



The First Federation Trust and Gatehouse Primary Academy Pupil Behaviour Support Policy 2025/26

Adopted:	3 rd April 2025
Review cycle:	Annual
Next review due by:	April 2026

**This policy is in 2 sections Part A: FFT Core Purpose Part B:
Gatehouse Primary Academy school specifics**

PART A: First Federation Trust



Core Purpose

Working together to provide the best possible education for all. **Mission**
Using our individual and collective strengths to work together to improve our schools.
Providing all pupils, the best education, enabling them to succeed.

Vision

Every child will aspire, flourish and achieve within the heart of the community

Within the First Federation Trust, we believe that every member of the school community has a responsibility for behaviour. Every member of staff should be seen to follow procedures confidently and consistently. All staff and pupils have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be taught, should be expected, and be consistently encouraged. Each school within the Trust has its own school values, rules, rewards and consequences to meet the needs of their cohort. Each school has its own vision which underpins the behaviour policy and systems in each setting.

Rationale

Relational practice and positive behaviour management are recognised as methods to support pupils' development through the promotion of positive behaviours and relationships. The main method of achieving this is through using relational practice, trauma informed care, and effective teaching and preventative responses which encourage praise, understanding, re-direction and co-regulation thus enabling pupils to be ready to learn. The staff who work with the pupils create appropriate role models for the pupils to follow. Through connection and understanding, adults in the school provide safe and secure environments for all pupils to be self-regulated learners. In extreme circumstances adults may need to take over control of a child's behaviour and in these situations, it may be necessary to provide physical intervention. This is used to ensure that a pupil does not cause injury either to themselves, a member of staff, another pupil or property.

Principles

In order to enable effective teaching and learning to take place, the school seeks to provide a safe, secure and caring environment in which positive behaviour is taught and consistently expected in all aspects of school life.

Children are entitled to

- feel connected, understood and cared for
- a safe and secure environment conducive to effective and stimulating learning and teaching
- consultation about school behaviour guidelines and expectations
- adults within school setting a good example
- the freedom from physical and verbal abuse in school
- a fair consistent, clear and calm approach to discipline from the school
- a clear set of guidelines and expectations about their behaviour in school •
have a voice and be listened to in school

Staff in school are entitled to

- a safe and secure environment conducive to effective and stimulating learning and teaching
- the freedom from physical and verbal abuse in school
- insist on a high standard of acceptable behaviour from children
- expect parents to help prepare their children to meet the school's expectations in ways acceptable to the school community
- implement agreed consequences when children behave in unacceptable ways, with support from the senior management team when required. • have a voice and be listened to in school

Parents are entitled to

- expect the school to maintain a safe and secure environment conducive to effective and stimulating learning and teaching
- regular information and consultation with the school about their child's progress and behaviour
- a clear set of guidelines and expectations about their children's behaviour in school
- early notification from the school of any problems relating to their child's behaviour
- have opportunities to help the school address their child's behaviour difficulties • have a voice and be listened to in school

The following behaviours will always be robustly challenged

- Bullying, fighting, racial harassment or any other form of discrimination against the protected characteristics (see Trust Policies)
- Bad language or bad manners
- Stealing
- Leaving school without permission
- Vandalism
- Dangerous behaviour

Wider considerations

There are times that pupils in school present with difficult and challenging behaviours. These behaviours can differ in severity and the times at which they are displayed.

This policy has been produced through the consultation of the following documentation:

- Keeping Children Safe in Education (DfE, September 2025)
- Guidance for Developing Relational Practice and Policy (Babcock and DCC, September 2020)
- Behaviour in Schools – Advice for Head Teachers and School Staff (DfE, September 2022)
- Mental Health and Behaviour Advice for Schools (DfE, March 2018)
- Supporting pupils at school with Medical Conditions, (DfE, December 2015)
- Participation of young people in education, employment or training (DfE, September 2016)
- Working together to improve school attendance (DfE, August 2024)
- Alternative Provision (DfE, June 2016)
- Behaviour and Discipline in Schools (DfE, January 2016)
- Use of Reasonable Force (DfE, July 2013)
- Improving Behaviour in School (EEF, 2019)

Roles and responsibilities

Promoting positive behaviour is the responsibility of the whole Trust community.

- Trustees should discuss and agree policy, make recommendations, support its implementation and contribute to the process of evaluation
- All staff should support and consistently implement the policy

Promoting positive behaviour is the responsibility of the whole school community.

- Parents should work in partnership with the school to maintain high standards of behaviour
- Children should adhere to the expectations of the school and learn from those occasions when they fall short in this respect

Promoting positive behaviour management

It is essential that all members of each school community know the school rules and consistently apply them. Pupils will need to be taught the rules and be reminded of them regularly. These rules will include carrying out daily routines, emergency procedures and for contextual aspects of specific lessons within the curriculum. Supportive feedback then reinforces positive behaviours.

Behaviour agreement (including break and lunch times)

At the beginning of every academic year class teachers will agree a set of positively phrased class rules and expectations with their children. These will be on display in every

classroom. The rules will be revisited at key points during the school year, including transitions, and reviewed and amended as necessary. We believe that these should be personal to each class but include the following themes:

1. Being gentle towards one another
2. Being kind and helpful
3. Being polite and listening
4. Looking after property
5. Being honest

Supporting pupils with SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age.

In the First Federation we understand that children may experience a wide range of complex needs including social, emotional and mental health, Autism, attention deficit disorder, attention deficit hyperactive disorder or attachment-based difficulties. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these needs may affect a child's behaviour in school.

As a school, we always do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. All members of staff understand the need to make the adjustments when dealing with the behavioural needs of pupils with SEND, particularly regarding consequences.

If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the school SENDCo.

Supporting pupils with behaviours that challenge

Some of our pupils' needs mean that they are unable to effectively regulate their own behaviour which may result in risk to themselves, other pupils and adults working with them. It is not always possible to immediately identify reasons why a pupil behaves in the way that they do. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day, over time, incorporating different types of co-regulation and mentoring approaches. Records of behaviour help us focus on the frequency, context and levels of behaviour.

Behaviour plans (including relational support and co-regulation plans) are co-constructed and implemented through a 'TEAM child' approach including the pupil, parents/carers, and key staff after behaviours have been fully analysed. All incidents are recorded, and all physical interventions recorded in the Bound Book. Behavioural records, over time, will build up a profile of the pupil, identifying different methodologies, strategies, behaviours and triggers. Physical intervention records are monitored frequently by the senior leadership team.

Each school uses positive handling plans (PHP)/ behaviour care plans (BCP) for pupils who have identified recurrent behaviours linked to their needs or disabilities. These plans are used to provide guidance to staff on how to effectively apply strategies to support individuals' behaviour.

Identified pupils will have an individual risk assessment indicating any potential known risks to themselves, other pupils, environment and adults. All staff working with pupils should be made aware of the pupils' needs, risk assessment and work within the guidelines provided in this and the PHP/BCP document (if appropriate). A baseline identifying pupils' strengths and weaknesses is established, using a profile, and this becomes part of the completed behaviour plan.

Once the behaviour plan is implemented and monitored there will be a timely review to ascertain its effectiveness. At this point, if behaviours are not improving, the school would seek to obtain further advice and support from professionals and Local Authority representatives to develop an appropriate way forward.

Expectations

Children are expected to

- attend regularly and be punctual
- wear correct school uniform
- be positive about learning and always try their best
- treat everyone and everything in the school community with consideration and respect
- always follow the school/site/classroom rules

Staff are expected to

- support and consistently implement the policy
- attend regularly and be punctual
- dress in an appropriate way
- follow the staff code of conduct
- treat everyone and everything in the school community with consideration and respect

Parents are expected to

- ensure their child attends regularly and punctually
- ensure their child wears the correct uniform

- be positive about their child's learning and encourage them to always try their best
- treat everyone and everything in the school community with consideration and respect

Working with parents

Parents/carers are key partners in their children's behaviour. Parents should be made aware if there are difficulties with their child's behaviour and this should be handled in a supportive way. Often behaviour is part of the child's learning difficulty or disability and therefore should be treated as an aspect of their educational needs. Parents should be involved in the design of behaviour plans (alongside school staff and relevant outside agencies) as they are often the experts when it comes to planning strategies for behaviour management. Where appropriate, parents should sign and agree to behaviour plans (the title of these documents are school specific) before they are implemented. If there is planned physical intervention, or the behaviour is risk assessed as requiring possible physical intervention, parents should be talked through the processes and agree to physical intervention through a signed consent form.

Recording and reporting

In all schools, inappropriate behaviour is routinely recorded on CPOMS (an online system) or paper logs (see Appendix for an example of a Behaviour Log and the tables within the Rewards and Consequences sections which states when incidents should be recorded formally). Additionally, physical interventions, as defined below, are recorded in a bound and numbered book.

The Bound Book has numbered pages. It is used to record all occasions when physical intervention has been used, where the pupil is non-compliant and not part of a PHP/BCP. Within the report the following areas are recorded:

- Name of pupil
- Names of all staff involved
- Details of the incident, including the hold/escort used, date and times
- Any injuries to pupil (an IR1 and first aid book completed)
- Signatures of staff quality assuring the report
- Communication to parents/carers
- The voice of the child is recorded

The physical interventions records are monitored regularly by the HOS and Link Directors

Physical intervention

- Physical intervention should always be the last resort and will only be used in the best interest of the pupil
- Physical intervention will always consider the rights and needs of the pupil
- Pupils will always be encouraged to regain control without the need for physical intervention
- At no time during physical intervention will pain be intentionally inflicted

Physical intervention is used to

- prevent the pupil harming self or others
- prevent the damage to property
- prevent them from committing an offence
- maintain good order and discipline
- prevent the pupil regretting or being upset about their actions afterwards

After a behavioural incident, when it is safe to do so, staff are given the opportunity to de-brief.

Physical intervention methods

At all times, wherever possible, there will be at least two members of staff dealing with a pupil and possibly more (where a risk assessment suggests this). This protects both the staff and the pupil. This does not necessarily mean that it will take more than one member of staff to physically support a pupil, especially primary aged pupils.

The First Federation uses Passive Intervention and Prevention strategies (PIPs) for de-escalation and physical intervention. Identified staff will undergo the relevant approved training by qualified trainers. Training records are to be maintained and the training refreshed as per the PIPs guidance. The training records are quality assured by the HOS.

In certain circumstances, it is necessary to remove a pupil to a safe space in order to provide them with the opportunity to calm down or reflect on their behaviour.

The use of restriction of liberty

The Trust recognises appropriate use of restriction of liberty in the following circumstances that are designed to keep our young people safe;

- retaining a pupil in a space (with an adult present or monitored by an adult who must be able to clearly see and hear the pupil) who has lost control of their behaviour and/or who may place themselves or others in significant danger if we were not to take control.
- Internal isolation is a planned strategy in response to a serious incident involving other pupils, staff or damage to property. This allows pupils, who have behaved inappropriately, to attend school and access their learning without interfering with the learning of others.

Child-on-child abuse

The Trust is clear that sexual violence and sexual harassment are never acceptable.

We will not tolerate this behaviour online or offline under any circumstances, and pupils whose behaviour fall below the school's expectations will be sanctioned.

School staff will never condone or normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, the school will take disciplinary action in line with this behaviour policy.

The school's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

Behaviour outside school

Pupils' behaviour outside school; on school trips, travelling to and from school and sporting events is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

Staff induction and training

We recognise that in order to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training on the school's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach their line manager or Head of School to request this.

All staff will be made aware of the Academy policy and government legislation, with which they will be expected to comply. This policy should be read with referral to the Safeguarding policy, Equality Policy, Suspensions and Permanent Exclusions Policy and the Anti-bullying policy.

Rewards and consequences procedures

Rewards

For most of the time children behave in desirable ways and this behaviour will be rewarded with praise, encouragement and recognition of their achievement. This may be through positive body language, facial expressions or verbal praise from an adult, which is given as an affirmation of the behaviour. Positive behaviours can be reinforced by selected rewards for example, positive phone calls home or notes to parents.

Some children may need more tangible rewards and used well these can be great motivators for pupils. Be sure to give these rewards straight after the behaviour has been demonstrated, where appropriate.

Positive recognition could be for:

Demonstrating core values

- Consistently high standards
- Consistent effort over time
- Services to the school
- Other reasons as identified by the teacher
- Excellent attendance weekly/ half termly/ yearly
- Punctuality
- No negative consequences in a week
- Courtesy, courage, co-operation and contribution

Reward systems will be designed by each individual school and will take the form of:

- Class-based rewards, e.g. marbles in a jar
- Individual reward system, e.g. praise postcards, Class Dojo points
- School-wide rewards, e.g. house points

Consequences

If a child breaks any of the agreed rules there will be a consequence. Consequences should be applied consistently and fairly resulting in boundaries being clearly drawn and therefore good behaviour promoted. All members of staff are responsible for promoting good behaviour across the school and must, therefore, be responsible for not accepting inappropriate behaviour.

It is important that adults label the behaviour and not the child. Labelling children is unacceptable. Pupils need to know that they are understood, valued and cared for.

Consequence strategies will be designed by each individual school. Staff will endeavour to use these sequentially, however certain behaviours will proceed to the later stages if they are of a particularly serious nature. Strategies will include:

- Rule reminder
- Behaviour warning
- Loss of playtime/lunchtime
- Sent to another class to complete work
- Sent to senior leader
- Internal isolation
- Suspension (see Suspension and Permanent Exclusion Policy for further information)

Suspensions and Permanent Exclusions

A suspension, or a permanent exclusion, is an extreme step and will only be taken in cases where

- long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered
- an incident of extreme seriousness has occurred
- in such circumstances where the Head of School sees fit, and in accordance with the Suspensions and Permanent Exclusions policy

A suspension will take the form of either

- internal isolation where the child is withdrawn from lessons for a fixed period or
- external suspension where the child is sent home for a fixed period of time

A permanent exclusion is where the child will be sent home and the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day after the first day the permanent exclusion took place.

Reasons to suspend or permanently exclude

Suspension

There will always be a need to ensure full understanding of the situation before deciding on this course of action. The HOS needs to be clear there was intent or clear reasoning if the child concerned did one of the following:

- Failure to comply with a reasonable request from senior staff
- Breaches of H&S rules
- Verbal assault of staff, other adults or children
- Failure to comply with the consequence system as described
- Wilful damage to property
- Bullying
- Homophobic or racist bullying
- Sexual misconduct
- Theft
- Behaviour which calls into question the good name of the school
- Persistent defiance or disruption
- Minor assaults or fighting
- Other serious breaches of school rules.

Permanent exclusion

- Serious and persistent breaches of the school's behaviour policy and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school.

Permanent exclusion may happen for the first or 'one off' offence. These may include:

- Serious actual or threatened physical assault against another child or member of staff
- Sexual assault or abuse
- Supplying an illegal drug
- Carrying an offensive weapon
- Making malicious or false claims against staff
- Potentially placing members of the public in significant danger or at risk of significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact such behaviour can affect the discipline and well-being of the school community.

Rewards and consequence procedures at lunch times, before and after school clubs

Rewards

Meal Time Assistants (MTAs), and any staff providing before and after school clubs, should follow the agreed school reward systems.

Consequence procedures

MTAs should follow the procedure below when tackling unacceptable behaviour at lunch time. To prevent poor behaviour, remind children how we play, suggest games, etc. If you can foresee a situation arising, take immediate action to diffuse the situation.

Consequence systems will be designed by each individual school but may include:

- Rule reminder
- Verbal warning
- Time out on the playground
- Sent in from playground

If required, MTAs are to seek support from an identified teacher or school leader and are to inform class teachers at the end of lunch if a child has been sent in from the playground.

This policy was adopted by the board of directors on: 3rd April 2025 and will be next reviewed by April 2026. It will be reviewed annually.

Gatehouse Primary Academy Relational Behaviour Support Policy



Policy aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to thrive in a calm, safe and supportive environment.
- Provide a consistent approach to behaviour management based on a trauma informed, relational approach, which is applied consistently to all pupils and yet reflects the needs of individual children.

Policy objectives

- To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- To build a community which values kindness and empathy towards others.
- To provide guidance to class teams, parents and carers, FFT trustees and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.
- To support children's understanding of how to self-regulate.

The approach

We believe that a trauma informed, relational approach is the foundation of growth, resilience and lifelong learning where consistency is the key to ensuring effective positive behaviour.

The rationale

At Gatehouse, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential. When children experience safety in their relationships, they become open to new learning; it is vital that wellbeing is therefore fundamental to our school offer.

Gatehouse has a holistic approach to education, valuing learning in and out of the classroom. It is a place where everyone is valued and cared for. It is a place where views are respected and where pupils are at the centre. We celebrate the uniqueness in each individual and encourage all pupils to flourish through a happy, safe and stimulating environment that encourages everyone to meet their personal goals and full potential.

Through our relational approach, we focus on building relationships between pupils, peers and staff to support positive working and social relationships. This in-turn develops a more respectful climate, better relationships amongst pupils and staff, greater honesty and a willingness to accept responsibility when things go wrong. A calmer, quieter and more productive learning environment ensues.

Because children learn best within positive, trusting relationships, this has informed our approach to managing and adapting behaviour. At our school, all behaviour is understood as a form of communication and through our relational, restorative and inclusive approach we respond to this with curiosity and understanding. We know that dysregulated behaviour could be an indication of an unmet need or be a sign of a defensive stress response. We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. Using this knowledge, we build resilience by managing pupils' behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how, as educators, we can offer the pupils the security and relationships needed to meet the individual's wellbeing and mental health needs. This will guide them along their journey in becoming independent, resilient, life-long learners.

Guided by relational practice, we focus on relational connection and regulation first by putting relationships at the heart of our approach. This allows us to truly hear and respond to our pupils' voices to create and foster a safe and happy environment where all feel secure and respected.

Through the Protect, Relate, Regulate and Reflect (PRRR) model, our school ethos promotes strong relationships between staff, pupils and home. It aims to create a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Protect:

Through warm, empathic, playful and curious interactions, staff ensure interactions with pupils are socially engaging. The nature of nurturing staff supports pupils to feel truly valued and emotionally regulated.

'Safety is not the absence of danger but the presence of connection.' - Dr Porges

Relate:

We believe it is essential that pupils form meaningful relationships with staff and their peers. We enable pupils to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. It's important that a connection is established between staff and pupils before behaviour can be addressed and corrected.

Regulate:

The use of interventions (Emotional Literacy Support Assistants, Trauma Informed Practices) allows for emotionally-regulating, playful, enriched adult- child interactions. Explicit teaching of Zones of Regulations (Appendix A) supports pupils to articulate and understand their emotions and responses.

Reflect:

With established and trusted relationships with members of staff, pupils are given the means and opportunity to reflect on their behaviour. It provides an opportunity for the pupil to make sense of the situation and develop a language for their emotions and behaviour. It supports them to understand their thoughts, feelings, bodily sensations and reactions.

Being 'Trauma Informed':

Gatehouse is committed to developing a Trauma and Mental Health Informed Approach which protects our school community members – staff, children and parents – alike. There is a strong body of research on the impact of Adverse Childhood Experiences (ACEs) on long-term mental and physical health.

To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s).
- find ways to manage their emotions and feelings.
- create an environment of safety, connection and compassion at all times.
- build a school network of strong, positive, supportive relationships through training.
- ensure children maintain the capacity to learn, despite difficult and recurrent events that may occur.

This means we do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations. On a need-led basis the ACES Questionnaire will be completed to enable staff to identify appropriate steps moving forward.

Our School Core Vision, Values and Character Qualities

Our school core values have been created collaboratively, considering the views of the pupils, staff and the First Federation Trust. This focused on what skills, knowledge, characteristics, attributes and aspirations they have for themselves and our children at Gatehouse. We appreciate that it is vital for all members of our school community to contribute to this process as it gives a further feeling of community and sense of belonging. They provide guidance for staying healthy, safe and prepared (**be ready, be respectful, be safe**) for life – and work – in modern Britain. When embedded and part of school practice and daily routines, school core values can assist children to achieve their potential

Gatehouse Core Aims -

- To develop and extend children's curriculum knowledge alongside their creative talents and their social and spiritual understanding of the world.
- To promote and develop their 'life skills' both within school and the wider community.
- To maximise learning in and around our extensive school grounds.
- To maintain an excellent culture of learning behaviour supported by our character qualities.
- For the school and the First Federation Trust to identify and support talent and leadership in education for all staff which compliments the needs for our children.
- For the First Federation Trust values (Aspire, Flourish, Achieve) and the school's Character Qualities (Resilience, Awe and Wonder and Striving for Accuracy) to underpin all that we strive to achieve.
- To ensure that the well-being of our staff, pupils and families is at the forefront of all that we do.

Ready, Respectful and Safe are the three rules that underpin the behaviour we expect to see in school from all staff and children (Paul Dix – When the Adults Change, Everything Changes, 2017). When discussing behaviour, we expect to hear the language of Ready, Respectful and Safe being used by children and staff. In the classroom, teachers will work with children to develop 'charters' which exemplify 'Ready, Respectful and Safe' so that everyone fully understands the expectations.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Create a culture of exceptionally good behaviour for life-long learning through a positive and safe school climate.
- Provide a nurturing environment, using Playfulness, Acceptance, Curiosity and Empathy (PACE, appendix C) and restorative approaches to foster appropriate behaviour.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions through explicit curriculum experiences.
- Ensure all staff have high expectations and maintain agreed boundaries at all times.
- Provide pupils with excellent role models.
- Create a school atmosphere which is consistent, safe and caring.

Within our consistent culture of excellent behaviour management, our staff will ensure:

- Consistent language and response (Appendix E), with simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up, ensuring certainty at classroom and school level, with all staff taking responsibility for behaviour interventions. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences which are defined and applied by all staff as well as following established structures for more serious behaviours.
- Consistent, simple expectations promoting appropriate behaviours.
- Consistent respect from the adults.
- That they demonstrate consistent levels of emotional control i.e. to model and not just teach.
- Consistently reinforced routines for behaviour around the site.
- A consistent environment which displays our core values.
- That we consistently develop and share our school rules.

All staff will:

- Meet and greet pupils at the door using meet and greet protocol (appendix C).
- Create a calm and safe environment for pupils.
- Establish and maintain consistent routines within the classroom setting.
- Model positive behaviours and always highlight and praise the behaviour they want to see.
- Build relationships using PACE (Appendix B), meet and greet and check-ins.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Promote intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Be calm and talk through the behaviours we would like to see and establish how we can achieve this.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore, or walk past, behaviour that falls below the standard expected. The management of behaviour is everyone's responsibility. All staff will engage, use positive reinforcement and support where appropriate.
- Record behaviour incidents promptly on CPOMs.

Supporting pupils with SEND

To further support pupils with SEND, Relational Support Plans (RSPs) and Co-Regulation Plans are used to understand individual needs, strategies and triggers.

Recognition and rewards

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are the hardest to reach. We promote a growth mindset when using praise by rewarding the process of learning; through interactions that identify the key skills and attributes that lead to intrinsic motivation, resilience and life-long learning. We will reward pupils who demonstrate positive behaviours in and around school through verbal praise, house points and stars in the jar.

Pupils at Gatehouse are grouped into four houses: Brook, Coryton, Swans and Warren. House points are collected and counted weekly; pupils can earn house point certificates and work collectively to achieve the House Cup at the end of each academic year.

Each class has an individualised learning incentives awards that they work towards each half term.

We use Learner of the Week and Winners Weekly Cups for each phase of learning (EYFS/Unit 1/Unit 2 and Unit 3), as well as a Courtesy Cup and School Values Cup for those that are showing consistency in their learning behaviours. We also provide a Gold Award badge/certificate at the end of each term, for pupils who have shone in their learning behaviours across the term. A Head Teacher award can be awarded on an adhoc basis that link to the school values and behaviours for learning. This frames behaviours that are over and above expectation.

Examples of inappropriate behaviours

- Use of self to intentionally hurt others
- Use of words to intentionally hurt others
- Intentional damage to property

Logical responses for inappropriate behaviour

Pupils are appropriately held responsible for their inappropriate behaviour. Staff will address behaviour without delegating. Staff will respond calmly and with care, reflecting and using the opportunity for learning.

Attitudes towards challenging behaviour should be non-judgmental. All adults in school should respond to the behaviour in a way that focuses on the feelings and emotions that might have driven certain behaviour, rather than the behaviour itself.

All staff should operate our stepped approach which will allow pupils to identify the next logical response and how they can turn it around. It is vital that knowledge of the pupil's social and emotional development is considered. Pupils for whom this approach is not appropriate, will have a Relational Support and Coregulation plan detailing alternative and appropriate systems that works for them.

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms i.e. "Show me your listening ears." Engagement with learning is always the primary aim. For most pupils, a non- verbal reminder such as a look or a gentle verbal reminder or 'nudge' in the right direction is all that is needed.

The table below is colour coded to correspond with the Zone of Regulation. The school will also have a 'child friendly' version of the tables below for use in each classroom.

Praise	Definition of behaviour	List/explanation of rewards
Level G1	In class rewards that are available to all children at any time who demonstrate good examples of expected behaviour	Verbal praise Include child's name, description of behaviour and how it's helping their learning when appropriate Stickers Freely given by all staff Class system, e.g. marbles in a jar, when the whole class demonstrate good behaviour they can award a marble in the jar, which when full can lead to a class treat chosen by children Parental communication The class teacher may feel it necessary to speak with parents after school or telephone them for a brief conversation.
Level G2	Regular rewards available within whole school system for children who demonstrate excellent examples of expected behaviour	House points Each child can earn house point stickers which contribute to both their own tally and 'house' tally. Sent to another member of staff, e.g. previous class teacher, TA who works with them outside of class, etc, who will verbally praise them and may also use a reward from level 1 or level 2, e.g. sticker. Parental communication Class teacher to communicate with parents (in person, telephone call or Seesaw communication) of the excellent behaviour or learning demonstrated by their child, and where appropriate, work photocopied to be sent home. Celebration Assembly The office and class teachers will contact parents ahead of the assembly. Children from each class are chosen by the class teacher every week to receive a certificate in assembly for their excellent behaviour or learning that week – 'Learner of the Week'. Certificates are sent home with the child. Also, Unit Cups, Resilience, Courtesy and School Values Cups are awarded as part of this assembly. Other achievements are also recognised during this assembly can also be used to celebrate other significant achievements, e.g. TT Rockstars in Maths or sports award, etc

Level G3	Behaviour that is 'above and beyond' what is expected and recognised	Sent to Assistant Head / Deputy Head Who will verbally praise them and give them a special award, e.g. special sticker/certificate that can only be earned when sent to a Unit Leader.
	by a senior member of staff	Parental communication Unit, Courtesy and the School Values cup that are part of the Celebration Assembly are awarded as part of a P3 recognition. Pupils take the cup home to share and celebrate with their family and friends for a week. Unit Leader or class teacher to contact parents (in person, telephone call, letter or Seesaw communication) to acknowledge the behaviour that is 'above and beyond' what is expected.
Level G4	Behaviour that is significantly 'above and beyond' what is expected and is sustained over a period of time	Sent to Head of School Each week, class teachers can send pupils to the Head of School if they have shown significant progress or achievement. The Head of School presents them with a
		special sticker reward and a letter is sent home to inform parents of their child's learning and/or behaviour that is significantly 'above and beyond' what is expected. Parental communication A letter is sent to parents to acknowledge the behaviour that is significantly 'above and beyond' what is expected.
Level G5	Whole school rewards that recognise exceptional behaviour over the year	Celebration of Achievement awards event At the end of each term, each class teacher chooses a pupil from their class who has demonstrated excellence in one or more of the following attributes; attainment, attitude, effort, service to the school. Parents are invited to attend the Gold Award Ceremony where their children will be presented with a certificate and a Gold Award badge. Parental communication A letter is sent to parents to explain the behaviour attributes demonstrated that are regarded as exceptional and demonstrated across the year.

We use an eight-step approach to manage and modify behaviour that does not reflect our Ready, Respect and Safe expectations. Steps should always be followed through with **care and consideration**, taking individual needs into account where necessary. All pupils must be given time to redirect and modify their behaviour in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. i.e. jump steps.

Steps		Action by adult
1	Attunement	Read the room and redirect using PACE (Appendix B). State the behaviours you wish to see and refer to the school rules. If the behaviour continues, move to step 2.
2	Reminder	Use whole class reminders of expectations to re-engage pupils. A reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3	30-second script (Appendix D)	A clear conversation delivered privately to the pupil making them aware of their behaviour, clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.
4	Time in	If a child reaches this stage, they are beginning to dysregulate. Child will have a 'time in' for regulation – in a space within the classroom – use of Take 5 / Zones of Regulations stations (Appendix A) until an adult can speak to them privately as a co-regulator. This will happen as soon as possible. During the conversation, seek to understand the feeling behind the behaviours and give them a final opportunity to modify this. It is imperative that this is conducted with the class teacher/adult in charge using the language of WINE (I... Wonder, Imagine, Notice and Empathise). Allow time before re-entering the learning space. Child returns to lesson.
5	Time in / Repair	If behaviour continues: Reconnect/restore at earliest opportunity (2 nd time in) - time spent with that same adult to participate in relational activities to support with rebuilding the positive relationship. E.g. portraits activity Change of face to be used.

If a pupil's behaviour continues to escalate, it may be necessary to use additional strategies such as:

-Loss of playtime/lunchtime (this is called reflection time and should be completed by the class teacher, or if necessary a senior leader) -Child moved to another space or class to complete work

-Child sent to a senior leader

6	Phone call (Class teacher) R1	Should the child persist with the inappropriate behaviour or if the same pupil has had 'time in' 2 or more times in a week. A phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. Gain more of a picture/context to the reasons.
7	Formal meeting and monitoring R2	A meeting with the pupil, parents, teacher and Assistant Head to take place if there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time ins' in 1 week. A behaviour transformation plan will be implemented and monitored over the course of two weeks. Meeting to be recorded on CPOMS.
8	Relational Support and Co-Regulation Plans R3	If the child continues to show signs of dysregulated behaviour an RSP will be drawn up. These plans aim to help a child to improve their social, emotional and behaviour skills, as well as supporting staff with how to positive engage with the child.
9	Suspension/ Permanent Exclusion	Where the Head of school is clear that there was intent or clear reasoning for an action by a pupil that warrants a suspension or permanent exclusion (see Part A FFT of this document) and the FFT Suspensions and Permanent Exclusions policy. A suspension could be internally in school with a member of the leadership team or at home. The Head of school or a Leadership team member will notify parents/carers of a suspension or permanent exclusion and the appropriate next steps.

Steps in more detail:

Steps 1 and 2 - PIP 'N' RIP (Praise in Public and Remind in Private)

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children classroom/ teaching space / dinner hall delivered privately to the child. The teacher / staff member makes them aware of their behaviour through use of PACE (Appendix B)

Step 3 - The 30 second script (appendix D) (get to the child's level): the script involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. The key to these conversations is framing the pupil in the positive light we know they can exhibit. The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

Step 4 - Time In

- The child will be asked to go to the 'Take 5' space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- The teacher will have a chance to speak to the child away from the class.
- Boundaries are reset.
- Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
- Child is given a final opportunity to re-engage with the learning / follow instructions. The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If a second adult is available, they may choose to take the child for a walk to follow these steps.

Step 5 - Restorative Conversations (time in)

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement.

Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their prefrontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?' It is important that the reflection takes place with the member of staff involved in the incident, to complete the **rupture – repair cycle**. If a child is dysregulating regularly, then they will have an individualised plan. Strategies that help a child to regulate vary according to the child, to meet their individual needs.

Once the child is regulated, the child needs an adult to lend them their thinking brain.

Time in with a key adult supports the pupil to calm down and think about how they have behaved. These are to take place following the incident. This is to be completed

by the class teacher or person leading the session. It should be a reflective conversation for the pupil. Appendix G may be used to structure the restorative conversation and to support the pupil's understanding. A restorative conversation will follow the structure of:

- Ask what happened and why they chose to behave the way they did.
- Ask the pupil who they think was affected by their behaviour.
- Ask what they could have done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other pupils involved could have done differently.
- Agree strategies for the future.
- Give the pupil the chance to add anything else.

Step 7, 8 and 9

A plan is put in place when less formal measures have not been successful in helping to improve a child's behaviour. The purpose is to promote social inclusion and help to reduce the need for fixed term or permanent exclusion. The effectiveness of the plan relies on identifying the underlying causes of the child's behaviours. The results of this mentoring session will be recommended to SLT and shared with parents as part of the plan meeting; these will then help to form the formal targets for the child's plan.

A trusted adult in the role of mentor (emotional available adult) will also be assigned to the child to offer support and a positive role model. This trusted adult will be of the child's choosing.

A child's behaviour may deteriorate before it improves when a plan is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a plan for maximum success, especially with younger children. These formal monitoring systems ensure a child who is struggling to maintain acceptable levels of behaviour is given targeted support for a full half term before a plan is enacted. It may also be relevant to complete a Relational Support and Co- Regulation plan or a risk assessment to unpick the triggers for specific behaviours and ensure the safety of the child and those around him/her.

A behaviour 'curriculum' – how we use 'The Zones of Regulation' to support children to self-regulate.

Self-regulation is something most humans continually work on, whether they are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we can recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place.

At Gatehouse, the Zones of Regulation and Mood meters are used across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Through our personal development curriculum, learning activities are designed to help children recognise when they are in different states, which are referred to as 'Zones'. Through planned activities children learn how to use strategies to stay in a zone or to move from one zone to another. Within class, the zones are visually represented and regularly referred to. These tools

are used in conjunction with Personal Development learning to recognise that all feelings are acceptable but to recognise the effect our actions have on others. Therefore, with the character qualities of resilience, awe and wonder and striving for accuracy running through our school's routines and practices, classes and individuals have developed group and/or individual age-appropriate strategies to support co-regulation and begin to self-regulate.

Appendices

Appendix A

Zones of Regulation

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Strategies for stopping could involve: opportunities for time in, breathing exercises, using a calm corner or tent or sensory support.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Strategies for slowing down could involve: yoga, mindfulness exercises, colouring, blowing bubbles, reading, listening to music or planned opportunities for time in with a trusted adult or friend/s.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Strategies for feeling 'just right' could involve (based on knowing the pupil/s and their levels of self-regulation): implementing sensory breaks, having a sensory break area on the playground, circle time or play games with friends.

The Blue Zone is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

Strategies for gaining more energy could involve: star jumps, skipping and other sorts of exercise, do something creative, listen to upbeat music, reflect on what makes us happy.

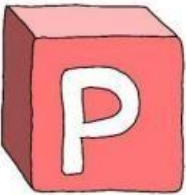
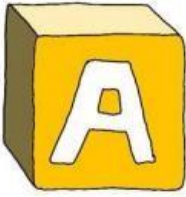
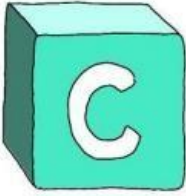
The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Appendix B

PACE

PACE is a trauma informed approach developed by Clinical Psychologist Dan Hughes which is centred around building safe, trusting, and meaningful relationships with children and young people that have experienced trauma or attachment difficulties. PACE will provide a framework for adults to build on their attachments with children, by communicating and interacting in a way which helps children and young people feel safe – this approach may be used when a young person is dysregulated. PACE stands for Playfulness, Acceptance, Curiosity and Empathy

	Playfulness • Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)	
	Acceptance • Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement	
	Curiosity • Being curious to where a behaviour has come from (in your head or out loud...)	
	Empathy • Really connecting with how they are feeling and showing compassion	

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by *Juliet King*

Appendix C

Meet and Greet / Send and End protocol

On entry to the classroom, at the door, children should be greeted by their class teacher or in their absence a familiar adult – ideally a teaching assistant who is consistent in their presence in the classroom. Greeting should follow the four at the door format.



Greet the child using their preferred NAME



Establish EYE CONTACT with the child, where it is comfortable for the child to do so



Offer the child some form of non-verbal, friendly, appropriate HUMAN CONTACT



CONNECT to the child on a personal level with a comment or question

Appendix D

30-second script

- I noticed you are having trouble with (state the behaviour you see to separate the behaviour from the child.)
- I am wondering if you are feeling...
- You know we have a ready/respectful/safe rule in the classroom. It was the rule about ... (lining up/bringing toys into school/allowing others to learn) that you broke.
- Do you remember when you... (did that really kind thing for...?)
- That is who I need to see today...
- When I come back in X minutes, I want to see your wonderful....
Thank
you for listening
- (Now walk away – remember to return at the given time!)

Appendix E

Consistency in language

With all these questions use WINE (Wonder, Imagine, Notice and Empathy).

- What happened/why? = **Help me understand what happened? Help me understand what you were thinking at the time? I imagine that was...**
- What have you thought about since? = **I imagine you have been thinking about...**
- How might this have made other people feel? = **I wonder who might have been most affected by this...**
- What should/could we do to put things right? = **I wonder what we could do to make things right again?**
- How could we do things differently in the future? = **What I am noticing is that when X happens you do X... I wonder how we could do things differently in the future...**

Appendix F – Research / Useful Links

Trauma Informed Schools UK

[Trauma Informed Schools UK](#)

Paul Dix

[HOME | Paul Dix](#)

Zones of Regulation

[Zones of Regulation](#)

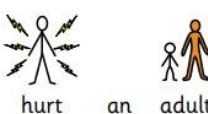
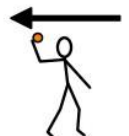
PACE

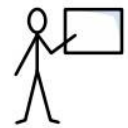
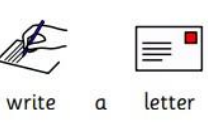
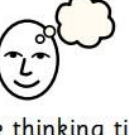
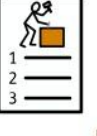
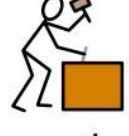
[PACE - A Therapeutic Approach](#)

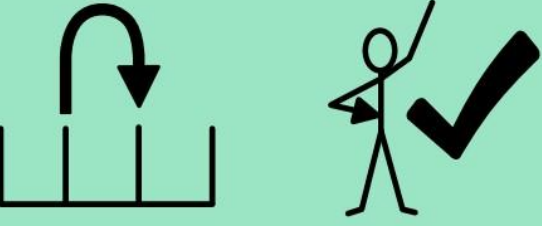
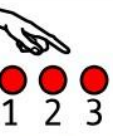
Consistent Language Approaches

[WINE Sentence Stems](#)

Appendix G

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 took my clothes off	 What happened?			 wasn't respectful
 swore				 wasn't ready
 didn't listen	 threw something	 ran off	 tore my work	 something different
 worried	 fidgety	 confused	 angry	 sad
 irritated	 What were you thinking or feeling?			 excited
 giggly				 distracted
 silly	 hungry / thirsty	 anxious	 scared	 something different

 me	 a friend	 a teacher	 a MDS	 my class
 my mum	 Who has been affected?			 other children
 my dad				 group
 my family	 people in the community	 animals	 my carer	 someone else
 write it down	 write a letter	 talk to someone	 say sorry	 fix something
 get dressed	 What needs to happen to put it right?			 tidy up
 have thinking time				 clean something
 make a plan	 practise	 finish my work	 get energy out	 something different

 sad	 sorry	 guilty	 ashamed	 scared
 good	 How do you feel now?			 worried
 happy				 unsure
 tired	 calm	 better	 okay	 something different
 talk to an adult	 ask to go outside	 go to a calm space	 go for a run	 get a fidget toy
 physical checklist	 Next time I could...			 count to 10
 play with someone else				 walk away
 ask for help	 take deep breaths	 tell someone how I feel	 have a drink	 something different

Appendix H



Our School ★ Behaviour Policy



Kind reminder

The adult notices something and gently reminds you what you should be doing. This helps everyone stay focused.



Quiet reminder

The adult will give you another reminder, quietly and kindly, so you can make a better choice.



Private chat

A private chat about what happened. The adult explains what could happen if it continues. You'll hear about the good choices you made before.



Time in (calm time)

If you still feel upset or find it hard to stop, you'll have time in a quiet spot in the classroom. An adult will come and talk to you.



Reflect, repair and reconnect

If it keeps happening, you will need to spend some reflection time with an adult at break or lunchtime.



Phone call home

If your behaviour continues, your teacher will phone home to talk with your family about how to help you.



Meeting

If your behaviour continues, there will be a meeting with you, your family, your teacher and a member of our Senior Leadership Team.

Remember! At every step, adults are here to help you.

