed as part of weekly DSL meetings.

After investigation, sanctions may need to be applied to keep everyone safe. For example, if a child displayed violence on the playground at a break time, it is unlikely that they would be out on the playground at lunchtime.

Sanctions are not used to punish, but as acknowledgement that we could be setting up a child to fail if they are back out on the playground again without any input, support or strategies to better manage a similar situation in the future. This also prioritises the safety of other children and adults.

SLT will discuss the incident with parents/carers and discuss any support needed moving forward. SLT may use a recreational time for reflection or for direct work with the child to set them up with the skills to be successful in the future. If a child has demonstrated behaviours that SLT deem a safeguarding risk to others then we may need to internally isolate or initiate the suspension/exclusions policy.

Serious incidents may include, but are not limited to:

- Fighting
- Stealing
- All forms of bullying
- Racist, sexist, homophobic or discriminatory comments or behaviour
- Using abusive/offensive language, deliberately swearing at children or staff
- Repeated, persistent defiance/rudeness where other measures have failed
- Violence against other children or staff
- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission
- Vandalism
- The use of any electronic items other than school issued or specifically school agreed
- Possession of any prohibited items as detailed in Appendix 3
- Any action which may jeopardise the health and safety of the individual or others
- Malicious allegations against staff
- Sexualised comments, jokes or taunting
- Sexual harassment or violence, including 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.

## 5. FOLLOW UP, REPAIR AND RESTORE CONVERSATION

It's not the severity of the consequence, it's the certainty that this follow up will take place that is important. We want all children to know that there can always be a fresh start and that staff will hold them in unconditional positive regard. Restorative conversations help to teach children the impact that their actions have had on others and to develop strategies to deal with similar situations in the future. Staff will remember that all behaviour is communication. Any behaviour that results in a level three intervention (regulate and reset), requires a restorative conversation to be held by the adult who issued the reset, as soon as possible, once child has reset and is ready.

The discussion should include:

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- Who has been affected?
- What should we do to put things right?
- What have you felt since?
- How can we do things differently?
- What do you need to do now?

Children who find this conversation difficult will be supported with visuals, drawing, comic strip conversations, stories, pictures or puppets.

Adults will help the child identify a natural consequence for any damage caused as a result of their behaviour, e.g. cleaning up a mess, repairing a display, making up with a peer, writing a letter of apology, completing missed learning with an adult, random act of kindness, staying in at playtime if it avoids further conflict or gives space for a victim to feel safe or completing a task to encourage pride in their environment such as litter picking. Where two or more children have hurt or upset each other they should be facilitated to talk through the event, how it made them both feel and how it can be put right. Children will not be forced to apologise, but will be encouraged to identify their own way of making things 'right' which may include saying 'sorry'.

We adopt a 'new session, new start' approach – recovery stages do not continue from one session to another. Each new session will start at Strategy 1.

## 9. RECREATIONAL TIMES

The expectations of our classroom behaviour and our playground behaviour are the same and follow the same stepped approach to behaviour: REMINDER > REDIRECTION > SPACE TO CALM DOWN (regulate and reset)

The SPACE TO CALM DOWN will initially be remaining with the adult on duty in that area, unless it meets the criteria of a serious incident whereby the incident will be referred to SLT.

In situations of persistent or serious behaviour, a child may be asked to miss their playtime/lunchtime with others in order to protect that child and other children and staff. Parents will be spoken to regarding ongoing concerns about lunchtime behaviour.

## 10. CHILDREN REQUIRING ADDITIONAL SUPPORT

We recognise that some children will need support in addition to (and sometimes different to) the above strategies. Before any child accessing anything additional or different from the universal behaviour strategies, parents/carers will have been contacted by the class teacher to say that their child is requiring additional support with their behaviour. During these conversations, teacher and parent/carer can work together to identify appropriate support.

This may include:

- Personalised incentives/reward system
- Daily check in, check-up, check out
- Individual targets

- Individual safe area or workstation
- Supported spaces for less structured periods of the day
- Access to Nurture Provisions (to be discussed with Inclusion Team before being offered)
- Adaption to timetable
- Use of a trusted, key adult
- Tailored communication strategies
- Additional training for staff
- Small group work/interventions or pastoral interventions such as Drawing and Talking, emotion groups, ELSA, social skills (to be discussed with Inclusion Team before being offered)

If these conversations with parents/carers are occurring frequently, it may be decided that the child needs more bespoke support. This will be documented by the class teacher in liaison with the Inclusion Team and shared with the family. Review meetings will be scheduled every 2-3 weeks to discuss whether support can be reduced, needs to be maintained, or whether additional support is needed.

If the above is tried and unsuccessful, parents/carers will be invited in for a meeting with a member of the Senior Leadership Team and Class Teacher. A personalised support plan (and risk assessment where appropriate) will be drawn up and shared with parents/carers. A review meeting will be set for 2-3 weeks to review the support plan. We may also, in collaboration with parents, seek additional support from:

- Educational Psychologists
- Speech and Language Therapists
- Virtual School
- Early Help Preventative Services
- SEN Advisory Services
- Emotional Wellbeing Team
- PRU Exclusion and Intervention Advisors
- Children's Social Services

## **11: REGULATION SPACES:**

Each classroom has a calming/regulation space designed to support children when they feel overwhelmed or dysregulated. Children are encouraged to use this space as needed to help themselves return to a calm and focused state. The area is equipped with a variety of resources to aid emotional awareness and self-regulation, such as emotion scales, visual aids, writing materials, and calming tools like colouring, creative activities, and sensory items.

This space can be used independently by pupils or with the support of adults or peers, depending on individual needs. The purpose of the calm space is to promote pupils' understanding of their emotions and to foster independence in recognising and applying coping strategies. Importantly, access to this space is always voluntary and supportive, never a form of sanction or part of the behaviour recovery process.

## **12. PHYSICAL OR RESTRICTIVE INTERVENTION, USE OF REASONABLE FORCE**

Reasonable force covers a range of interventions that involve physical contact with pupils. Staff can use 'reasonable measures' to protect themselves in accordance with our Restrictive Intervention Policy. All members of staff can use reasonable force where; there is

an immediate risk to self, risk to others, risk to the safe physical environment, a criminal offence is being prevented or where the child has temporarily lost competency or capacity.

Incidents of reasonable force will always be; used as a last resort, be applied using the minimum amount of force, for the minimum amount of time possible, in a way that maintains the safety and dignity of all concerned, and be recorded and reported to parents. Members of staff who have been trained in Team Teach/PROACT- SCIPR will be called to attend if the situation means that a child needs to be physically restrained.

Wherever possible, if a staff member believes that a restrictive or physical intervention is necessary, they should communicate to both the child and any other staff present that, “to keep you safe I may have to ..... if you continue to climb the fence/hurt yourself” etc. Full details of practice and procedures are documented in our Restrictive Intervention Policy. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from their normal duties to recover their composure.

All staff report incidents of restrictive intervention directly to the Headteacher or Deputy/Assistant Headteacher and ensure these are recorded on a Restrictive Intervention Record which is logged on Arbor by the DSL. Seclusion (situations where a child is blocked from exiting a room for their own safety, or the safety of others) will also be recorded as a restrictive intervention.

We note that it is important to recognise that a child may also occasionally be held when it is **not** a matter of last resort. For instance, if a child is distressed when separating from their parent in the morning, a parent may pass their child to a staff member, or indicate that they need help to physically support their child with allowing the parent to leave. In such an instance, staff will discuss this afterwards with the parent or carers concerned to minimise any future incidents of moving children against their will.

### **13. INTERNAL ISOLATION, FIXED-TERM SUSPENSIONS AND PERMANENT EXCLUSIONS**

If a child has demonstrated behaviours that the Senior Leadership Team deem as unsafe and present a safeguarding risk to children, staff or visitors then we may internally isolate. The length of the isolation will be considered in response to each individual case. Parents will be informed and we will seek support in this decision. Children will be set learning to complete by their Class Teacher and they will have appropriate rest breaks. All internal isolations will be recorded on Class Charts.

Fixed Term Suspensions will occur following extreme/serious incidents and are at the discretion of the Headteacher. A fixed-term suspension will be enforced under these conditions:

- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.
- The child needs time to reflect on their behaviour.

Fixed-Term Suspensions are an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour has not improved as a result of strategies/interventions in place.
- The safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision-making processes. The Chair of Governors and Local Authority will always be informed and parents/carers have the right to appeal. The suspension period is at the discretion of the Headteacher. Please see our separate Suspensions and Exclusion Policy for further details.

## **14. SUPPORTING CHILDREN WITH SEND**

When considering a behavioural strategy for a child with SEND, we will take into account:

- Whether the child was able to understand the rule or instruction?
- Whether the child was able to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

Children with additional needs may need a different, more individualised approach, that includes;

- making relevant, reasonable adjustments tailored to individual needs/circumstances;
- having a personalised behaviour support plan;
- having personalised access to safe space.

Violent behaviour or aggression towards others may be understood but will not be condoned and appropriate consequences or actions will be taken on an individual basis.

It is expected that teachers will be fully aware of their children's learning, communication, physical and/or social, mental, emotional needs and will plan their lessons accordingly. In dealing with dysregulation and negative behaviour, reasonable adjustments will need to be considered for children with additional needs. In exceptional circumstances, staff may feel that some apparent behaviours may be due to an unidentified need or difficulty. Staff can seek advice from the SENCo, SEN Assistant, Senior Leadership team and Inclusion Team as appropriate.

There may be instances where the SENCo needs to consider whether a child who exhibits challenging behaviour may have any underlying needs that are not currently being met. Where necessary, support and advice will be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a plan and review it on a regular basis.

## **15. RECORDING AND MONITORING INCIDENTS**

All behaviour concerns are recorded using ClassCharts, our secure electronic monitoring system. ClassCharts provides a system that allows:

- incidents to be logged consistently by staff in a timely manner;
- DSL/Senior Leaders to receive instant notifications for serious behaviours so that they can be acted upon within the school day;
- patterns and trends to be tracked to inform targeted support and interventions;
- records to be kept confidential, secure and accessible only to authorised staff;
- information to be shared appropriately with governors, external agencies and parents when required.

Staff are expected to record incidents promptly and accurately on ClassCharts. This supports our proactive approach to behaviour, safeguarding and pastoral care, ensuring that children are safe, well supported and able to thrive.

## **16. RACIST, SEXIST, HOMOPHOBIC AND OTHER DIVERSITY INCIDENTS**

A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

Any incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported. Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a member of SLT immediately. All incidents should be logged on ClassCharts. The incident will be fully investigated and recorded and, where appropriate, reported to the Local Authority. Governors are also kept informed of such incidents.

## **17. BULLYING (Please see our separate Anti-Bullying Policy for full details)**

Bullying is any persistent behaviour which makes someone else feel unhappy, including not speaking to them, making faces, name calling, and sometimes even physical assault. All incidents should be logged on ClassCharts. Allegations of bullying will be fully investigated and, where bullying is confirmed, reported to the Local Authority and Governors

## **18. CONFISCATION, SEARCHES, SCREENING**

Searching, screening and confiscation is conducted in line with the [DfE's latest guidance](#) on searching, screening and confiscation. Please see Appendix 3 for further information.

## **19. OFF-SITE BEHAVIOUR**

The DfE states that schools have the power to address behaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might need to address may include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a child at the school;
- when the behaviour could have repercussions for the orderly running of the school;
- behaviour that poses a threat to another children; or
- behaviour that could adversely affect the reputation of the school.

Sanctions or consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **20. BEHAVIOUR ONLINE**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to the school feeling like an unsafe place. Even though the online space differs in many

ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.

As most online behaviour incidents amongst young people occur outside the school day and off the school premises, parents are responsible for this behaviour. However, we may issue a sanction when behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school or if the behaviour could adversely affect the reputation of the school.

## **21. INDUCTION (CHILD AND STAFF) AND TRAINING**

Families who are joining the school community will be directed to the school website and this policy before their child starts at the school. Children who join our school as a new admission will be introduced to a child friendly version of the behaviour policy on their first day by their class teacher (explained appropriately for age and developmental stage of child).

New staff will be provided with a copy of this policy to read as part of staff induction process.

The Lightyear Federation is committed to ongoing development and reviewing of staff training in relation to behaviour. Staff regularly engage in training as a whole staff team as well as individual CPD.

## **22. SAFEGUARDING**

We recognise that changes in behaviour may be an indicator that a child needs help or support. We will consider whether a pupil'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 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 Safeguarding and Child Protection Policy for more information.

## APPENDIX 1: ZONES OF REGULATION



The Zones of Regulation is a framework designed to support pupils in recognising and managing their emotions and behaviours in a structured and constructive way. It aims to foster self-regulation, emotional awareness, and positive behaviour, which are essential for effective learning and a safe school environment.

### What are the Zones of Regulation?

The Zones are colour-coded categories that help pupils identify their current emotional state and understand how it influences their behaviour:

- **Blue Zone:** Low states of alertness and down feelings (e.g., sad, tired, bored, or sick). Pupils in this zone may need rest or calming strategies.
- **Green Zone:** A calm state of alertness where pupils feel happy, focused, and ready to learn. This is the ideal zone for learning and social interaction.
- **Yellow Zone:** A heightened state of alertness but with some control. Pupils may feel frustrated, anxious, excited, or wiggly. This zone signals a need for self-regulation strategies to avoid escalation.
- **Red Zone:** Extremely heightened state of alertness or intense emotions such as anger, panic, or out-of-control behaviour. Pupils in this zone need immediate support to regain control and return to a safer zone.

### Purpose and Benefits

- **Promotes Emotional Literacy:** Pupils learn to recognise and label their emotions accurately.
- **Encourages Self-Regulation:** Pupils develop strategies to manage their feelings and behaviours effectively.
- **Supports Positive Behaviour:** By understanding their emotional states, pupils can make better choices that align with school expectations.
- **Enhances Communication:** Pupils can express their feelings in constructive ways, reducing disruptions.
- **Inclusive Approach:** Supports pupils with diverse needs, including those requiring reasonable adjustments.

## APPENDIX 2: SCRIPT FOR EMOTION COACHING

### Step 1: Recognising, empathising and soothing to calm:

- “I wonder if you are feeling angry.”
- “I can see that you are (describe what you can see) I wonder if you might be feeling angry?”
- “I understand why you are feeling angry.”
- “I would feel angry if that happened to me.”
- “It’s ok/normal to feel angry about that.”
- “I know you’re feeling ..... – I would feel the same. Perhaps we could...”
- “I can see that you get angry when that happens/when I do this.”
- “I can see that something’s not quite right – can you tell me about it...”

### Step 2: Validate the feelings and label them; Separate emotion from the behaviour (actions); clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit, allow to calm down:

- “It’s ok to feel angry, but we use kind hands in school”
- “I can see that you feel annoyed. It isn’t kind to shout at your teacher”
- “You are probably feeling cross because you want to go and play outside with your friends. Remember, we need to show that we are feeling calm and ready to listen first”

### Step 3: Problem-solving with the child:

- “Let’s decide what you will do next time you feel like this”
- “What do you think you can change next time?”
- “What could you try next time?”
- “Can you remember what we agreed....”
- “Can you try...next time?”
- “Try and do this next time you feel like this”

### Some other useful sentence starters:

- I understand that ...
- I need you to ...
- Maybe you are right ... (Maybe I need to speak to them too)
- Be that as it may, I still need you to...
- I’ve often thought the same, but we need to focus on...
- I hear you ... (it’s not easy but I know that you can do it brilliantly)
- When you have a minute, I wonder if you might ...
- Please could you help me to ...
- If only someone was able to do this ...
- I’d love to be helpful to someone
- I’d like to talk about that football match on the way to ...
- I wonder what will happen if I ...
- On a scale of 1 to 10 how .....were you?
- Offer a postponement and some support if the child is not ready to speak: ‘I can see that you aren’t quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have <name> sit with you and help you with the answers?’
- Let’s get started on ... together
- I need to see you ...
- I expect to see that ...
- I know that you will ...
- Thank you for...
- I have heard what you have said, now you must...

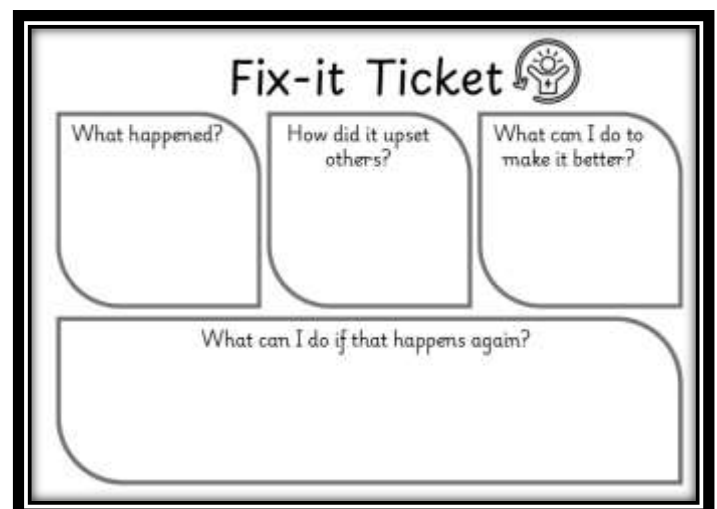
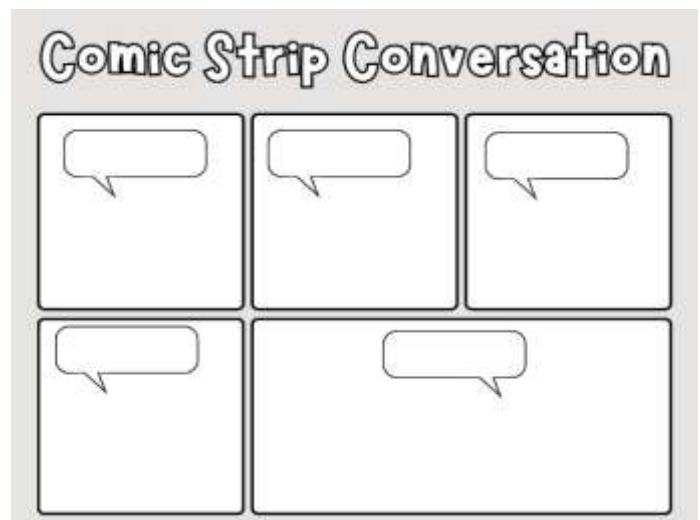
### APPENDIX 3: RESTORATIVE CONVERSATIONS

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. What were you feeling? What were others involved feeling?
5. How have they been affected?
6. What needs to be done to make things right? Or How can we make things right?
7. How can we do things differently in the future?

**You might want to explore the feelings that give rise to the behaviour/problem/situation etc.**

- “How were you feeling when that happened?”
- “What did it make you feel like?”
- “Have you felt that way before?”
- “What does your body feel like?”
- “What feelings are you having?”
- “Can you remember what happened to make you feel like that?”

**Aids/Tools for restorative conversations:**



## **APPENDIX 4: SEARCHING AND CONFISCATION GUIDANCE (DFE JULY 2022):**

In the rare event that searching, screening and confiscation is required, this will always be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Searching:**

Headteachers and the staff they authorise can search a pupil or their possessions where there are reasonable grounds to suspect that a pupil has a prohibited item. Prohibited items are;

- knives and weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco, cigarette papers
- fireworks
- pornographic images
- and any article that a staff member reasonable suspects has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. School staff may use CCTV footage to decide whether to conduct a search for an item.

The Designated Safeguarding Lead (or deputy) should be informed of any searching incident where the staff member had reason to suspect the possession of a prohibited item, or whereby a search has identified a safeguarding risk.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Repton Manor Primary School and Greatstone Primary School, the Headteacher and authorised staff can search and confiscate a pupil's mobile phone if it has been used during school time or has been used inappropriately, causing distress to another pupil or adult.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with this policy. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Headteacher and Designated Safeguarding Lead.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Searches will be conducted away from other pupils and must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. The member of staff conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness to the search.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

Any searches, whether an item is found or not, will be recorded on the child's safeguarding file and reported to parents.

**Confiscation:**

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made;
- is evidence in relation to an offence.

Please read the DfE guidelines relating to the disposal of any items. ([Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies July 2022](#))

**Mobile Phones and Smart Technology:**

Children are not permitted to use mobile phones or smart technology on school site. Any phone or smart devices should be switched off and must be handed in at the start of the school day and collected at the end of the school day.

Full details about our policy in relation to mobile phones and smart technology are included within our Online Safety and Acceptable Use Policy.