



Relationships, Regulation and Behaviour Policy



Section 1: Policy Aims and Statement

Section 2: Key Principles Underpinning our Policy

Section 3: Tier 1-Whole School Universal Approaches (including Roles and Responsibilities)

Section 4: Tier 2- Approaches for those Requiring a Higher level of Support

Section 5: Tier 3- Approaches in Response to Intense Need

Section 1

Policy Aims

At St Leonard's C of E Primary School, we aim to:

- Maintain a happy, caring, calm and safe community in which effective learning can take place.
- Build and maintain strong, trusting and respectful relationships, throughout our school community.
- Create a school climate where all feel valued, that they belong and matter to our school community.
- Promote a high standard of behaviour throughout the school.
- Promote among children the ability to self-regulate their emotions and, through restorative approaches, repair harm and restore relationships.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

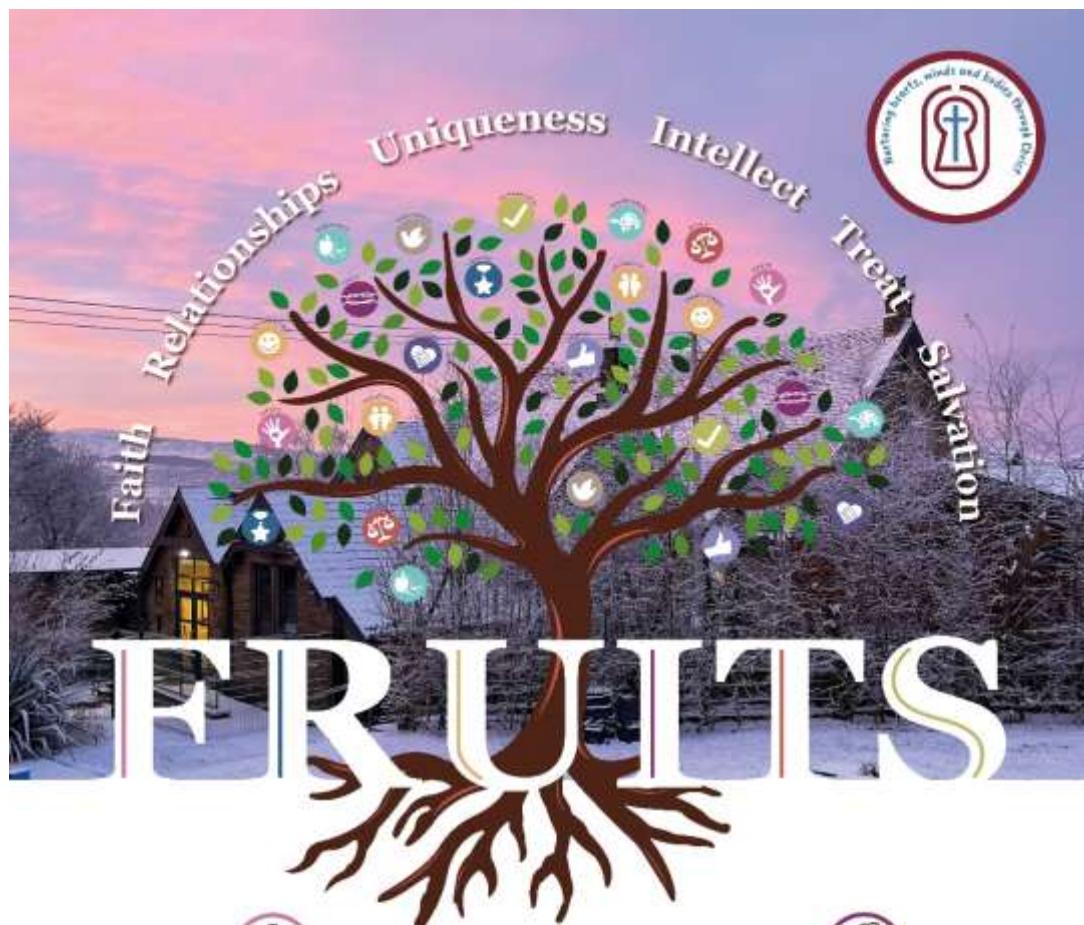
Policy Statement

This Policy has been developed for our whole school community. It provides guidance on the development of meaningful relationships and outlines procedures as to how our school supports and responds to behaviour. The Relationship and Regulation Policy acknowledges that members of

the school community may have different lived experiences and beliefs around behaviour, however, the aim of this policy is to bring the whole school community together to adhere to the same principles and practices that reflect our school ethos and provide structure, care, support and belonging for all.

Our school policy is based *upon a 'Relational Approach,' which embodies the key principles we value as a school. At St Leonard's we adopt a holistic approach to education, valuing all learning* in and out of the classroom. Staff adopt pro-active approaches where high levels of both nurture and structure are used to help children feel calm, safe, secure and supported. Our ethos is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult *and child relationships are integral for this to occur. At St. Leonard's we are aware that all behaviour* is a form of communication and / or an expression of underlying needs. Staff are proactive in meeting these needs to help ensure children feel calm, content and regulated throughout the day. Clear and high expectations based on kindness and respect are threaded throughout every aspect of school life. Pupils and staff have an understanding that equality and justice are not about everyone being treated the same, but about each individual being treated according to their needs. This ethos creates an atmosphere where children feel safe, valued and that they belong.

Our school ethos is based upon the parable of the sower. Our fruits are threaded throughout everything we do.



Faith

Develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)

Relationships

Flourish through strong relationships with themselves, each other, creation and God. (Luke 10:27)

Uniqueness

Have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. (Matthew 10:30)

Intellect

Develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. (Proverbs 3:13)

Treat others with respect and dignity

Treat themselves and others with dignity and respect, maintaining a healthy body and thriving community. (1 Peter 2:17)

Salvation

Have a recognition that we need to seek forgiveness through Jesus to become friends with God. (Ephesians 2: 8-9)

Aim	What impact does the Relationship Policy have on this?
<p>Faith - to develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)</p>	<p>Children have faith in trusted adults and truly know that their teachers have their best interests at heart. Children develop a strong belief in themselves, their individual qualities and abilities. This will give them the knowledge, skills and confidence needed to overcome barriers, develop resilience and persevere during challenging times.</p>
<p>Relationships - to flourish through strong relationships with themselves, each, other, creation and God. (Luke 10:27)</p>	<p>Staff work hard to get to know the children when they start here at St. <i>Leonard's and focus on building strong, trusting relationships</i>. These relationships based on mutual respect between staff and children act as a wonderful model on which children can base their own relationships with one another. We aim to develop a culture where meaningful relationships are at the heart of our high quality teaching, enabling staff to plan effectively for individuals using strength to support areas of need.</p> <p><i>Staff take the time to get to know each child personally, their likes, dislikes, strengths, needs and individual family situation- allowing the teacher to plan accordingly for individuals, making each child feel valued, liked and worthy of time and attention.</i></p>
<p>Uniqueness - to have the self-confidence to understand their uniqueness and God-given purpose to become the person god created them to be. (Matthew 10:30)</p>	<p>The policy builds upon a culture where all members of our school community, staff and children alike, understand that our individual differences create community strength and where diversity is truly celebrated. <i>Staff aim to create an atmosphere where all children are valued as individuals with unique qualities and life experiences brought to our school community.</i></p>
<p>Intellect - to develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment (Proverbs 3:13)</p>	<p>As a school we know that in order for children to learn best and fulfil their potential, they must feel emotionally safe and secure within their school environment. <i>At St. Leonard's we know that the art and skill of teaching lies in the effective use of everyday interactions which actively maintain relationships in the classroom and promote a calm, harmonious and supportive learning environment</i>. Staff work hard to get to know individual children and their families well and thus provide individualised support wherever needed. In doing so, children feel calm and emotionally secure to develop their intellect and achieve their full potential and flourish.</p>

<p>Treat themselves and others with dignity and respect maintaining a healthy body and thriving community (1 Peter 2:17)</p>	<p>The relationships between staff and children are built on respect and trust and through this, children learn to respect others and themselves. Pupils are encouraged to listen to others; cooperate and to appreciate other ways of thinking and behaving.</p> <p>Pupils are supported to be involved in the wider community such as attending church services throughout the year and visiting local care homes to sing and speak to the residents.</p>
<p>Salvation - to have a recognition that we need to seek forgiveness through Jesus to become friends with God (Ephesians 2: 8-9)</p>	<p>Our policy helps children to understand that we are all wonderfully unique individuals who all make mistakes, children and adults alike. Those mistakes do not define us but are learning experiences from which we can move forward and grow. We can make amends through restorative actions and through prayer. Ensuring emotional security through meaningful praise and encouragement will ensure children feel safe and secure and become reflective learners.</p>

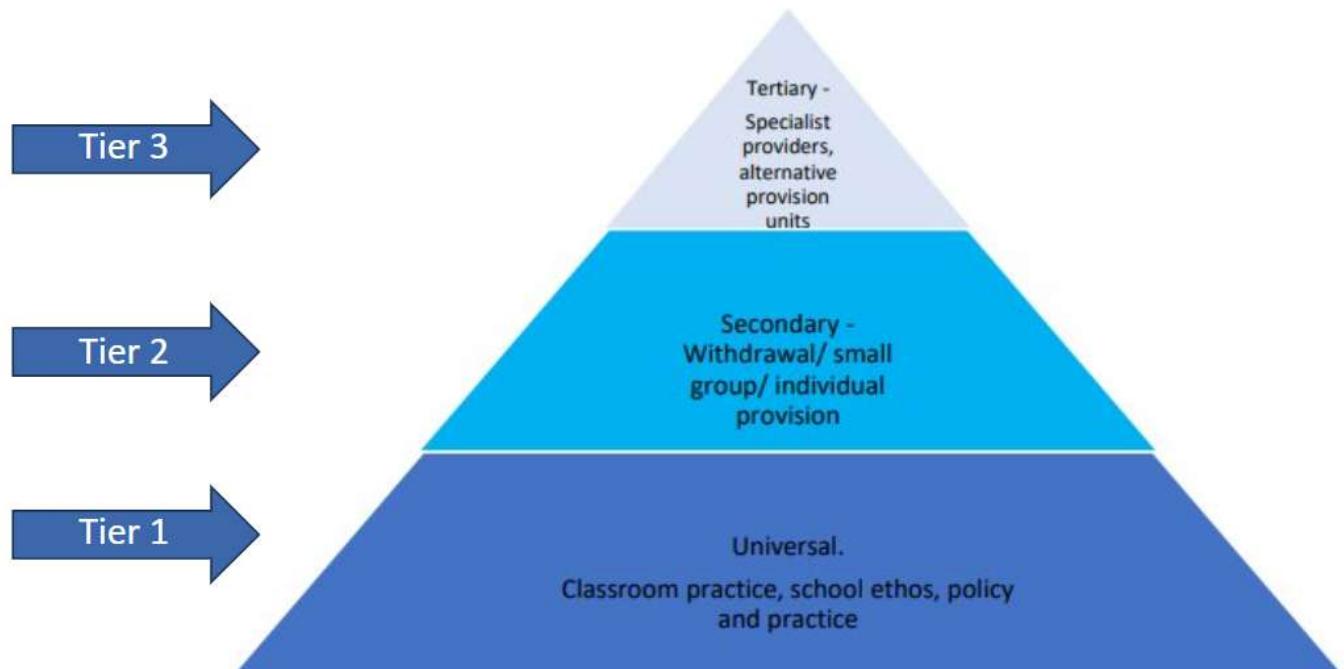
Section 2

Key Principles Underpinning Our Policy



You can find more information about the principles underpinning our policy here: [Guidance for developing relational practice and policy - Support for schools and settings](#)

At St. Leonard's we work on a three-tier system



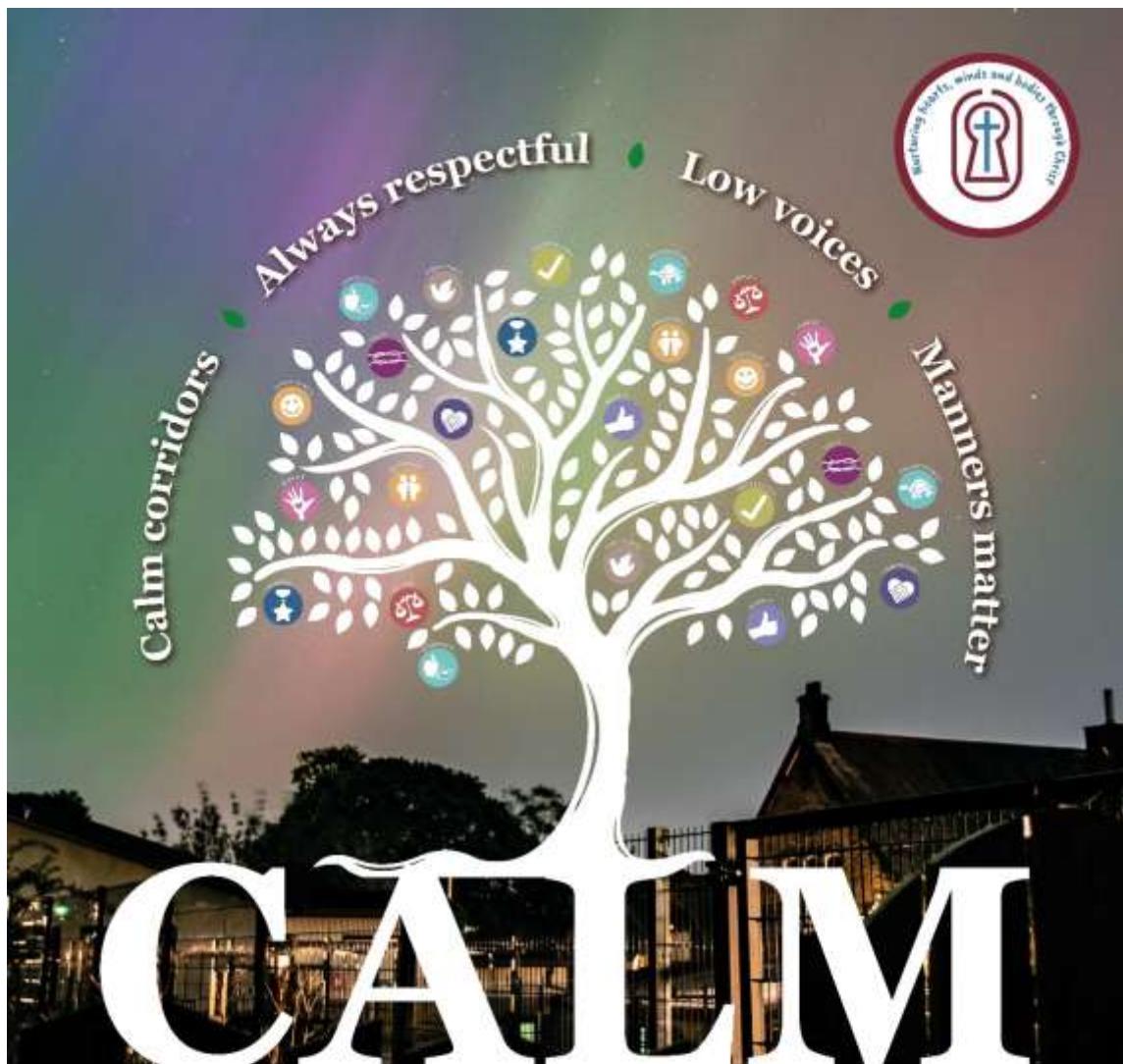
Section 3: Tier 1

Whole School Universal Approaches: Developing Relationships

At St. Leonard's, the following strategies or responses are implemented consistently across school to promote a positive approach to managing emotional regulation as well as developing and maintaining healthy, strong relationships.

Our School Values and Expectations

At St. Leonard's, *children* and staff follow these four simple expectations: CALM (as shown below)



Calm Corridors



Always Respectful



Low Voices



Manners Matter



Our expectations are clear and shared positively with children, making clear what children are expected to do, rather than what not to do. Expectations are consistent throughout the entire day, from the moment children arrive in school, through to home time.

Our school expectations (CALM) are discussed with children regularly in class and during collective worship in the hall. The meaning of each word within a classroom and wider school context (including during playtimes) is revisited frequently. Our CALM posters are displayed in every classroom across the school, in our collective worship areas and in the school corridors. Staff also wear the CALM and FRUITS cards on their lanyards which provide a useful visual aid to use in celebratory and restorative discussions with children.

Our CALM expectations are used as a visual aid when supporting children who have not followed or adhered to our expectations and demonstrated behaviour which is considered inappropriate.

Equally, staff refer to these visuals when celebrating and reinforcing the many positive and respectful behaviours observed every day, making it clear and explicit which of our core values the children have demonstrated.

During break times we want children to experience the full benefit of being outdoors, and part of this is expressing themselves more freely outside than when in the classroom. Whilst we do not expect children to use quiet, low voices when playing outdoors, we do expect them to use calm voices. As above, our expectations within the playground context are revisited frequently and the safety reasons for expectations are explained to children where needed. E.g. “The reason we use calm voices and we do not scream during our games is because screaming alerts adults to a danger. If everyone was screaming in the playground, adults would not know which screams were urgent and which were just part of the game.”

Rewards

Our staff use a variety of methods to promote and reinforce positive behaviours. We aim wherever possible to use creative, meaningful rewards, that emphasise experiences and social connection to build motivation, including class movie nights, having lunch with the class teacher and our Wild Wednesday at forest school. We also provide extra responsibilities for children such as classroom monitors, play leaders, courageous advocates and school prefects. *Children's efforts and demonstration of our core values are celebrated continually throughout the school day, and teachers post a 'St. Leonard's Post Card' home to parents to share and celebrate any wonderful 'wow' moments observed.* Additional rewards including class dojo, achievement certificates, stickers, badges and class prizes are used as more tangible symbols of accomplishment to boost confidence and encourage continued effort.

Positive Relationships and Quality First Teaching

Staff employ many proactive approaches which facilitate the development of a calm, happy learning environment and in turn promote positive behaviour and productive, industrious classrooms. The careful use of sensory breaks, planning in of quieter and busier times of the day as well as predictable routines and visual aids to support learning and transitions, are some examples of the effective strategies used daily within every classroom.

Building children's self-esteem and self-worth is a priority and this is achieved through everyday interactions as well as targeted sessions and interventions. Spending time to get to know children personally, not only informs the planning of lessons and environments but shows our children that they are worthy of adult time and attention and staff enjoy their company, creating a united school community. Staff ensure children feel valued, their efforts and achievements praised and that they are held in mind, even after the school day finishes. We aim to create a sense of belonging to a whole school family and so inclusion is integral to this vision.

Sensory Friendly Classrooms- A Home from Home

Staff create calming therapeutic style classroom environments which help to reduce sensory overwhelm and foster a sense of belonging and togetherness for all of our children.

Every classroom, throughout school, has a whole class visual timetable (using widget symbols) displayed above the IWB. This increases structure and helps to reduce anxiety around those smaller daily transitions.

Classrooms are sensory friendly spaces. Every classroom has a calm corner with soft furnishings, cosy blankets and cushions. This provides an area for children to use when they are feeling overwhelmed and need a calm, quiet space to decompress. This all helps to reduce sensory overload, promote a calm ethos and *provide a cosy home like environment where children feel safe and secure.*

MY Happy Mind

My Happy Mind combines the latest research, science and technology to help children develop lifelong habits and learn to thrive, equipping all children with the knowledge, skills and tools to thrive in the modern world. We have My Happy Mind Ambassadors whom are children in school who are part of the myHappymind mental health program, often called "Happiness Heroes". These ambassadors are chosen to promote positive mental health, lead well-being initiatives, and encourage their peers to use the strategies they learn, such as "Happy Breathing".

Their role is to lead the way in helping their fellow pupils look after their mental health and fly the flag for 'myHappymind' in school. *Every half term, our Heroes will come together to discuss their views on myHappymind, give updates on lessons being delivered and make plans to further develop the programme across school.*

Activities to promote well-being have included making posters with affirmations on for classrooms doors, making teachers cards to say thank you and being a great role model around school displaying acts of kindness. For more information about My Happy Mind, please see our RSHE Policy.

Roles and Responsibilities

Headteacher and Senior Leadership Team

- Meet and greet children and parents in the school playgrounds
- Be visible presence around the school particularly during transition times, lunchtimes and whole school events
- Celebrate members of the school community whose actions are above and beyond expectations
- Are responsible for the day-to-day *management and implementation of the school's* behaviour policy and procedures;
- Regularly share good practice
- Support staff in managing learners with more complex needs or entrenched behaviours
- Analyse behaviour data and reports including with respect to protected groups and use these to evaluate and review the impact of the policy
- Ensure that the policy and procedures are applied fairly and consistently;
- Ensure that the concerns of pupils are listened to and appropriately addressed.

All Staff

- Explicitly teach children how to behave in different situations around school and remind children of the expected behaviour before each situation- e.g. prior to assembly, before playtime.
- Meet and greet children and parents every morning.
- Provide clear and consistent routines and expected behaviours including during transitions.
- *Make every effort to 'Catch' children demonstrating our school values and praise and reward this behaviour.*

- Display our visual timetable at the top of the IWB using widget symbols, use as advised by ASC specialist.
- Lead every line during transitions e.g. from class to assembly/ from playtime back to the classroom.
- *Provide a calm learning environment.*
- Have whole class sensory breaks- energising after longer periods of stillness and calming after unstructured times of the day (e.g. low lighting, calming music and yoga as children come in from playtimes).
- *Ensure children are quiet and engaged during all teaching input.*
- *Clearly display our school agreements (CALM) and re-refer to these often.*
- *Spend time getting to know children well.*
- *Have displays that create a sense of belonging to the classroom environment.*
- *Use a calm, confident tone of voice.*
- *Ensure positive open body language.*
- Have predictable consistent responses using calm, positive language.
- Use simple, uncluttered language, further supported by visuals, objects or overt gesture if needed.
- Plan classroom environment in accordance with the sensory friendly classroom checklist.
- Have organised, structured lessons that are appropriately challenging yet achievable.
- Act as a role model for expected behaviours treating all members of the school community with respect.

Children

- Make every effort to follow our School values and expectations (CALM)
- Keep themselves and others safe.
- Be respectful of themselves and others.
- Understand that everyone makes mistakes.
- Use our mistakes as learning experiences, with support where needed.
- Use restorative approaches to repair harm and restore relationships.

Parents/Carers

- Work in partnership with the school to ensure the best outcomes for their children
- Be respectful of themselves and others.
- Be positive role models for their children, building happy and healthy relationships

- Acknowledge their own emotional well-being and support their own child's emotional development.

Section 4: Tier 2- Approaches for those Requiring a Higher level of Support

Responding and Calming: Staff use relational skills to keep things calm and use co-regulation skills in order to regulate strong emotions.

Relationship Support Plans

Some children may not automatically feel safe and may display unregulated behaviours. Relationship support plans are developed as a staff team to provide specific support and structure to develop feelings of security, safety and belonging, essential to effective learning and behaviour, whilst maintaining the high expectations and boundaries of the school. For information on planning for and managing crisis, see section 5.

Repairing and Restoring:

At St. Leonard's we adopt a whole school restorative approach, which supports children in understanding their feelings and the feelings of others. Children learn how their feelings impact on their own behaviour and how this behaviour affects others.

Following incidents of inappropriate behaviour, once the child is calm and ready, adults support restorative conversations which discuss: What happened? Who has been affected? and What needs to happen next to make things right? Visuals are also used to aid conversations when needed.

A Graduated Response within the Classroom

Our graduated response is sequential and should be followed by all staff to support expected behaviours and emotional regulation within the classroom. At all points throughout our Graduated Response, staff will be curious regarding the causes for children's behaviour, consistently refer to our CALM expectations and address children in a calm, respectful manner. Staff should ensure they are using targeted, specific praise to support the children in making positive choices.

Graduated approach to low level behaviour:

1. Classroom staff are expected to provide a safe, consistent learning environment. There should be proactive adaptations provided for those who need them and teaching should be adaptative and responsive to meet the varying needs in class. Various positive incentives should be used through use of specific, targeted praise and Class Dojos to highlight

expected behaviours and praise children who make positive choices. St Leonard's *badges* are awarded to those children who consistently show exceptional behaviour which embodies our school values.

2. When children are not showing expected behaviours or display low level disruptive behaviours, staff in classes should initially give a short verbal reminder and ensure body language and facial expression conveys safety and confidence/strength.
3. If the above low-level behaviour continues, classroom staff should remind children of our school expectations and provide targeted praise when children then adapt and demonstrate expected behaviour once again. No more than 2 reminders before escalating onto point 3 on our graduated response.
4. If the unexpected behaviour continues, the child will be moved to a different place in the classroom for them to reflect on their choices and self-correct their behaviour whilst potentially limiting the distractions to other children. Ensure precautions are taken to not publicly shame the pupil.
5. If disruptive behaviour continues, the child will be moved next to an adult who can model the correct behaviour and provide support. Positive affirming language to be used to support the child and expectations outlined using the CALM visual. A short, restorative conversation between the adult within class and the child addressing disruptive behaviours and making clear expectations for the next lesson. See restorative conversation guidance (Appendix
6. If disruptive behaviours continue, time out of class for reflection (5-10 minutes) may be necessary. (Logged on CPOMs by class staff). Remember the child must still complete their missed work from the lesson. This transition can be supported using phrases such as:
*"When we come back in * minutes, I want to see your wonderful [...]. If you feel ready to come back in and show this before then, that's great. Thank you"*
 - In the unlikely situation that the disruptive behaviour is continued or repeated at this point, adults should repeat the expectation again but now phrase this as a *choice*. *For example, "if you choose not to* (expectation) *you are choosing to spend some time in another class, completing your work. This means we will contact your parents."*
 - Give child time to reflect on this potential consequence and to encourage them to make a good choice.

- Staff to consider any adaptations moving forward (next lesson / next day) that may be put in place to support child in showing expected behaviours.

7. Child sent to a different classroom (Member of SLT) to complete the rest of the lesson or work not completed. If this is going to go into the next lesson, playtimes or lunchtimes will be used. Restorative conversation to be used before returning to the next lesson: once the child is calm and ready, adults support restorative conversations which discuss: What happened? Who has been affected? and What needs to happen next to make things right? Visuals are also used to aid conversations when needed.
The child has fresh start at the beginning of the next lesson. Parents informed by class teacher.

8. If child is regularly reaching steps 6 and 7, SLT will organise an observation of class time to review classroom practice, provide support and advice. If appropriate a relational support plan will be put in place or existing plan reviewed.

In cases of children showing violence, unsafe or inappropriate actions or language, staff may move straight to Step 7 on the Graduated Response. If this is not effective, staff should call on the pastoral team / SLT to assist.

At step 8, some of the strategies to support the child may include some or all of the following:

- ABC charts. (class staff)
- Meeting with parents and/or carers. (class staff/pastoral/SENCO/SLT)
- EHA offered to parents/carers or support through school nurse. (class and pastoral staff)
- Teaching explicit learning behaviours around class rules.
- Individualised timetables.
- Specialist teacher input if appropriate which could include sensory assessments, and advisories from the Inclusion Hub.
- Intervention tracking
- Relational support plan meeting with class team.
- Educational psychologist input
- Risk assessment put in place
- Part time timetable (SLT)

Graduated Approach in the Playground

Staff have taken time to plan a stimulating outdoor environment which is zoned into different areas. Each area provides different activities, some calming, some more active and physical, which are regularly reviewed and rotated. Staff on duty are to monitor different zoned areas, support play and provide help and support for individual children where needed.

Staff on duty during break and lunch times are expected to provide a safe, consistent environment. This means staff must communicate well with one another as staff rotate their duties.

1. Various positive incentives should be used by staff on duty through use of specific, targeted praise and offer Class Dojo points to highlight expected behaviours and praise children who make positive choices (this message must be passed on to classroom staff at the end of break time).
2. If children are not showing expected behaviours during break times, staff on duty should initially give a short verbal reminder and ensure body language and facial expression conveys safety and confidence/strength.
3. If the behaviour continues, breaktime staff should remind children of our school expectations using large calm posters or card on lanyard as an aid. Provide targeted praise when children then adapt and demonstrate expected behaviour once again. No more than 2 reminders before escalating onto point 3 on our graduated response.
4. If disruptive behaviour continues, the child will be moved next to an adult who can model the correct behaviour and provide support. Positive affirming language and calm but confident tone of voice used to support the child and expectations outlined using the CALM visual. A short, restorative conversation between the break time staff member and the child, addressing disruptive behaviours and making clear expectations for the rest of /the next break time. See restorative conversation guidance (Appendix). Class Teacher to be informed.
 - At this point, adults will assess the situation and if the child is becoming overwhelmed or unregulated, staff may offer the child use of the regulation benches (for some children who have a relational support plan, individualised responses *will be applied*). *Positive language used, e.g. "I can see you are feelingand that's ok. Would you like some time to sit on the regulation bench to try and get back to the green zone?"*

5. If violent or aggressive behaviour occurs, children will be removed from the playground and taken to a senior member of staff. A restorative conversation will take place following the guidance outlined in this document and make initial first steps to put things right. Possible further consequences may include: - Missed playtimes – a break from contact sports (particularly if football contract has been broken) - Earning the right to go back onto the playground - Differentiated playtimes including playing with other playtimes.

Section 5: Tier 3- Approaches in Response to Intense Need

De-escalation and Managing Crisis

In knowing each individual child well and using relationship support plans, our staff are able to minimise stress triggers and solve potential problems before they escalate. However, we are aware that, even with best practice employed, there will be times when children face significant challenges and experience strong emotions, which may lead to challenging behaviours.

For children who struggle with regulation and whose behaviour may become unsafe, a consistent response is used by all staff throughout school. To manage risk and ensure safety, responsive co-regulation plans are drawn up and shared with all staff.

A responsive co-regulation plan outlines potential behaviours displayed by a child and appropriate adult responses for each of the four states of regulation: calm, mild stress, dysregulation and crisis.

Suspension/Permanent Exclusion

Owing to our inclusive ethos here at St Leonard's, the decision to internally exclude, suspend or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence maybe that the child is unable to return to their class (internal exclusion) or school (suspension) for a fixed period of time or in extreme circumstances, maybe subject to a permanent exclusion in which case we will refer to the Statutory DFE Guidance 'Suspension and Permanent Exclusion Policy' (from DFE- Sept 23).

The decision to exclude sits with the Head teacher and in their absence, the Deputy Head. Where suspension is necessary, an effective action plan is put in place in consultation with the parent/carer to establish steps moving forward.

Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety. Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

Restorative Meetings Post Suspension/Exclusion

Having time and space away, and the return back to the classroom will be a reflective and restorative process which aims to repair harm and or relationships and promote positive change.

Restorative conversations (with children and during reflective sessions with adults) will involve these three simple questions: **What happened? Who was affected? and What should happen next? (to repair harm /relationships/make positive changes).**

The internal or external absence from class or school, gives the child time and space to reflect upon and process what has happened. If the exclusion is internal, a member of staff will support restorative conversations and the child can already begin to 'fix' the harm caused.

Upon returning to school after an external suspension, a back to school meeting will be held.

Child-on-child abuse including sexualised abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age. St. Leonard's Primary School has a zero-tolerance approach to abuse, including child-on-child abuse. We will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

Further details can be found in our Child Protection and Safeguarding Policy.

Behaviour of Pupils Off-site

The steps within this policy will be applied where a pupil has behaved in an unacceptable way off-site when representing the school. This means misbehaviour when the pupil is:

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

The policy will also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school will also apply the policy to pupils for unacceptable behaviour online when:

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

Physical Contact

At St. Leonard's, we recognise that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics; various forms of therapy; the administration of first aid and intimate care. Physical contact is also used to reassure and comfort children. This is especially pertinent during the settling-in period in EYFS classes where children may need to be cuddled and offered physical reassurance. Staff will comfort children where necessary but this will always be in an area where they be seen.

Friendly physical contact also helps develop relationships, so we ensure staff are trained in safeguarding and endeavour to teach children about personal space.

Use of reasonable force

Although every opportunity will be taken to deescalate a situation and support children to regulate their emotions, *there may be times when a child's behaviour escalates* and poses a risk to themselves or others. In such situations, a physical intervention may be necessary to ensure safety. There are a number of staff at St. Leonard's School who are team teach trained and certified to use positive handling techniques. Examples of circumstances when proportionate use of force may be reasonable:

- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities.

Physical intervention must be recorded as a Physical Intervention log on CPOMS. This will be monitored by the inclusion team and SLT and where appropriate, a meeting will be held to discuss the intervention, debrief and put in appropriate adjustments to provision. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship. This intervention will also be communicated to parents/carers of the child involved.

Staff accused of misconduct are covered under the allegations policy. This includes pastoral support for staff and support for pupils through a multi-agency approach for those children who persistently display disruptive behaviour.

Inappropriate Items

In order to maintain good behaviour for learning, staff can confiscate items which cause disruption. Such confiscated items would usually be kept by staff and given back to children at the end of the school day.

Staff can also search without consent for 'prohibited' items.