



# The Flying High Academy

◆ *Ladybrook* ◆

## RELATIONSHIP AND POSITIVE BEHAVIOUR POLICY 2025 - 2026

## 1. Aims and Objectives

It is a primary aim at The Flying High Academy Ladybrook that every member of our school community feels safe, valued and respected. We are a caring school built on trust, kindness and high expectations, where everyone is supported to be the best version of themselves. We aim to create an environment in which all children can learn, grow and thrive - both in the classroom and through the power of play.

We are committed to the emotional and mental wellbeing of our children, families and staff. This commitment is reflected in everything we do - from the way we build relationships and co-regulate with children, to how we plan our curriculum and create inclusive spaces for learning and play. Our OPAL approach to play is an essential part of our vision, offering all children daily opportunities to explore, collaborate and develop key life skills through joyful, meaningful experiences.

We recognise that our school community brings with it a range of experiences and approaches to behaviour. However, the aim of our Relationship and Positive Behaviour Policy is to unite us around a shared set of values and practices that reflect our ethos. We believe that behaviour is taught, modelled and nurtured and that every interaction is an opportunity to support children in becoming kind, responsible and confident individuals who make a positive contribution to our community and wider world.

## 2. Our School Ethos

At The Flying High Academy Ladybrook, we are committed to creating a culture where every member of our school community feels safe, valued and supported to become the best version of themselves. Our behaviour policy exists not to control, but to teach and guide - supporting children to grow into kind, thoughtful and responsible individuals who contribute positively to society.

At The Flying High Academy Ladybrook, we believe in and practise a relationship-based, restorative approach to understanding behaviour.

This approach is underpinned by 3 key principles:

1. Unmet Needs: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g. the need to feel safe, hunger, positive self-esteem
2. Individual Influences: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop eg. their family, community, school
3. Relationships: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

We believe behaviour is a form of communication and that children flourish when they are understood, coached and trusted. Through consistent co-regulation, clear boundaries and warm relationships, we help children build the emotional literacy, self-regulation and integrity needed to do the right thing - even when no one is watching.

At The Flying High Academy, we believe that children deserve our time - time to talk, to explain and to find solutions. We believe that every interaction is an intervention - an opportunity to model, guide and nurture the values and behaviours we want to see in our children. As a telling school, we actively encourage children to speak up, knowing that every moment of challenge offers a valuable

opportunity to reflect, restore and grow. When behaviour does not meet expectations, consequences are given in a way that is natural and proportionate, always aiming to build accountability and empathy rather than simply enforce compliance.

We recognise that all behaviour is shaped by experience and we respond with compassion, curiosity, and high expectations. Our aim is to foster a shared commitment - between children, staff, families and governors – to create a calm, respectful and inclusive environment where every child can thrive both academically and personally.

### 3. Positive Behaviour Culture

As a school, we remember that behaviour is something to be taught - not controlled or punished. To support children in developing positive behaviours, unconditional positive regard sits at the heart of our school ethos.

- We know that empathy is the foundation of positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also recognise the responsibility of acting in loco parentis (in place of a parent). We hold a duty of care towards our children and always act in their best interests.
- We believe that, as adults, we "set the weather." It is our responsibility to create the emotional climate where children feel safe, supported and ready to learn.
- We ensure every child experiences a calm and respectful environment, where they are treated with dignity.
- We offer all children a consistent, fair and compassionate approach to behaviour that builds trust and confidence.
- Our support is based on equity, not equality. We understand that every child is different, and we respond to individual needs with tailored support - because fairness means giving each child what they need to thrive.

A simple set of school expectations ensures clarity for all. Everyone in the school community is expected to respect and follow these expectations. The children are reminded of the expectations frequently and they are displayed in every classroom and in shared areas around school.

School expectations **Ready, Respectful, Safe**

At The Flying High Academy Ladybrook, we are relentless in promoting a positive behaviour culture based on safety, consistency, clarity and dignity. There is a high expectation that all children and adults in school adopt and promote this culture at all times. 'Living Our Expectations – The Ladybrook Way' document (appendix 1) outlines how we do things at Ladybrook to ensure success.

### 4. Equity and Support for All

At The Flying High Academy Ladybrook, we are committed to meeting the needs of every child through an inclusive and equitable approach. We recognise that some children may require additional support to thrive, and we work collaboratively with families and professionals to ensure that the right strategies are in place. Where appropriate, children may have a SEND Support Plan, a Safety Passport (Appendix 3), or an Individual Risk Assessment to help staff understand their needs, remove barriers to learning and keep them safe. These documents are co-produced, regularly reviewed, and designed

to ensure that every child feels valued, understood and supported to thrive both academically and emotionally.

This policy reflects our responsibilities under the Equality Act 2010. We are committed to -

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity for all
- Fostering good relations between people, regardless of protected characteristics\*

\*Protected characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

## 5. Rewards

At The Flying High Academy Ladybrook, our approach to rewards is recognising effort, celebrating progress and reinforcing the values and behaviours that help every child thrive.

We praise our children in a variety of ways:

- Verbal praise (must be sincere and targeted)
- Whole class rewards systems
- Individual rewards
- Star of the Week
- Dream Big Jars

### Whole Class Reward

The Great Class Race

3000+ Class Dojo points –end of year surprise

### Individual rewards

Children are awarded individual class Dojo's for going above and beyond and showing our core value of care. Class Dojo is also used to communicate positive messages to parents about their child's attitude and for sharing examples of work.

25 Dojos – certificate in class

50 Dojos – prize and a certificate in assembly

75 Dojos – reward chosen by the class

100 Dojos – postcard home from class teacher

125 Dojos – hot chocolate with the head teacher

150 Dojos – circus skills

200+ Dojos – mystery trip

### Star of the Week

Children from each class are awarded Star of the Week which is presented in a whole school weekly assembly (Year 1 – 6) in which parents are invited to. It is linked to our core value of Care. EYFS assembly takes place in the EYFS unit.

### Dream Big Jars

‘Celebrating the courage to care, the power to believe and the dreams we dare to chase’. These are awarded by teaching staff as our children’s brilliance deserves to be bottled. The children receive a jar and place this on the Head Teacher’s door. The Head Teacher visits the classroom and praises the child publicly. The jar is then displayed on the corridor display board so the children can celebrate and share their successes. A letter from the Head Teacher is sent home to share the child’s success.

#### OPAL Rewards

**Golden Welly** – Recognises children (or classes) who tidy their wellies away the best.

**Golden Broom** - Recognises children (or classes) who take care of the shared environment - tidying up, looking after resources, caring for the space.

**Charter Champions** - Celebrates children/ classes who demonstrate exceptional play-based qualities following our OPAL Charter.

All OPAL rewards are celebrated in our bi-weekly OPAL assembly.

## 6. A Restorative Approach to Behaviour that Challenges

At The Flying High Academy Ladybrook, we promote the use of natural consequences that are fair and proportionate. With the support of a trusted adult, these can help change the child’s behaviour. Some examples are writing letters of apology, repairing damage to property, completing missed work for part of a playtime. If missed playtimes are happening repeatedly, the teacher needs to consider what the deeper issue is and consider an alternative approach.

It is, however, recognised that sometimes a more structured and immediate approach is required in order to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the school’s expectations and will be explained clearly to the child.

Responding to behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. Senior leaders/ The PDBW team can support staff in identifying appropriate consequences in relation to a specific incident.

## Ladybrook Staff Guide - Behaviour Steps

Step	Strategy	Approach	<p style="margin: 0;">Discussion about repair. This is an option at any stage, if you think it is appropriate.  <u>Pupil Voice</u>  <i>How could we repair what's happened? What does the child think the consequence should be?</i></p>
1	A reminder of expectations and rules	To the whole class, reminder of the expectation that is not being followed. Thank the children that are following the expectation. Return to task.	
2	A verbal warning (x2)	1:1 direct conversation with the child inside of the classroom. 1 <sup>st</sup> conversation will take place where the child is sat. 2 <sup>nd</sup> warning will take place to the side of the room. <i>This invitation is given in a positive manner, so the child knows they have an opportunity to talk and return to their workspace positively.</i>	
3	Reflection time in my own class	Child to move from workspace to another area in the classroom. A restorative conversation should take place between class adult and child. (See appendix 2 for questions). After 5 minutes of reflection, the child should be prompted to return to task.	
4	Reflection time in another classroom	As above but in partner class - work will be taken. A restorative conversation is to take place with the adult. Phone call home by class teacher or class adult to inform of reflection time.	
5	Reflection time with Phase Leader	Restorative conversation by Phase Leader with the child. Phone call home made by class teacher or class adult. Incident recorded on CPOMS.	
6	Reflection time with Deputy Head or Head Teacher for remainder of the session	Phone call home made by class teacher or class adult. Class team to work alongside PDBW team and parents/ carers to create or review a Safety Passport, if appropriate to behaviours demonstrated.	
7	If the behaviour continues to escalate after the above actions, a follow up meeting with parents/carers, SENDCo and PDBW team will be held. Potential internal suspension. Class teacher will develop personalised plans in collaboration with SENDCo. This may include SEND Support Plan and/or Safety Passport – reviewed at least half termly.		
8	Relevant external agency support	Advice can be sought from Sherwood Area Partnership (SAP), Education, Safeguarding, Health and Well-being Hub	

		(ESHAWH), Communication and Interaction Team (C&I), Education Psychologist (EPS). Personalised plans will be updated with strategies. Plans to be reviewed in a Team Around the Child (TAC), half termly. Graduated Response to Preventing Suspension to be completed and shared with the SENDCo and Head Teacher.	
9	Fixed term suspension	Between 1-5 days, issued by the Head Teacher in collaboration with Chair of Governors (CoG) and The Flying High Partnership (FHP). Parents and carers informed by the head teacher in line with LA guidance and protocols. Provision is reviewed with external agencies and parents and carers. All individual plans to be reviewed and updated. Reintegration meeting held with parents by Head Teacher and relevant staff. Agencies to be invited, if appropriate.	
10	Permanent exclusion	Determined by the Head Teacher and CoG in agreement with The FHP.	
After any of the above steps, the staff must adopt an approach of unconditional positive regard so that the child knows that they can move forward.			
If a child has had reflection time with a senior staff member more than twice in a ½ term, the class teacher will seek advice from the PDBW team. Actions could include: ~ daily/weekly messages to parents ~ peer buddy ~ social group intervention ~ pastoral/ELSA referral ~ positive report ~ Safety Passport The class teacher will call the child's parents to explain what has been agreed and why, outlining how they can support at home.			

## 7. Beyond Challenging Behaviour

At times, a child's behaviour may escalate to a point where immediate action is needed to keep themselves or others safe, or the behaviour is too serious to address through usual steps. In these situations, the adult will immediately request support from the SLT or Head Teacher. Together, they will decide on the most appropriate response, ensuring that wherever possible, actions remain restorative.

We recognise that behaviour always happens for a reason. When a child is at their peak of distress, it is essential to prioritise de-escalation strategies (see Appendix 4: The Assault Cycle). At this stage, the

child may not be able to reflect on their behaviour or make choices. It is vital that any adult interaction does not escalate the situation. The child should be given time and space to regain composure.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members as well as the school learning environment.

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

The use of restrictive physical intervention at our school is always a last resort and only considered when all other de-escalation strategies have been unsuccessful and there is an immediate risk of harm to the pupil, others or property. Any use of force must be reasonable, proportionate and in the best interests of the child. We are committed to promoting a culture of care, respect and safety and to reducing the need for restrictive practices. All incidents requiring physical intervention are recorded promptly and reviewed in line with our Physical Intervention and Restrictive Practice Policy. Incident reviews include an analysis of the causes, strategies used and future planning to reduce risk and support the child's wellbeing. (See Appendix 5)

### **Use of Alternative Provision**

A child may attend Alternative Provision when their behaviour places them at risk of suspension or permanent exclusion, when they require short term support to address behavioural or emotional needs, or when they are temporarily unable to access learning in the mainstream environment.

### **Decision-Making and Placement**

Decisions to use Alternative Provision are made only after school strategies have been exhausted and in the best interests of the child. Each placement decision considers age, ability, needs, safeguarding and provider suitability. The Flying High Academy Ladybrook commissions Alternative Provision only with registered, quality assured providers or unregistered providers approved and quality assured by the Local Authority. Alternative Provision is not a substitute for a special school place, and every placement includes a clear transition plan reviewed with parents/carers.

### **Expectations for Behaviour in Alternative Provision**

Children placed in Alternative Provision remain subject to the school's Behaviour Policy. Alternative Provision providers are expected to reinforce behavioural expectations, provide structured and supervised learning, and support children in regulating their behaviour and remaining engaged in education.

### **Monitoring and Oversight**

The Flying High Academy Ladybrook retains responsibility for the child's welfare, progress and safety throughout their placement. Staff maintain regular communication with providers, monitor attendance, behaviour and progress, and ensure safeguarding standards remain consistently high.

### **Reintegration**

Every Alternative Provision placement includes a planned reintegration created in collaboration with the provider, external agencies where appropriate, and parents/carers. Support may include pastoral input, curriculum adjustments and phased reintegration into mainstream education.

### **Relationship with Suspensions and Exclusions**

Alternative Provision may be considered as an alternative to suspension or permanent exclusion where appropriate and in the best interests of the child. The DfE recognises off-site direction and Alternative Provision as valid behaviour management tools.

### **Suspension and Permanent Exclusion**

Suspensions (formerly known as fixed-term suspensions) and permanent exclusions are extremely rare and are only issued in response to serious incidents, or to persistent challenging behaviour which has not improved following in school support, sanctions, and interventions.

Only the Headteacher may decide to suspend (for a specified number of school days) or permanently exclude a child, in line with DfE statutory guidance (Aug 2024). The governing board's role is to consider the Headteacher's decision in accordance with the thresholds set out in the guidance and/or where parents/carers request a review. During a suspension, children are usually not on site; however, they may attend school arranged meetings (e.g., reintegration). The school will arrange suitable education from day 6 of a suspension. The school may also use in school provision (internal exclusion) where appropriate; this is not a statutory suspension.

After a suspension, parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and to reduce the risk of further suspensions or a permanent exclusion.

In line with the latest Department for Education guidance, a permanent exclusion is a measure of last resort, used only when all other reasonable measures have been exhausted. The decision to permanently exclude a child will only be taken by the Headteacher in response to a serious breach or persistent breaches of the school's Relationship and Positive Behaviour Policy, and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school community.

At The Flying High Academy Ladybrook, we understand that any decision must be lawful, reasonable, and procedurally fair, taking into full account the school's statutory duties under the Equality Act 2010 and towards children with Special Educational Needs and Disabilities (SEND).

Following a permanent exclusion, the school will notify parents/carers, the local authority, and (if applicable) the child's social worker or Virtual School Head without delay. The governing board will meet within 15 school days to consider reinstatement. After the meeting, the governing board will notify parents/carers, the Headteacher and the local authority in writing about their decision and the reasons behind it. If the permanent exclusion is overturned, the child will be reinstated. If the exclusion is upheld, the written notification will confirm the permanent exclusion and inform parents/carers of their right to request an Independent Review Panel (IRP) within 15 school days of receiving the board's decision. The board will only remove the child from the school admission

register after 15 school days have passed without an IRP application or if parents/carers confirm they will not seek a review.

### **Monitoring and evaluating behaviour**

The Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers via stakeholder voice throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

Where a child causes repeated harm to peers or staff, a Risk Assessment will be carried out collaboratively by the class teacher, SENDCo and Behaviour Lead. This assessment is reviewed at least half-termly, or sooner if required (see Appendix 6).

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***“A child who can’t behave”***

*“If a child doesn’t know how to read, we teach.”*

*“If a child doesn’t know how to swim, we teach.”*

*“If a child doesn’t know how to multiply, we teach.”*

*“If a child doesn’t know how to drive, we teach.”*

*“If a child doesn’t know how to behave, we teach? Or punish?” – Tom Herner*

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## **8. Lunchtime Behaviour Procedures**

The school expectations apply at lunchtime just as they do at other times of the day.

School Agreements: *Ready, Respectful, Safe*. It is expected that the Play Team share the same school ethos as outlined in this policy.

### **Response for behaviour that does not align with the school expectations (4 steps):**

1. Quiet word, done with dignity and away from other children.
2. Two minutes reflection time (stand with a member of the Play Team). Child returns to play.
3. If child continues to not follow the expectations, the Play Team will radio for the Play Team Leader. They will speak to the child about their behaviour: (a) the reason for the behaviour (b) the impact of the behaviour on others (c) how can the child move forward when they return to the play area? (repair) The Play Team Leader will remain in the area for a period of time to ensure that the child is settled.
4. If the behaviour continues to not align with expectations, Play Team will radio for a member of SLT. The child will be brought inside/out of the hall/be supported in observing positive play and remain under the supervision of the SLT member for the remainder of lunchtime.

### **Beyond challenging**

At times, a child’s behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps. In this case, the Play Team will request the support of a member of SLT, straight away. The SLT member will decide what action is needed depending on the circumstances and will inform the Head Teacher, or the Deputy in her absence. Wherever possible, the action should be restorative in nature.

### **Hall duty**

In the hall, the Play Team are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.

The 4 steps for behaviour above apply in the hall just as they do outside.

### **Lunchtime rewards**

Play Team will award tokens for children that are following our OPAL Charter. The class with the most tokens is celebrated in our OPAL Play Assemblies.

On Fridays, children who have consistently followed the lunchtime behaviour expectations will be invited to sit at the Golden Table as a special treat. They will be called in at a set time and enjoy their lunch at the table with a member of SLT.

## **9. Supporting Children**

We are committed to helping our children understand themselves as individuals. Our aim is to equip every child with the tools to recognise their emotions, understand their responses, and develop lifelong skills for managing themselves in a healthy, confident and respectful way.

To support this, we offer a range of programmes and experiences, including:

- ELSA and Pastoral Sessions
- DART
- EMUS
- Educational Psychologist Support
- The Great Project
- AREP
- The Ladybrook Way Assemblies

## **10. Supporting Staff**

We recognise the importance of supporting the emotional wellbeing and resilience of our staff team. We are committed to creating a culture where every adult feels valued, supported and able to thrive.

In addition to current practices, we also:

- Ensure Behaviour Leads and SLT are visible, approachable and available to advise and support
- Provide opportunities for reflection and professional dialogue
- Take a team-based approach to problem-solving - no one is alone
- Offer regular training tailored to contextual needs
- Draw on guidance and support from the Flying High Trust Inclusion Team
- Share access to mental health resources and wellbeing support (including EAP services)
- Support from PDBW team

## **11. Safeguarding**

The Flying High Academy Ladybrook recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. Staff will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Any concerns will be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Leads (DDSLs) and handled in line with our Child Protection and Safeguarding Policy.

To ensure the wellbeing of all children and staff, children are not permitted to bring onto the school premises any items that could be deemed dangerous or illegal. If staff suspect this to be the case, a search may be conducted by the Head Teacher, following the appropriate policy.

## 12. Zero-tolerance Approach to Child-on-Child Abuse, Sexual Harassment and Sexual Violence

At the heart of our approach is education. We are committed to a whole-school strategy to prevent, identify early and respond appropriately to all forms of child-on-child abuse. We recognise that such abuse can take many forms, including but not limited to:

- Sexual harassment – unwanted conduct of a sexual nature, including sexual remarks, taunts, physical behaviour, or online sexual harassment
- Sexual violence – physical sexual harm such as forcing or attempting to force sexual activity.

We actively educate our pupils about healthy relationships, boundaries and respect, creating a culture where they feel empowered to speak up. Pupils are encouraged to report any behaviour that makes them feel uncomfortable, no matter how ‘small’ it may seem - because ‘we are a telling school’.

All reports of child-on-child abuse, sexual harassment, or sexual violence - whether occurring offline or online - are taken seriously and addressed in line with our safeguarding policy.

Where abuse is identified, we will follow the procedures outlined in our Child Protection and Child-on-Child Abuse policies, taking a contextualised approach to support all children affected. Staff will follow clear recording, reporting and follow-up procedures to ensure the safety and wellbeing of every pupil.

## 13. Behaviour Beyond School Premises (Including Behaviour Incidents Online)

We recognise that a child’s behaviour outside of school can have an impact on the safety, wellbeing and culture of our school community. Staff may address behaviour that occurs beyond the school’s premises, whether it is observed directly or reported to the school - for example, online bullying or inappropriate behaviour in the community.

Examples of behaviour beyond school that may be subject to school-sanctioned consequences include but not limited to:

- Behaviour that does not meet expectations while taking part in any school-organised or school-related activity
- Behaviour that does not meet expectations while travelling to or from school
- Behaviour that poses a threat to another child
- Behaviour that could adversely affect the reputation of the school

### **Online Behaviour Incidents**

Children are expected to treat others online with the same kindness, dignity and respect that they would in person. Online behaviour contributes to the overall school culture and all pupils should feel safe when communicating with peers, both offline and online.

Inappropriate online behaviour will be treated using the same principles as offline behaviour. This includes incidents that occur off the school premises but have an impact on the school community.

Where an incident raises safeguarding concerns, it should be reported immediately to the Designated Safeguarding Lead, Deputies and to the police if appropriate (refer to our Child Protection Policy).

#### 14. Monitoring and Evaluating

The Relationship and Positive Behaviour Policy will be published on the school website and reviewed termly to ensure that it remains effective.

All incidents that reach step 5 of the stepped approach should be recorded on CPOMS. Behaviour Leads will analyse behaviour incidents half-termly, including:

- The number of incidents per child
- Contextual information (e.g., instigator and victim, gender, special educational needs, pupil premium)
- Times and locations of incidents within the school

This analysis will be used by the Senior Leadership Team to identify patterns, improve school practice and put interventions in place to support individual pupils and groups.

Governors will monitor the implementation of the policy through termly Head Teacher reports and the suspension and exclusions appeals process (see Suspension and Exclusion Policy).

# Appendix 1: Living Our Expectations - The Ladybrook Way

	School Hall					Classroom and Corridors			Outside		
	Entering the hall	During Assembly	Leaving the Hall	PE/Class Activities in the Hall	School Hall During Dinner Time	In and Around the Classroom	Learning Behaviours	Corridors and Stairs	Looking after our School Environment (equipment/ belongings)	PE Outside	Outside Including Breaktime and Lunchtime
<b>Ready</b>	<p>Walking in a line – in line order.</p> <p>Voices off.</p> <p>Hands by side.</p> <p>Facing forwards.</p>	<p>Facing the front.</p> <p>Showing active listening skills where required (responding to questions).</p> <p>Sat up straight.</p> <p>Legs crossed.</p> <p>Hands still.</p> <p>Been to the toilet before assembly.</p> <p>Positive body language.</p>	<p>Walking in a line – in line order.</p> <p>No running or jumping.</p> <p>Voices off.</p> <p>Straight back, hands by side.</p> <p>Facing forwards.</p>	<p>PE kit – coloured top, jogging bottoms/ shorts and trainers.</p> <p>Active listening.</p> <p>Toilet before the PE session.</p> <p>Water bottles to the hall.</p>	<p>Sit in the agreed spaces, as shared by your teacher.</p> <p>Sandwiches sit straight down.</p> <p>Dinners line up at the hatch.</p> <p>Collect a tray, knife, fork and spoon.</p> <p>Put up your hand and wait for an adult to come over to you.</p>	<p>Sat in your designated chair/ space.</p> <p>Correct equipment.</p> <p>Correct uniform – black trousers or shorts, white shirt or polo, navy jumper or cardigan and black shoes. PE – house colour T-Shirt, black jogging bottom/ shorts and trainers.</p> <p>Crossed legs if sat on the carpet.</p> <p>When sat on your chair – bottom to back, tummy tucked to the table, feet flat to the floor.</p> <p>Water bottles at the back of the classroom, away from desks.</p> <p>Putting your hand up.</p>	<p>Sat looking, listening towards the speaker.</p> <p>Showing active listening.</p> <p>Participating in lessons - answering questions.</p> <p>Correct uniform – black trousers or shorts, white shirt or polo, navy jumper or cardigan and black shoes. PE – house colour T-Shirt, black jogging bottom/ shorts and trainers.</p> <p>Correct equipment.</p> <p>When sat on your chair – bum to back, tummy tucked to the table, feet flat to the floor.</p> <p>Writing the date as soon as you have your book.</p> <p>Carpet spaces.</p> <p>Collect resources and wait for instruction.</p> <p>Try your best – show resilience even when it feels tricky.</p> <p>Use learning walls and resources before asking an adult.</p> <p>Follow the class routines straight away – be independent</p>	<p>Voices off.</p> <p>Walk in a line – single file.</p> <p>Eyes to the front/on the teacher.</p> <p>Smart presentation – shirts tucked in.</p> <p>Walk to the left.</p> <p>Hands by side.</p>	<p>Having the right equipment for the lesson/ activity.</p> <p>Follow designated roles in the classroom, book monitor etc.</p> <p>Put belongings away neatly when finished.</p> <p>Keep your area tidy so it's ready for the next person.</p> <p>Take care of school property so it lasts for everyone.</p>	<p>Line up in the classroom in line order.</p> <p>Walk down to the hard court/ astro turf in line order.</p> <p>Stand/ sit focusing on the adult/ speaker, when they are talking.</p> <p>Active listening. Following instructions.</p> <p>PE kit – coloured top, jogging bottoms/ shorts and trainers.</p> <p>Toilet before the session.</p> <p>Water bottles to the session.</p>	<p>Wear the right clothing for the weather.</p> <p>Bring any equipment or snacks you need with you.</p> <p>Stop when the whistle is blown.</p> <p>Walk towards the school building when your House colour is shouted.</p> <p>Be prepared to go back to learning after the bell.</p> <p>Follow OPAL charter.</p>

<b>Respectful</b>	Holding open doors for others. Hands out of pockets. Using your manners. Being on time. Voices off. Shirts tucked in. Correct uniform. Smiling back when someone smiles. Greeting people.	Using manners when asking questions. Sat waiting patiently with voices off. Eyes on the speaker. Sat up straight – positive body language. Hands up if asking a question. Not joining in if others are talking. Walking sensibly.	Holding open doors for others. Hands out of pockets. Using your manners. Being on time. Voices off. Shirts tucked in. Correct uniform. Voices off when you stand up and are waiting to leave. Walking sensibly.	Using manners. Stood/ sat quietly – not talking over the adult. Active listening. Treating equipment with care. Taking turns. Be kind to others during team games. Being a good sports person.	Use your manners. Empty the food off your plate into the bin and put your cutlery and plate into the black tub. Do not shout – talk to the person next to you or the people on your table. Take off your outside coat and take down your hood, including hats. Let others by when you walk in/ out the hall. All food will go in the bin – not on the floor.	Active listening (track the speaker). Following classroom expectations (no shouting out). Raising your hand when you have a question. Using an indoor voice. Taking care of equipment. Using your manners. Be considerate when working in a group. No wandering around the classroom without permission. Not distracting others.	Showing kindness to all. Putting up your hand. Sat looking, listening towards the speaker. Only leaving the classroom when it is necessary. Going to the toilet at break time and lunch time, when possible.	Holding doors open for others or pass the door along. Using manners. Walking with voices off. Do not touch displays. Wait for an oncoming adult to walk through the door. Not pushing others.	If you drop litter, pick it up. Put rubbish in the bin. Share equipment fairly with others. Use furniture and resources how they are meant to be used. Treat other people's belongings with care. Show pride in our school by looking after classrooms and corridors. Respect school displays – do not touch. Keep the books on the bookshelves neat. Keep the toilet tidy, flush the	Q&A – participate in the lesson. Track the speaker. Track the demonstrator. Voices off during input. Be kind to others during team games. Taking turns. Treat equipment with care. Being a good sports person. Respect school displays – do not touch. Keep the books on the bookshelves neat. Keep the toilet tidy, flush the	Use equipment properly. Share play spaces and equipment fairly. Playing nicely and kindly with each other. Taking turns. Packing away upon request. Take litter to the bin and keep outdoor areas clean. Use kind words to each other. Use a positive tone of voice towards staff and peers. Include others in games and activities.
<b>Safe</b>	Facing forwards. Look where you are going. Walking. Staying in a line. Holding open doors so others can pass safely. Teachers to have fire board.	Standing and sitting sensibly with awareness of others. Teachers to have class fire board. Hands on your lap so your fingers don't get stood on. Listening to the speaker for any instructions.	Facing the direction you are walking. Walk calmly. Holding open doors so others can pass safely. Staying in a line.	Listening to the instructions. Following area guidance. Shoes tied up. No earrings or jewellery. Hair tied back. Fireboard and medication with class. Awareness of the environment. Using equipment safely. Reporting broken equipment. Not going into the PE store. Report any areas of the floor that are slippery.	Walk in the school hall. Tuck in your chair when you have finished. Nobody leaves the school hall before 12:30. 6 legs on the floor on your chair. We are a nut free school. Inform an adult of any spillages. All waste to be put into the bin, not on the floor. Walk in and out of the hall.	Following expectations - no running with scissors, no swinging on chair. Walking feet. Tucking your chair in when you are not using it. Avoid over crowding areas – sink, cloakroom, teacher desk, reading space. 6 legs on the floor on your chair. Coats and bags tidy. Pick items up that fall on the floor.	Following teacher guidance. 6 legs on the floor on your chair. Listening to instructions.	Walking feet. Hold on to the rail when walking up and down the stairs. Left hand side on the stairs. Single file. One through the door at a time. Facing the right way.	Raise awareness if something is broken. If something is broken, do not use it. Coats and bags to be put on pegs so they aren't trip hazards. Keep walkways clear and belongings in the right place. Do not drop litter. Resources to be used sensibly.	All walk together in a single file line – make sure the person in front is not far away. Fireboard and medical box with group including inhaler. Shoes tied up. No earrings or jewellery. Hair tied back. Walk safely to the toilet.	Walk towards the school building at the end of play. Take manageable risks. Kind hands to everybody – keep hands, feet and objects to yourself. Follow the OPAL risk benefit assessments. Follow instructions. Look where you are going. Stay in the agreed play zones. Report problems or unsafe behaviour to a play leader straight away.

## Appendix 2: Restorative questions and script cards

Restorative conversations may not happen straight after the incident if either child requires time to regulate. If this is the case, the child who has been harmed, will be listened to by a staff member, reassured and made aware that a conversation will happen when both children are calm and ready. This conversation needs to happen the same day wherever possible (i.e. unless right at the end of the school day). When holding the restorative conversation, children should be allowed thinking time when responding to the questions, matching practice during other lessons.

Restorative conversations should take place with a staff member and both parties (e.g. child who has harmed and child who has been harmed).

## Restorative questions

**What happened?** - Listen, hear, don't interrupt, don't disagree. Give your view but without blame or judgement.

What were you thinking at the time? - Helps children to reconsider their actions and thought processes. May help the child see that their initial thoughts might have sent them down the wrong path.

What have you thought since? - This may elicit a change of attitude, a shift in explanation, an apology. This could take the conversation off at a tangent. Some support may be needed to help tease the thoughts out.

**How did you make people feel?** - They may not be aware in the moment about how others reacted. Important to highlight this and help the child develop an understanding and consideration for others.

**Who has been hurt/upset?** Often a child will only consider themselves being affected. A child will need some support and help to identify the impact on others, e.g. What about Mrs XXX – how were they affected because they couldn't teach the lesson? What might mum/dad/uncle/sister say?

How have they been affected? - Try to enable the child to have empathy with others. There will be a mixed response to this, and some will need coaching to find an answer.

**What should we do to put things right?** This may lead to an apology but there mustn't be the expectation/demand of the apology. There may be other ways to put things right apart from/as well as an apology. When it comes, accept it in whatever form it takes – they may need support to be able to craft it in a way that gets it 'right'.

How can we do things differently in the future? - This may help with forward planning and hopefully give them some more awareness of their choices.

De-escalation will remain the focus of any interaction the member of staff has with the child.

<b>Restorative Questions 1</b>	<b>Restorative Questions 2</b>
Responding to distressed behaviour	Responding to those harmed
<b>What happened?</b>	<b>What happened?</b>
What were you thinking about at the time?	What were you thinking about at the time?
<b>How did you make people feel?</b>	What have your thoughts been since?
<b>Who has been hurt/upset?</b>	<b>How has this affected you and others?</b>
How have they been affected?	What has been the hardest thing for you?
<b>What should we do to put things right?</b>	<b>What do you think needs to happen next?</b>

### 30 second intervention

I noticed you are... *(state the noticed behaviour)*  
 This is a reminder that we need to Be... *(Ready, Respectful, Safe)*  
 You now have the chance to make a better choice.  
*(Insert child's name)...* if you continue, *(consequence)*. Do you remember when... *(model of previous good behaviour)*? That is the behaviour I expect from you. Thank you for listening. *(Give child 'take up time' and do not respond.)*

# Appendix 3: Safety Passport



## Safety Passport

Name:	Academic Year:	Date of Plan:	Review Date of Plan:	Completed by:

### Background information:

Things I like that keep me calm and regulated	Things I do well

### Reasonable adjustments:

Triggers:	Support for triggers:

Type:	Behaviour displayed:	Possible Adult Responses (What is the adult doing)	Child's Voice (What does the child need)
Stage 1 Anxiety Behaviours	-		
Stage 2 Defensive Behaviours			
Stage 3 Crisis Behaviours			

### Preferred De-escalation techniques:

Technique:	Try:	Avoid:	Notes:
Verbal advice and support			
Giving space			
Reassurance			
Scripts			
Negotiation			
Humour			
Tactical ignoring			
Transfer staff			
Clear option and choice			

Safety Passport



Change in tone of voice			
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**Behaviour Script for when dysregulated and may be a threat to self or others**  
(To be used by all staff in a calm and consistent manner)

Step 1: Acknowledge and Connect  
Step 2: Offer Supportive Choices  
Step 3: Clarify Safety Needs  
Step 4: Give Processing Time  
Step 5: Acknowledge Effort  
Step 6: Restate Support and Time Frame (if needed)  
Step 7: Support Follow-Through

Staff Reminder:

Signature:

Parent signature:

\_\_\_\_\_

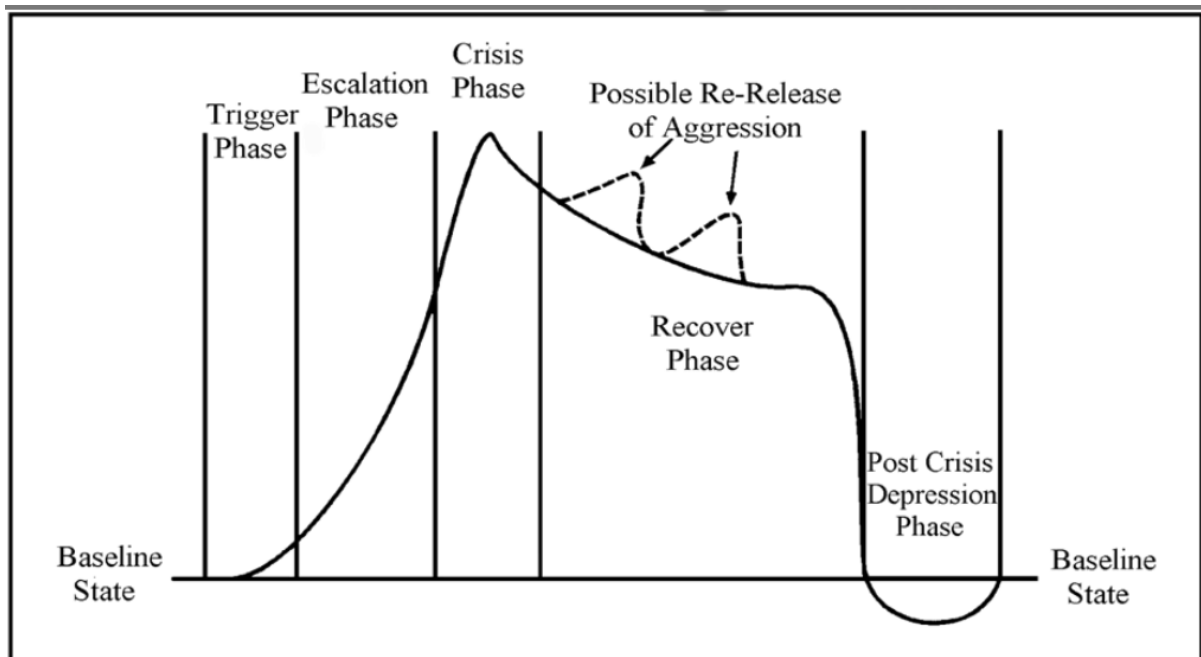
Date:

Staff signature:

\_\_\_\_\_

Date:

## Appendix 4: The Assault Cycle



The Assault Cycle, (Breakwell 1997).

**Phase 1 – Triggering Event:** An event perceived by the individual as a serious threat or frustration that initiates emotional or behavioural escalation.

**Phase 2 – Escalation:** Physical and emotional arousal increases—tension, agitation, preparing for confrontation.

**Phase 3 – Crisis Point:** The peak of aggression or assault behaviour (could include violence or extreme emotional response).

**Phase 4 – Recovery:** The body and mind begin to relax; emotional vigilance decreases, though vulnerability to further escalation remains.

**Phase 5 – Post-Crisis Depression:** The individual experiences emotional exhaustion, guilt, shame, or fatigue after the crisis.

## Appendix 5: Restrictive Practice Review

### Incident Analysis

#### Pre-incident

- What were the triggers that led to this incident?
- What did the child's behaviour presentation before the incident? Physical presentation, verbal, body language.

#### Incident details

- What did the restraint look like?
- Where were the adult's hands?
- What was the adult saying?
- What level of hold was used?

#### De-escalation

- How was the incident de-escalated?
- How was the child supported in calming and returning to baseline?

#### Injuries

- Were any injuries sustained to the child or adult? If yes, was medical assistance required? Ensure all injuries are reported to SBM and SLT.

#### Incident reflection

- What happened post incident to ensure all involved were physically and emotionally well?
- Questions to discuss with child and staff involved: What happened? How did you feel? Who was affected by this? What needs to happen now? What could have been done differently
- Pupil voice: What does the child need from the adult next time?

## Appendix 6: Risk Assessment

<b>Name of child:</b>		<b>Year:</b>	<b>DOB:</b>	
<b>Purpose:</b> To support the prevention of actions by pupil with SEND in causing harm or distress to themselves, pupils, and staff (1 to 5, with 1 being a low risk and 5 being a high risk)				
Area of Risk	Nature of Risk	Previous Action taken to minimise the risk	Further Action planned to minimise the risk occurring	Level of Risk in response to Action Planned
1.	•	•		LOW / MEDIUM (1 to 3)
2.	•	•		
3.	•	•		
4.	•	•		

In addition to the above, staff have been provided with significant training and support in partnership with the TECT team, SBAP and the Communication and Interaction team.

This risk assessment will be read and fully understood by any unfamiliar adult / supply staff before working with this class to ensure all elements of this risk assessment are adhered to.

Reviewed by:

Date:

Next review: (at least half termly)

**Document Owner:** Head Teacher

**Issue Date:** September 2025

**Version:** 2.0

**Review frequency:** Annually

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

[Keeping children safe in education](#)

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation](#)

[The Equality Act 2010](#)

[Suspension and permanent exclusion guidance](#)

[Use of reasonable force and other restrictive interventions guidance](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Arranging Alternative Provision - guide for LAs and schools](#)

Version	Revision Date	Next review due	Summary of Changes (and author)
V2.0	April 2026	September 2026	Update to Restrictive Practice Guidance – Georgia Sergeant.