



'It's awesome at Ayresome'

Ayresome Primary School

Positive Behaviour and Relationships Policy – December 2024

Date policy last reviewed: December
2024

Signed by:

_____ Headteacher

Date: _____

_____ Chair of LAC

Date: _____

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Statement of intent

At Ayresome Primary School we have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing emotions.

Our *Positive Behaviour and Relationship Policy* ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with those who are around them which in turn, allows teachers to teach and pupils to learn. Our Policy is underpinned by the United Nations Convention of the Rights of the Child.

The school is committed to:

- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Having respect for the rights and beliefs of adults and of other pupils.
- Developing positive relationships with pupils to enable early intervention.
- Developing a relational approach which is underpinned by an attachment aware and trauma informed approach.
- Encouraging positive relationships with parents.
- Promoting positive behaviour for learning through our STARS values
- Promoting positive well-being of all stakeholders.
- Working co-operatively.
- Honesty and fairness.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Taking responsibility for the choices we make and the consequences of these choices.
- Ensuring equality and fair treatment for all.
- Challenging poor behaviour choices.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

We have aligned our school values to reflect the core values of STARS of AdAstra Academy Trust while ensuring that they reflect the UNICEF Rights Respecting convention.

Support – We support one another to be the best person we can be.

Togetherness - We work together as a team.

Achieve – We do our best to achieve our best.

Respect – We respect one another, our school and property.

Success – We are proud of our successes.

We follow the rules of *Ready, Respectful, Safe*, this allows our children to reflect on their behaviours and develop self-management skills. To support all children, we use pictures/symbols and Makaton to ensure an inclusive approach, and to embed understanding. (Appendix E)

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs and vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

Reward – we use our curriculum and moments between formal learning as a vehicle to develop pupils knowledge and understanding of mental health and well-being

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing.

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour. The school has a senior leader designated as Senior Mental Health Lead, a counsellor and SEMH practitioners.

Alongside these, 2 staff members are mental health first aiders.

- Amy Goring
- Kirsty Tidy

As a school we are part of the Middlesbrough PROCLAIM (Providing Rich Opportunities for Children Looked After in Middlesbrough) Project which is a programme to ensure that practices across the LA are Attachment Aware and Trauma Informed. Our policies and procedures are underpinned by these and are reflected in our practices.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy (Counselling)
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Weapons Policy

2. Roles and responsibilities

To create and maintain a positive classroom and school environment we encourage:

- Self-regulating behaviour (self-control/self-discipline/self-management)
- Taking responsibility for the choices we make and the outcomes of these choices
- Having respect for the rights and beliefs of adults and of other pupils
- Working co-operatively
- Honesty and fairness

This is achieved through a clear and shared set of expectations, rights, routines, and responsibilities.

The Local Academy Committee (LAC) has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any reasonable outcome for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy and SEND Policy.

The SENDCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Developing and maintaining positive relationships with children in their class.
- Set clear routines and boundaries, celebrating successes when these are adhered to.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Reminding children of our rules and values.
- Welcoming children into school every day with a smile and positive greeting.

- Ensuring that positive noticing is at the centre of all interactions across school.
- Supporting pupils in adhering to this policy through a restorative approach.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour and appropriate language.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific emotional needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - SENDCO.
 - Headteacher.
 - Deputy Headteachers
 - Assistant Headteachers
 - Safeguarding and Inclusion Officer
- As authorised by the Headteacher, to impart outcomes of poor behaviour choices. This responsibility includes the power to impart outcomes of poor behaviour choices even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Promoting positive noticing by celebrating successes of others.
- Supporting others by embracing our rules of Ready, Respectful, Safe.
- Adhere to our school values of Support, Togetherness, Achieve, Respect, Success
- Conduct themselves around the school premises in a safe, sensible and respectful manner to demonstrate, Ready, Respectful, Safe.
- Arrive at school on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Show respect for the school environment.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Supporting their child to make good choices both inside and outside of school.
- Ensure that children remain safe when using devices on-line and monitor their activity to ensure that they are making good behaviour choices.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **On-line bullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items.
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of any pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class at inappropriate times
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission
- Graffiti and damage to property

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity and frequency of the behaviour.

4. Managing behaviour

As a school, unacceptable behaviour choices are taken seriously and dealt with immediately.

We always follow the routine of Praise in Public and Reprimand in Private.

Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are displayed around our school, in a range of languages and are used consistently to support children in their self-reflection of following our values.

Ready	Respectful	Safe
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5. Effective classroom management

Classroom rules and routines

The school has an established set of classroom routines and expectations, in line with UNICEF RR Charter, to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. At the beginning of the school year, each class develops a class charter to display to remind children of their expectations. Before lessons begin teachers ensure that they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing. Consistent approaches are used, count down from 5 and asking children to reflect on their choices by working through our rules of Ready, Respectful, Safe.

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils in line with UNICEF Rights Respecting Charter.
- Use of positive noticing through recognition boards, Golden Tickets and verbal affirmation of good behaviour choices.
- Ensure lessons are well planned to meet the needs of the children in the class, with a range of activities to keep pupils stimulated.
- Encourage respectful and positive relationships.
- Make effective use of the physical space available.
- Establish clear responses for handling poor behaviour choices.

Children are reminded of our school values and encouraged to reflect and self-manage their behaviour, with personalised support as required. Attention is given to how expectations are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your friends and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

To support pupils’ continued awareness and understanding of classroom expectations and routines, teachers reinforce them in a range of ways, e.g. placing posters of the values on classroom walls and providing regular verbal reminders of the routines, Recognition Boards and Golden Tickets. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules.

The Headteacher ensures all teachers understand classroom expectations and routines and how to enforce them, including any outcomes for not following the rules.

The classroom environment

Ayresome Primary School understands that a well-structured classroom environment is paramount to preventing poor behaviour choices. This includes the teacher positioning themselves effectively within the classroom, e.g. teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times alongside ensuring that they are providing presence in the classroom by moving around the room during teaching.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently make poor behaviour choices closest to, and facing, the teacher.
- Seating those who frequently make poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

As a school we ensure that the academic needs of all children are met and that they are challenged in their learning. We use an adaptive approach to our learning and ensure that all lessons are well planned to challenge, support and scaffolded.

Children with SEND needs may have bespoke programmes of learning to meet their needs.

Rights Respecting

Every person in the school has rights and these are underpinned by the UNICEF Rights Respecting Charter. Each teacher has the right to teach without disruption and children have the right to learn without interference.

We also recognise that every member of the school community has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.
- The right to express themselves, ask questions and share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Consistent Adult Behaviour

At Ayresome Primary School, there are visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours, in line with this policy.

We Do Not Shout	There is never a valid reason for shouting at a child.
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	The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.
We Always Refer to the Behaviour and Not the Child	When we are speaking to children about negative behaviour, we always talk about their behaviour choices so that they understand they have a choice in how they behave.
"It Takes a Whole Village to Raise a Child."	Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community.
Non-Confrontational Approach	We use a restorative approach across school, supporting children to reflect on their behaviour through verbal reminders and use of cards to reinforce next steps of restorative conversations.
Behaviour Outside of School	If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately.

Positive Recognition

We work on the principle that for most of our children they will respond well when their efforts are recognised and rewarded.

We use the approach of '*praise in public*' and '*reprimand in private*' to instil and celebrate our high standards and expectations.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

School uses Golden Tickets to celebrate success throughout the school day, where children are demonstrating our core values. These are given by all staff and are entered into weekly prize draws

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.

- The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.

- Praise is related to effort, rather than only to work produced.

- Perseverance and independence are encouraged.

- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded.

At Ayresome Primary School we use a range of rewards:

Reward System	Who for?	Why?
Recognition Boards	Individuals across the whole school	Children are encouraged and reminded to follow to personalised expectations for their class to reinforce good choices. These are changed other daily or weekly and are used as part of our positive noticing ethos.
Golden Tickets	Individual Year 1 to Year 6	We use Golden Tickets to promote positive behaviour. These also include our 5 values: Support, Togetherness, Respect, Achieve, Success. This must be made explicit when the token is awarded. Once awarded, Tokens are never taken away. All adults in school are encouraged to award Tokens
STARS Postcards	Individual Reception to Year 6	Each week a child per classes is recognised for their work to uphold the value of the week, Y2-6 - this is celebrated in assembly. YR – 1 – this is celebrated in class. At the end of each half term a child per class is awarded the STARS card for upholding all of our values throughout the half term.
Celebration Assembly	Individual Year 2 to Year 6	A celebration of children achieving STARS cards, STARS tokens and attendance. Awards are handed out and celebrated in school and across social media so that this can be shared with our wider community.
Hot Chocolate Friday	Individual	As a way of acknowledging children who go over and above the expectations, our staff nominate children to have hot chocolate with our SLT.

6. Prevention strategies and outcomes of unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

As a school we are Attachment Aware and Trauma Informed. We understand the impact that this can have on our children and how this can result in inappropriate behaviour choices. All behaviour is a form of communication and the development of a relational approach is essential in combatting unacceptable behaviour choices. The school focusses heavily on forming these relationships so that staff can understand their pupils and create a strong foundation from which behavioural change can take place. Positive behaviour is celebrated at all times.

We use the strategy of 'Praise in Public' and 'Reprimand in Private'.

De-escalation strategies

Where negative behaviour choices are present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Appearing calm and using a modulated, low tone of voice.

Using simple, direct language.

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

Providing adequate personal space and not blocking a pupil's escape route.

Showing open, accepting body language, e.g. not standing with their arms crossed.

Reassuring the pupil and creating an outcome goal.

Identifying any points of agreement to build a rapport.

Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

As a school we use a script so that de-escalation is consistent across school and children are aware of the steps, however, staff are also aware that at times de-escalation is most effective when there is no interaction between the adult and child as the child is overly stimulated and needs time to self-regulate before a script can be used.

Our de-escalation script to challenge poor behaviour choices.

- I understand that you are feeling ...
- I need you to ...
- Maybe you are right ...
- However, ...
- I've often thought the same but we need to ...
- I hear you ...

Throughout the conversation, secondary behaviours, such as swinging on a chair, should be ignored so that the primary behaviour can be dealt with.

For the vast majority of pupils, a gentle reminder to make the correct choices is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of lesson is one where they are not learning. Steps should always be taken with care and consideration; individual needs must be taken into account where necessary. We praise the behaviour we want to see and do not reinforce poor behaviour choices. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what has been said and respond appropriately.

Scripted approaches at this stage are encouraged:

- I noticed that ... (and that has made me feel disappointed)
- Remember at Ayresome our value of XXX, you are choosing not to follow that value.
- Can you tell me what has happened for you not to be following our values?
- How do think that made xxx feel?
- How can I help you to follow our values?
- How can you help yourself?
- Do you remember last week/yesterday/etc. when you...?
- That is who I believe you are becoming, and this makes me proud.
- I'll come back. I'm excited to share your successes.

The scripts can be adjusted to meet the needs of younger children, children with EAL or with SEND needs so that they understand the conversation successfully.

All staff wear lanyard cards that support with conversations. (Appendix F)

Walk away as soon as you have finished and praise pupils who are getting it right.

Classroom Approaches

Repeated poor behaviour choices that have not been modified using a de-escalation conversation may need an alternative approach but only once use of recognition boards, golden ticket opportunities, praise in public and reprimand in private approaches have been exhausted.

It is essential that every step is used with plenty of take-up time.

Reminder

Take up time

.....

Warning

Take up time

.....

2 mins + last chance

Scripted approach as above

Lots of take up time and if there are improvements this must be praised. If behaviour choices begin to deteriorate this should be repeated

.....

Work in a quiet area for 5 minutes to give time for reflection and reset.

This a sanction and must be used as a last resort.

.....

Outcome of behaviour choices

(Catch up, restorative conversation, imposition or natural consequence – complete work/tidy area)

.....

SLT Referral

A member of SLT will support with a restorative conversation alongside the member of staff addressing the inappropriate behaviour.

Following an incident where a pupil has moved to reflect on poor choices, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here, the classroom teacher has the following options:

1. Catch up

Behaviour that results in a pupil being referred to SLT to speak about poor choices may need no more of a follow up. However, it is very important, to catch up with the pupil before the next lesson, acknowledge that the previous lesson wasn't good for anyone, and that next lesson is a fresh slate.

2. Restorative Conversation

Restorative conversations are genuine conversations that re-chalk the lines of acceptable behaviour and repair damage – they are not a prelude to an apology. The conversation will take place after the initial event once everyone has an opportunity to reflect. The adult and child discuss the chosen behaviours and not the child's character, the discussion is structured to address what happened, reinforce expectations and reset behaviours.

A restorative conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. It is much better to talk whilst doing something else such as walking, tidying, colouring, etc.

The restorative approach:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected? How?
- What can we do to put things right?
- How will we do things differently in the future?

3. Imposition

Work that was not done in the lesson could be completed during break or lunchtime or taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour.

4. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Being asked to move to a quieter area or a conversation to challenge behaviour choices are a sanction in themselves. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution, you may wish to have a restorative meeting using a scripted restorative conversation. can we do things differently in the future?

The Safeguarding and Inclusion Officer will monitor CPOMs for all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems or safeguarding concerns.

Where there is a repetition of poor behaviour choices over a period of time

We will always work with children to support them to think about their behaviour choices and to support self-regulation.

We use strategies such as providing sticker / star charts or a visual timetable so that children are able to see next steps and what the expectations are. These could also include outcomes of behaviour choices, so children are clear of expectations. The purpose is that children can see when they are making positive choices and support them in making these so positive reinforcement.

Where there are repeated incident of poor behaviour choices a meeting will take place between the class teacher, AHT and the child's parents to discuss how we can work to improve these choices.

Following this, if improvements are not seen then the child will be placed on a Behaviour Support Plan (Appendix C) and this could also include an individual chart for the child so that they are able to reflect on this to monitor their own choices. An initial meeting is to take place with the child, the class teacher, AHT and the child's parents to develop the contract, this must be reviewed weekly between the child and class teacher and fortnightly with parents. Throughout this time positives must be celebrated through contact with parents and notes home. If improvements are not seen or behaviour choices deteriorate then parents should be brought into school earlier and reviews put in place more frequently.

Once consistent improvements are demonstrated over a 2-week period then the Behaviour Support Plan can be removed, however, the child might still benefit from an individual chart so that they are able to reflect on this to monitor their own choices.

Pupils who make a serious breach of behaviour choices will be referred to a member of SLT and the next steps will be determined by the Headteacher, taking into account all factors involved in the situation and safeguarding implications. This might include assault against a staff member, bullying, racial behaviour, violence, homophobic behaviour, possession of a weapon, supply/possession of drugs.

- The Headteacher will consider whether the pupil should spend a period of time with a member of staff to support the child to reflect on their behaviour choices through restorative practice techniques – either during lesson times or break/lunch times.
- The Headteacher will consider whether the pupil should be excluded for a fixed term and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has a special educational need, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, support will be put in place from the school's national SEND budget – children will receive support from the SEMH team and/or Inclusion Team
- Where SEND is not identified in the behaviours displayed, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place. (Appendix D)

The school will ensure that all outcomes of poor behaviour choices are reasonable in all circumstances, consideration will be given to the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information including safeguarding.

Where an outcome is required to reflect poor behaviour choices

- It will be determined by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision will be made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

Physical intervention

Physical intervention will only ever be used as a last resort – the purpose of physical intervention is to ensure and reduce the risk of the individual or others being put at danger or injury.

In line with the school's Positive Handling Guidance (See Appendix A), members of staff have the legal right to use reasonable and proportionate force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Members of staff across school have received Positive Handling Training through Dynamis

The child will always be informed a physical intervention strategy will take place, and, if safe to do so, be given many opportunities to modify their behaviour choices. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Guidance (Appendix A).

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be taken to the headteacher, or a deputy headteacher, and the pupil's parent will be contacted.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion and many factors will be taken into account, particularly the safeguarding of the child.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

7. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke or vape on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

9. Prohibited items, searching pupils and confiscation

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

These searches will be carried out in accordance with the Safeguarding Policy

The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Vapes
- Fireworks.
- Pornographic images. (semi-nude or nude images)
- Mobile Phones that are being hidden and the pupil has refused to hand it in.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Searches will always take place in the presence of 2 staff members, one of which will be a member of SLT, and if appropriate in the presence of parents.

The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Guidance (Appendix A)

10. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner, ensuring that they are with our school values: STARS.

Staff can provide outcomes for poor behaviour choices outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may provide outcomes for poor behaviour choices off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Monitoring and review

This policy will be reviewed by the Headteacher and Deputy Headteacher for Inclusion annually; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available on the school website.

The next scheduled review date for this policy is **December 2025.**

Appendix A: Positive Handling Guidance

Ayresome Primary School use Dynamis as our provider for Positive Handling Training but also work with Clennell Education Solutions as our safeguarding provider.

Aim:

The main aim of 'Positive Handling' is to establish a school community which supports pupils whose behaviour requires some form of physical intervention (in conjunction with the school's behaviour and relationships policy).

1. Principles behind 'Positive Handling':

It is recognised that there may be occasions when an individual pupil's behaviour has deteriorated to the point where they are not only posing a danger to themselves but also to others. Even though all aspects of the school's behaviour policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions it may be necessary to use positive handling techniques in order for the situation to be calmed and resolved and to ensure the safety of the pupils, their peers and staff members.

Any use of positive handling will:

- Employ force that is reasonable, proportionate, and necessary in the circumstances.
- Be used for the shortest period of time possible.
- Be sanctioned for shortest period of time possible.

2. Leaving the classroom, building or school site:

2.1 We recognise the fact that a small minority of pupils will make the wrong choices and may leave the classroom, building or even the school site when frustrated or when in crisis. The procedure is therefore as follows:

- Remain calm.
- Never leave an unsupervised group or class to pursue an absconding pupil: use a sensible pupil to alert someone to help if no other adults are around.
- If the pupil leaves the building but stays on school grounds, monitor from inside and if there is a risk of injury or damage to property, physically intervene (in accordance with Team Teach training).
- Never start running after a pupil: this may result in a chase situation.
- Try to talk to the pupil if the situation allows as often talking can help them to calm down.
- If the pupil is not at risk of physical harm, then monitor from afar if they are unresponsive to talking.
- If the pupil leaves the school site and cannot be located, alert a member of the SLT who will either contact parents or the Police by dialling 101. They will assist in the search.
- Log all details afterwards on CPOMS.

2.2 Pupils displaying this type of behaviour will be subject to a Behaviour & Positive Handling Plan/bespoke risk assessment which is shared with all staff working closely with the pupil, and with parents.

3 Responsibilities of Staff:

- 3.1 In all cases where it is necessary for adults to remove pupils from a potentially dangerous situation by physical means, it must be remembered that the pupil concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a pupil to a place of safety also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

4 Positive Handling Procedures:

- 4.1 Depending on the age of the pupil and the degree of physical intervention deemed necessary, the type of contact between staff member and pupil will vary and will take the form of a hold which has been approved for use in such circumstances.
- 4.2 In the event of a situation deteriorating to the extent that physical intervention is required, the member(s) of staff involved initially should normally seek the assistance of another member of staff. It is also important that staff members have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident.
- 4.3 Used correctly, positive handling techniques are designed to protect both pupil and staff member, but staff who have a physical ailment or disability should automatically seek help from another member of staff before attempting to apply the learned techniques. This also applies to female members of staff at any stage during a pregnancy.
- 4.4 Staff members should also take care when using physical intervention by ensuring that their hands are free from any implements which may cause injury to the pupil. Any jewellery or wrist watches likely to scratch or cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, should also be removed, where possible.
- 4.5 Staff members across school have received positive handling training through Dynamis and are aware of appropriate holds to guide and restrain children to prevent or others of risk of harm.

5 Recording of Incidents:

- 5.1 After any incident which has necessitated the use of physical intervention techniques, a record must be made as soon as is practicable. For this purpose, the staff involved will need to write a brief account of the incident on CPOMs and then complete a Physical Intervention Support Form and have it checked and signed by the HT or DHTs. The details should include the events which led up to the incident, the appropriate measures taken prior to the incident and the name of any adult witness or staff member who assisted at the time of the incident.

Appendix B: Physical Intervention Report Form

We believe that reasonable force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented on CPOMS with the Physical Intervention tab.

Name of staff member:	
Name of pupil:	
DoB of Pupil:	
Date:	
Start Time:	
End Time:	
Location:	
Name(s) of staff member(s) who witnessed the incident:	
Circumstances prior to the incident:	
Where was the child?	
Who was present?	
Was the child engaging in a task with peers / adults?	
How was the child presenting?	
Details of the incident:	
What behaviour was observed?	
What was the cause of this behaviour?	
Were other children involved?	

Details of any negative impact on other pupils:

Reason(s) for physical intervention (please tick):

Danger to self

Danger to others

Significant damage to property

Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? Please circle.	Yes/No
--	--------

Details of the intervention:

Was the child informed that the hold was going to take place? YES/NO

Outline the hold/s that took place

Why did you believe that this was the best action to take?

Details following the incident:

Any disciplinary additional action taken:

Injuries (if any) to staff members, the pupil concerned or other pupils:

Damage (if any) to property:

Follow up of the Incident:

Were parents informed? YES/NO

Name of person spoken to:

If no what was the reason?

If social care involvement, were they informed? YES/NO

Name of person spoken to:

De-brief with participants:

Recommendation(s) to avoid future incidents:

Headteacher's or Deputy Headteacher's signature:

Date:

Signature/s of staff member concerned:

Date:

Appendix C: Behaviour Support Plan

This plan is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To me making poor behaviour choices, I can:

1. _____

2. _____

3. _____



When I make poor behaviour choices, you can help me by:

1. _____
2. _____
3. _____



The outcome of making poor choices are:



These are the outcomes if I make the right choices:







My behaviour support plan will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

Appendix D - Individual Behaviour Plan



"It's awesome at Ayresome"

Ayresome Primary School Individual Behaviour Plan Name

Date of plan:

Interim review:

Final review:

Signed by:

_____ School

Date: _____

_____ Parent

Date: _____

_____ Pupil

Date: _____

Year Group / Class Teacher	
Date of Birth	
Current Attendance	
Details of any exclusions (update as required)	
Safeguarding concerns (update as required)	
Agencies involved (update as required)	

Background information
Pupil Strengths
Specific Behaviours causing a concern
Potential Triggers Identified.

How school helps me already

How could help me even more

Agreed strategies to support.

Scenario 1	Agreed strategies to support

Scenario 2	Agreed strategies to support

Scenario 3	Agreed strategies to support

Interim Review

Date:

What has been effective?
What still remains a concern?
Next Steps

Full Review

Date:

What has been effective?
What still remains a concern?
Next Steps

Appendix E: Makaton Video links for Ready, Respectful, Safe

Ready - <https://www.youtube.com/watch?v=ppp7BulGE28>

Respect (ful) (0.26) https://www.youtube.com/watch?v=TV51Xzlg_5Y

Safe (0.17) <https://www.youtube.com/watch?v=fAg5hk55ROg>



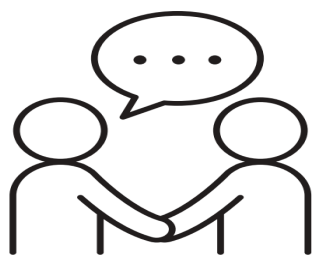
Appendix F: Lanyard cards to support the structured conversations.



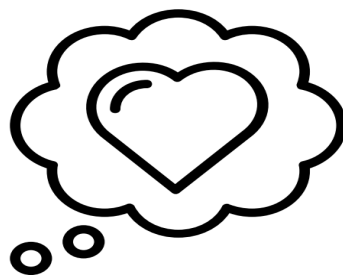
I've noticed...



Remember at Ayresome
our values are...



Can you tell me what has
happened for you not to follow
the values?



How do you think that made
feel?



How can I help you to...
How can you help yourself to...



Do you remember when you
That is who I believe you are becoming
and this makes me proud.

Appendix G: Behaviour overview on a page

Relationships are key



The keystone 5

- Count down from 5 – this is an expectation in all areas across school
- Setting the class to work
- Reflective Questioning
- Eliciting Success
- Routines – 3 is the magic number

Consistency is essential

- Time and task
- Resources
- Outcomes
- Groupings
- Stop Signal

Challenging Behaviour

- I understand that you are feeling ...
- I need you to ...
- Maybe you are right ...
- However, ...
- I've often though the same but we need to ...
- I hear you ...

Positive Noticing

- Deliberate Botheredness
- Recognition Boards
- STARS postcards
- Golden Tickets
- Calling home
- Catch then being good



Ready, Respectful, Safe

This is how we do it here

Our script

I noticed that ... (and that has made me feel disappointed)
 Remember at Ayresome our value of XXX, you are choosing not to follow that value.
 Can you tell me what has happened for you not to be following our values?
 How do think that made xxx feel?
 How can I help you to follow our values?
 How can you help yourself?
 Do you remember last week/yesterday/etc. when you...?
 That is who I believe you are becoming, and this makes me proud.
 I'll come back. I'm really excited to share your successes.

Restore, Redraw, Repair

A follow up conversation needs to take place, ideally with the person who dealt with the incident.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected? How?
- What can we do to put things right?
- How will we do things differently in the future?

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