



Edgware Primary School

Relational Behaviour Policy

'Resilient Minds, Kind hearts, Bright Futures '

Date: July 2026

<i>Alison Jacob</i>	Headteacher
<i>Robin Fisher</i>	Chair of governors

Last updated: July 2024

Policy Overview

Purpose

This policy outlines Edgware Primary School's approach to fostering positive behaviour, wellbeing, and relationships within a trauma-informed and attachment-aware framework.

Ethos & Vision

At Edgware we strive to improve life chances by creating well-rounded, resilient and independent thinkers who thrive in our safe and caring environment. Strong relationships are the foundation of a safe, happy, and productive school culture.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2026) 'Restrictive interventions, including use of reasonable force, in schools
- DfE (2024) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

Related Policies:

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

At Edgware we want all our children to feel welcomed, safe and happy. We believe strong relationships contribute to a child's sense of belonging in a school.

(Bergin and Bergin, 2009)

Those who are nurtured best, survive best. It turns out that emotional resilience and our ability to learn are inextricably linked' (Cozolino, 2014).

[file:///N:/An_Attachment_Aware_Schools_Programme_A_Safe_Space_a_Nurturing_Learning_...%20\(1\).pdf](file:///N:/An_Attachment_Aware_Schools_Programme_A_Safe_Space_a_Nurturing_Learning_...%20(1).pdf)

A relational behaviour policy is based on the knowledge that behaviour is a communication of unmet need.

THEORETICAL FRAMEWORK

Trauma Informed- Attachment Aware School (TIAAS)

Staff understand how trauma and attachment influence behaviour. Our approach is flexible and child-centred, balancing support with consistent boundaries.

Role of Relationships

Positive relationships build trust and resilience, supporting both wellbeing and academic success. We prioritise safety, empathy, and connection.

A relational behaviour policy is based on the knowledge that behaviour is a communication of unmet need.

Rationale

At Edgware, we understand that wellbeing and behaviour are deeply interconnected. Research in child development, neuroscience, and attachment theory highlights the strong link between positive mental health and educational success. When children feel safe and supported in their relationships, they are more open to learning. As such, wellbeing is central to everything we do.

We have made significant investments in staff training to support pupils who have experienced adverse childhood events (ACEs). Trauma can affect how children present their behaviour, and we use emotional coaching strategies to help pupils who struggle to self-regulate. At times, we may adapt elements of this policy to meet individual needs, which might appear inconsistent but reflects our commitment to equity and trauma-informed practice.

We recognise that a stable environment, such as school, relational approaches, safe spaces and trusted adults often means that children with attachment and trauma will display challenging behaviours. Being trauma informed is not an excuse for, or acceptance of, dysregulated behaviour and disruption. Instead, it provides an opportunity to de-escalate and reduce negative behaviour presentations and stabilise relationships.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by the Thrive Approach, we prioritise relational connection and emotional regulation. By listening to and valuing children's voices, we aim to create a safe, respectful, and nurturing school community.

Positive behaviour is essential for high-quality learning in a stimulating environment. It allows children to develop confidence, self-discipline, and responsibility. Promoting this culture is a collective responsibility. All staff must model respectful behaviour and apply expectations consistently to uphold our whole-school ethos.

The learning environment is the shared responsibility of all staff of the school. A whole school is approach fundamental to the ethos of the school.

'enhancing teacher–student relationships is not merely an add-on, but rather is fundamental to raising achievement' (Bergin and Bergin, 2009)

Those who are nurtured best, survive best. It turns out that emotional resilience and our ability to learn are inextricably linked' (Cozolino, 2014).

AIMS

Through the promotion of positive behaviour, we aim to:

- Create a positive whole-school culture that promotes excellent behaviour, ensuring all pupils can learn in a calm, safe, supportive, and inclusive environment that reflects our values
- Define acceptable and unacceptable behaviour, helping pupils distinguish right from wrong, take responsibility, and assert their rights appropriately
- Develop independent, self-regulated, reflective, and responsible learners who can make thoughtful decisions about their behaviour and understand how it affects others
- Promote self-esteem, empathy, tolerance, compassion, honesty, accountability, and restorative thinking across the school community
- Cultivate an atmosphere of trust, politeness, and fairness, encouraging care for others, shared spaces, and the environment
- Foster academic and social achievement by celebrating diversity and promoting respect for different faiths, cultures, languages, and ways of life
- Support every pupil — regardless of background, need, or ability — to reach their full potential through a broad, balanced, creative, stimulating, and inclusive curriculum
- Embed a trauma-informed approach in our relationships and responses
- Build strong partnerships with parents, carers, and the wider community
- Inspire a love of lifelong learning and promote healthy, active lifestyles

We will:

- Create a calm, safe, inclusive, and nurturing environment where all pupils can thrive socially, emotionally, and academically
- Deliver exciting, challenging learning experiences that meet diverse needs and promote lifelong learning and healthy lifestyles
- Use trauma-informed, relational practices (including PACE and restorative approaches) to support wellbeing and appropriate behaviour
- Promote self-awareness, self-control, and personal responsibility through explicit teaching and modelling

- Set high expectations for behaviour and learning, with consistent boundaries upheld by all staff
- Provide strong role models and clear, compassionate guidance for pupils
- Foster mutual respect across the school community, including for others, property, and the environment
- Celebrate diversity and treat all individuals with fairness, acceptance, and respect
- Actively involve parents, carers, and the wider community in promoting positive behaviour and achievement
- Build a school culture that encourages learning from mistakes, recognises success, and prepares pupils for lifelong learning

EMOTIONAL REGULATION TOOLS

We believe in the three stages of Dr. Bruce Perry's Neurosequential Model:

Following these three steps will help children to learn, think and reflect, getting them back 'on track'

The 3Rs

Regulate, Relate, Reason

This model helps us understand different brain states. It is only when children feel safe and connected that they can be ready to learn and behave. By understanding these we can support them.

Regulate: Children need to regulate and calm their survival response so they are not in fright, flight, freeze, fawn. This involves helping a person (including oneself) return to a calm and balanced state. (At this point, it may be better not to talk to the child, give them space in a safe area and allow them to calm down)

Relate: Once the child is regulated, the focus shifts to building connection and empathy. This involves acknowledging their feelings, validating their experience, and fostering a sense of safety and understanding. Children need to feel connected to the world, to other individuals

Reason: Only after a child is regulated and feels connected can they effectively engage in reasoning, problem-solving, and learning. This step involves using logic, language, and cognitive skills to address the situation at hand.

Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Emotion Coaching

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach our children about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling heard. This activates changes in the child's neurological system and allows the child to calm down.

Steps in coaching

Step 1- Notice and Empathise

Step 2- Label and Validate (Name the emotion) (connect)

Step 3 – Set limits/boundaries (redirect)

Step 4- Problem solve

<https://www.emotioncoachinguk.com/>

<https://www.emotioncoachinguk.com/post/what-s-your-meta-emotional-perspective>

Zones of Emotional Regulation

Using a **cognitive behaviour approach**, the **zones of regulation** enable children to recognise their emotions, and understand how they are feeling. Once they understand which zone they are in, children are able to work out how to get to move to a different zone. From example, red to green. Feelings have different levels of energy, intensity and sizes. These emotions have been coloured into four categories named **Zones of Regulation**.

1. **Blue Zone:** The Blue Zone portrays **down feelings** and low **energy levels** such as when someone feels bored, sick, tired, or as
2. **Green Zone:** The Green Zone depicts **calmness** and the feeling of being in **control**. A person in the green zone may be described as content, focused, happy or ready for learning. Green is considered as the zone with optimal learning.
3. **Yellow Zone:** The Yellow Zone describes a person with **additional levels of energy** and **elevated emotions**, but remains in more control. An individual may be facing nervousness, wiggles, silliness, excitement, anxiety, frustration or stress within the Yellow sign.
4. **Red Zone:** The Red Zone demonstrates **strong emotions** and extraordinarily high energy. A person is said to be in the red zone when he is feeling angry, elated, terrified, out of control, devastated or enraged.

Staff must work with the children to help them to identify which zone they are throughout different points in the day and how to move from one zone to another. By understanding emotions, children are able to regulate and shift their behaviour in a positive way.

Habits of Mind

We encourage children to understand different dispositions & attitudes which are characteristically used by successful learners, helping children develop self-regulation and positive attitudes. They help children to understand how to be more confident when confronted with difficulties and understand how best to deal with challenging situations. They encourage children to behave intelligently and respond effectively to uncertainty or dilemmas. An example of this would be the habit of managing impulsivity or thinking flexibly. There are 16 Habits of Mind that we work on with the children and reward the children when we see them showing one of the dispositions. We focus on the dispositions in assembly so children have a good understanding of what each one is and why they are important. (See appendix)

This is a detailed policy as we firmly believe that clear guidance must be given and shared with all stakeholders.

BEHAVIOUR EXPECTATIONS

Core Principles

- **Ready**

- **Respectful**
- **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, Safe being used by children and staff. In the classroom, teachers will work with children to develop 'class charters' which exemplify 'Ready, Respectful and Safe' so that everyone fully understands the expectations.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience.

The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority.

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 children who are the hardest to reach.

Values

We have 5 core values that we teach to our children

- **Respect** - We treat everyone how we want to be treated, we listen and we are kind
- **Honesty** - We tell the truth; we take pride in doing what is right
- **Resilience** - We persevere through challenges and learn from any mistakes
- **Curiosity** - We love learning, we ask questions to find out more
- **Responsibility** - We own our actions; we take care of each other and what we have

Being a Self –Regulated Learner

We believe strongly in developing children who can become self-regulated learners who are able to understand their behaviour and the behaviour of others. We do this through the development of:

Metacognition (thinking out thinking), **Oracy** (talking about emotions/feelings), and **Development of Self-regulation**. These together create a self-regulated learner.

We work on three relationships:

- Relationships with self
- Relationships with others
- Relationship with the curriculum

At Edgware we will not tolerate:

- ✓ Child on child abuse
- ✓ Sexual harassment or sexual abuse
- ✓ Bullying(including cyber bullying), whether verbal, physical or emotional

- ✓ Racism, whether by word, action or attitude
- ✓ Homophobia by word, action or attitude
- ✓ Physical threats or abuse and intimidation such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- ✓ Sexual violence or sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, sharing of nude images
- ✓ Discrimination, aggression, and derogatory language (including name calling)
- ✓ Fighting or hurting others
- ✓ Swearing
- ✓ Antisocial behaviour
- ✓ Disruptive behaviour
- ✓ Bad language or disrespectful behaviour

RIGHTS AND RESPONSIBILITIES



Responsibilities

It is everyone's responsibility:

- ☒ To demonstrate the 6 core values in our behaviour
- ☒ To let others get on with their work and play
- ☒ To work to the best of our ability
- ☒ To try our best in everything we do
- ☒ To respect and care for all children, staff and visitors
- ☒ To listen and respond appropriately when spoken to
- ☒ To be honest and truthful at all times
- ☒ To show care and concern for the environment
- ☒ To tell a member of staff if you see someone being treated unkindly

Rights

- ☒ To be able to work or play without disruption
- ☒ To be proud of our achievements
- ☒ To be treated fairly and with respect
- ☒ To express our views respectfully and be listened to
- ☒ To feel happy and safe
- ☒ To tell a member of staff if there is a problem

OTHER PROACTIVE AND PREVENTATIVE MEASURES

We have a very clear approach. We use this approach to support our children positively.

- ❖ Clear rules, consequences and rewards
- ❖ Be friendly and build rapport -show care and concern- they are not just numbers- It is imperative staff build **CONNECTION** before **CORRECTION**
- ❖ Don't ignore poor or low-level behaviour – deal with it quickly and quietly
- ❖ Countdown to get children back on track
- ❖ Thank children for doing what you have asked or for how they are behaving
- ❖ Quality teaching and learning, which ensures engagement
- ❖ Give regular feedback
- ❖ Listen to a child when they want to say something
- ❖ State the obvious – notice the good and comment on this.
- ❖ The ability to forgive and move on
- ❖ Time warnings

We use a range of de-escalation strategies to support children whose behaviour may be challenging.

STAFF CONDUCT & ROLE MODELLING

As adult working with children, we recognise that we are in a privileged position of power and influence:

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of

torture, or an instrument of inspiration I can humiliate or humour, hurt or heal. In all situations, it is my response that decides, whether a crisis will be escalated or de-escalated and a child humanised or de-humanised”.

(Haim Ginott - “The Learner’s Dimension”)

- **Use SMART Language** - Staff must use SMART language to reinforce to children what they have done. For example, *Well done X, you have walked sensibly in the corridor or thank you X, you have helped me to*

All staff must ‘catch children being good’ and reward them for this behaviour.

- **We listen and try to find out what’s wrong, not dismiss.** It is important to listen to a child who has a problem and try to understand what is happening for them so that staff can respond appropriately and effectively.
- **We operate a no shouting policy.** Staff do not shout at each other or at the children, unless there is a Health and Safety incident that requires shouting to protect the safety of other people. We ask that families and volunteers also adhere to this no shouting policy within the school.
- **We operate a no sarcasm policy.** Staff do not use sarcasm to rebuke or criticise each other or the other children. We ask that families and volunteers also adhere to this no sarcasm policy within the school.
- **When staff have a professional disagreement, they do not allow any visible conflict to be seen by the child.** Staff conflict is also not brought into the staffroom or to the

school office. Staff are expected to resolve professional differences amicably through discussion, compromise and/or negotiation with another member of staff. The Head teacher is always available to assist in resolving any conflict between staff. Staff are expected to put any personal disagreements aside during school working hours and when dealing with any matters concerning the school.

- **Staff do not talk about each other or children in a negative manner to other members of staff or to parents.** It is recognised and understood that disagreement and conflict may happen. We ask that if a staff member has an issue, they talk directly to the person involved and if the issue is still not resolved, they talk to their line manager and then, if necessary the Head teacher.
- **No one should touch or manhandle a child in any way. If necessary, reasonable force will be used to ensure a child is managed safely.**
- We avoid behaviour or language that would make a child and/or other staff feel humiliated, especially in front of others.
- Go out of our way to listen to children, interact positively not impulsively, show care and concern
- We avoid behaviour or language that would make a child and/or other staff feel threatened or intimidated.
- Treat children fairly (and are explicit in this)
- Apologise if we make mistakes
- Teach children ways to manage minor incidents independently and tell other children when they don't like what is happening.
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking about difficulties with friendships, behaviour or issues at home etc.
- Recognise that when children demonstrate behaviour which distracts themselves or others that there is usually a reason behind this
- Teach children how to stay safe on the internet, and particularly when using social media
- Are vigilant in recognising changes in children's behaviour and speaking to parents about this if appropriate
- Follow the school safeguarding policy at all times

STAFF INDUCTION and CPD

Staff Role Modelling

All staff are expected to:

- Communicate calmly and respectfully
- Use praise and clear expectations
- Avoid shouting or sarcasm
- Apply restorative responses to conflict
- Build positive relationships

Induction & CPD

- All new staff are inducted into the school's behaviour culture
- Regular CPD includes trauma-informed practice, SEND, de-escalation, and emotional coaching

CONSISTENCY ACROSS SCHOOL

Class Contracts

At the start of each year, each class will make a class contract which includes agreed rules around how everyone will behave when they are in class and within the school. These will align to the school's 3 principles: Ready, Respectful and Safe. These are shared in the first assembly of the autumn term. Staff must notice when children are following the rules and praise them for this.

Year 6 sign another contract after SATS which shares the expectations of behaviour as they move into a slightly less formal timetable. The contract lays out the expectations of behaviour, the rewards and consequences.

RECOGNISING AND REWARDING POSITIVE BEHAVIOUR

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. It is used meaningfully, thereby encouraging and reinforcing good behaviour.

When giving praise, teachers ensure its:

- Specific, meaningful, and sincere
- Based on effort, behaviour, and learning
- Given immediately and fairly

Alongside verbal praise, the school will also give rewards for good behaviour & learning. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Examples of learning behaviours

- Getting down to work straight away
- learning well with a group or with a friend
- managing distractions from others, completing tasks on time
- sharing with others
- determination
- perseverance
- challenging themselves further
- showing that they are an independent learner
- Evidence of any of the Habits of mind
-

Examples of good behaviour

- Being kind to another child

- Helping others
- Being respectful to an adult or peer
- Being selfless
- Following school rules
- Speaking respectfully and kindly to others
- Allowing others to learn
- Having a good attitude to learning

A record of these achievements should be kept in each class so that across the year teachers have given a range of different children rewards, catching children for being good.

REWARD SYSTEMS

Class Rewards

Class teachers may use another system of choice in their classroom to praise behaviour alongside the set systems in place across the school. Examples of this can be: marbles in a jar, Dojo points. They may get Extra playtime, film nights.

Team points

Stickers/Team points will be used as a reward for showing the school values.

Certificates

Children receive rewards in assembly, each week which reflect our values or Habits of Mind or academic success. Children also receive a WOW award to celebrate achievements, both social and academic.

Head teacher Award

Children who have 30 stickers on their chart, per term, will receive a prize from the treasure box. Children may also come and show good work and receive a sticker or certificate.

Ambassadors

Children are given a range of leadership roles. These roles are varied and allow children to become role models for others, sharing good behaviour and positive attitudes

BEHAVIOUR RESPONSE

What we do if we see unacceptable behaviour

Measures are in place to ensure both general and targeted interventions are used to improve pupils' behaviour and support is provided to all pupils to help them meet behaviour standards.

When a child is not behaving as expected, staff always refer to a child's behaviour rather than the child, take into account the context of the situation

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Response to behaviour may have various purposes:

Deterrence (aims to discourage future misconduct by imposing consequences),

Protection (seeks to safeguard individuals or groups from harm caused by the behaviour) or

Improvement (focuses on helping the individual change their behaviour for the better.)

Definitions of behaviour:

Low level Behaviour

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission

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

Escalating Behaviour is defined as:

including, but not limited to, the following:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Walking out of class regularly
- Rudeness or answering back
- Non-completion of classwork where the child’s decision is based on defiance rather than understanding or a social / emotional concern
- Poor attitude
- Graffiti
- Disruption on public transport

Serious Behaviour

Any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour

This will include, but is not limited to, the following:

- **Discrimination/race and faith targeted bullying** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying

Emotional -Being unfriendly, excluding, tormenting

Physical -Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including:

- Racial
- Faith-based
- Gendered (sexist)
 - Homophobic/biphobic
- Transphobic
- Disability-based

Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual -Sexual Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal-Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying- the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger

We follow a 5-step approach to unacceptable behaviour. All children will start each day with a clean slate. Any steps from the previous day are **not** carried over to the next. Any behaviour that goes against the school's values will result in the child being put on the step system. Low level disruptive behaviour will not be tolerated. Behaviour such as child on child abuse; bullying (including cyber bullying); repetitive racial, homophobic or sexual abuse; physical abuse; swearing or refusal to follow adult instructions will result in the child **immediately progressing straight to Step 5 where a decision will be made about a fixed term suspension or more permanent exclusion.**

We follow '123 magic' created by psychologist Thomas W. Phelan, PH.D. This is a behaviour management programme that helps to address children's behaviour. A key element to the system is that it is based on very little communication with children and encourages a 'non-emotional' response to poor behaviour ('*no talk, no emotion*') at the time that poor behaviour is being displayed. It is important the child receives no reaction/'reward' for their behaviour. Children

understand what they are doing, so do not need to be told. For example, talking when the teacher is talking, answering back, playing with resources, rocking on their chair. The teacher counts (“that’s 1”, “that’s 2”) to give a child a chance to independently stop the misbehaviour. If it doesn’t stop and the teacher needs to count to 3 and then the child would need time out in the classroom.

The system encourages staff to stay calm and clear with children, giving children time to acknowledge their behaviour, to rethink and change that behaviour on their own. For a serious incident, there should be time for reflection, once the incident is over. At this point, when the child is calm, a member of staff can talk through the behaviour with the child and explain the school rule which was broken so that they understand and can ‘hear’ how the behaviour has been disruptive and can, at this point, be encouraged to say what they will do next time. (See Appendix)

When you are dealing with a child, we use a quiet and calm voice and come down to their level. Staff must be prepared to listen to the child and it is really important that we always try to get down to the bottom of the initial behaviour – children tend to misbehave for a reason.

It is imperative that all communication with the child is firm but calm without using too much language to try to justify what consequence you have given them.

	STEP	SANCTION	INTERVENTIONS & SUPPORT OFFERED
Ensure connections and a relational approach before using steps			
Low level Deterrence Improvement	Step 1	Verbal warning – “that’s 1”	No other verbal communication to detract confrontation and attention, no emotional response.
Low level Deterrence Improvement	Step 2	Second verbal warning “that’s 2”	No other verbal communication to detract confrontation and attention, no emotional response.
		If behaviour improves/stops, you start again at step 1.	Staff are NOT to continue counting if a child has shown they are able to stop and correct their low-level behaviour after counting ‘1’ or ‘2’. Children who show they are able to correct their behaviour have the right to a fresh start.
Escalating Behaviour Protection Improvement	Step 3	Continued or escalated behaviour Becomes a step 3 First time: Time out in their own classroom in a designated area or in the time out box in the playground	Child has time after completing their time out to apologise and get back on track. Strategies might include: • Observations • Emotion coaching • 3Rs strategy • Using Antecedent –

		*Every class should have a time out area with timer Step 3 again: Time out in another classroom Removal can be used for the following reasons: • to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; • to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and • to allow the pupil to regain calm in a safe space. Three step 3s = time out and club time missed on Friday.	Behaviour - Consequence (ABC) sheets (See Appendix) • Discussions with the parent/carer • Discussions with the child • An internal 'Team Around the Child' meeting • Report Card- SMART targets to be set on report card/ Monitored by Senior Leadership • Does the child need a behaviour plan? • For persistent step 3 behaviour, referrals may be made to outside agencies.
Serious Behaviour Protection Improvement	Step 4 Internal exclusion or After school Reflection Or time in a partner school	An internal exclusion The Head teacher may exclude a child internally from lessons. Parents will be called to inform them of the internal exclusion and they will also receive a letter. Reasons for internal exclusions might be: * To carry out investigations into an incident * To minimise the opportunity for further misbehaviour * to maintain safety, stop disruption and regain calm in a safe space	• Emotion coaching, if appropriate alongside other strategies • 3R strategy • An internal exclusion or Reflection will be done with a member of the Senior Leader or a Learning Mentor. • At this point there may be support from a Learning Mentor or member of SLT and possibly other agencies. • A meeting with parents/carer will take place. • A letter home will be sent as a record. • Possible referral to the school's

		* To provide a 'cooling off' period * To encourage a period of reflection by the child with a member of the Senior Leadership Team. Please Note: • If an incident happens in the morning, a phone call home and child has an internal exclusion straight away. • If they have it in the afternoon, they start it in the afternoon and then the morning of the next day. This would be for a specified amount of time. There will be work given by the class teacher. <u>This is used differently from an internal exclusion. It would be used to:</u> Give a child time out of 'school' time to reflect on their behaviour and work with a senior member of staff or learning mentor to analyse why they are doing the behaviour and what they can do moving forward. Sometimes this works better than an internal for children who can remain in lessons, learning. Reflection would be	safeguarding panel. • Work with any existing social worker. • Individual targets set. • Mentoring may be offered. • Possible reduced timetable on return for a specific amount of time, reviewed regularly and agreed with parents. • Team around the Child (TAC) meeting.
--	--	--	---

		given if the child is able to stay in class for lessons and is calm but needs time after school to reflect on their behaviour further. This allows them not to miss any learning time. Whether an exclusion or Reflection – the Senior member of staff will work with the child, asking them to reflect on their actions and talk about the changes they are going to make going forward. If there is to be an after-school Reflection- parents will be informed 24hrs before by phone. Reflections will never be given on the same day. Partner school Sometimes it will be deemed necessary to send the child to a partner school. If this is the case, the parent/s must confirm whether the child is allowed to travel home alone after this or they will pick them up. The child will spend a specific amount of time in the school. There will be work by the class teacher and supervision by a member of Edgware staff.	
Serious Behaviour Protection Improvement	Step 5 Fixed Term Suspension or Exclusion	<u>Fixed Term Suspension</u> Our aim as a school is to include rather than suspend. This is why we will use other	Regular dialogue between the school and the parents/carers. Letter sent to parents/carers.

		strategies and consequences before this. We will only give a fixed term suspension when we feel the child needs to be removed from the school to: *Ensure other children and staff are safe * Have time to re-group and reflect *Put steps in place to support the child and improve the situation. <u>Permanent Exclusion</u> We strive to avoid permanent exclusions. Where it has not been possible for a child, with support, to achieve an acceptable improvement in challenging behaviour, and that behaviour remains unacceptable, creating severe disruption and/or health and safety issues for other members of the school community, temporary and or permanent exclusion may have to be considered. Fixed term suspension and permanent exclusions will be considered and given appropriately in response to the incident/s.	• Relevant agencies informed and worked with to support child and school. • Mentoring from a member of staff. • Team around the Child (TAC) meeting. • Work with any existing social worker. • Record of suspension/exclusion put onto Integris and a letter home to record suspension or exclusion. • Chair of governors informed. • The Borough is informed and advice sought. • Reintegration meeting to take place following the suspension with the child and the parent/carer. • Termly suspension report shared with the governing body. • Possible reduced timetable on return for a specific amount of time, reviewed regularly and agreed with parents. • Risk assessments, if appropriate. • Work set for children to access.
--	--	--	---

Re-integration Meeting

The child will have a back-to-school meeting with their parent/s on the day they are due back to school to speak about their behaviour and support going forward.

External Agencies

Where necessary, we work with outside agencies to support identified individuals who may need extra intervention and support. Examples of these are: IAT team (Inclusion & Assessment Team) CAMHS (Child & Adult Mental Health Service), BICS (Barnet Integrated Clinical services), The Pavilion (PRU), MASH (Multi Agency Safeguarding Hub). We will meet for a Team around the Child and put in place an Individual Regulation Plan to support the child and the staff in school. We also support parents with strategies for behaviour.

Use of Reasonable Force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the dignity and safety of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Staff who are trained in PACB de-escalation and defusion are able to restrain a child if necessary. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

De-escalation strategies

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

- The 3Rs: Reason Relate, Regulate
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Emotion coaching
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Providing forced alternatives
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation e.g., that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Searching, Screening and confiscating

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent. Staff are allowed to confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Club time

All children have the opportunity to participate in club time activities for 1 hour on a Friday afternoon.

Each child chooses a club that they would like to attend within their year group. The clubs are cross curricular and will change on a termly basis.

Children will not be able to attend clubs if poor behaviour has been repeated.

Class teachers **MUST** record all the steps that children are getting during the week. These logs will run from Friday to Thursday to enable the Learning Mentors to analyse the records before club time. Learning Mentors and Senior Leaders may ask to see copies of these logs as and when required.

INTERVENTIONS & SUPPORT

These are listed in the table above

RESTORATIVE PRACTICES

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

(Maya Angelou, 2015)

Restorative approaches help pupils:

- Reflect on their actions
- Understand impact on others
- Take responsibility

- Repair harm

There are 4 Rs:

RESPECT: *for everyone by listening to other opinions and learn to value them*

RESPONSIBILITY: *taking responsibility for your own ideas & u*

REPAIR: *developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair and ensure behaviours are not repeated*

RE-INTEGRATION: *working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.*

Restorative Questions Script:

1. From your perspective what happened?
2. What were you thinking and feeling at the time?
3. What have you thought about and felt since?
4. Who has been affected by what happened to you?
5. What do you feel needs to be done to make things right?

These questions are used in conversations with peers or adults, led by staff or learning mentors.

SAFEGUARDING

All staff have a responsibility to keep children safe at all times. All members of the school community create a positive, safe environment in which bullying (including cyber bullying), physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully.

We have a zero-tolerance approach to child-on-child abuse, child on child sexual violence and/or sexual harassment, racism, homophobic, sexual or racist language. Any incidents of bullying (including cyber bullying), discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively whether they happen inside or outside of school, offline (face to face) or online. We have a strong, comprehensive Child Protection and Safeguarding policy. We ensure we follow and keep up to date with all National guidance: Keeping Children Safe in Education, Working to Safeguard Children, and Safeguarding against sexual harassment and sexual violence in schools. Please see our Anti bullying policy for our procedures on how we deal with any form of bullying/abuse.)

We will take immediate action if we have any concerns around safeguarding and strong consequences will put in place to deal with any incidents. All incidents will be investigated thoroughly and shared with parents/carers. Serious incidents may lead to a fixed term suspension or permanent exclusion, depending on the severity and frequency of an incident.

Any drugs or alcohol found on a child, on site, will be dealt with very seriously. Parents will be informed and a full investigation will take place.

SUPPORTING PUPILS WITH SEND

The ‘Special Educational Needs and Disability Regulations 2014’ and ‘The Equality Act 2010’

The school recognises its legal duty under the equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. We recognise that for a number of children whose behaviour is because of a specific SEND need, it may be that the whole school reward and consequence system is not appropriate. A more personalised approach may be necessary to support them in developing the ability to regulate their own behaviour. They may require an individual regulation plan agreed between the pupil, staff, and parents to support their social and emotional development. The support of outside agencies, an educational psychologist, medical practitioners and/or others, will always be requested where deemed appropriate. SEND support services and Educational Psychologists offer invaluable support and we will explore all options when trying to support those considered most vulnerable at our school. We will work with parents to create the plan and review it on a regular basis.

As stated in regulations, Edgware Primary School will not treat SEND pupils less favourably and will make reasonable adjustments to ensure that they are not disadvantaged. This allowance also includes those children who are looked after (LAC). **The consequence system may be different for these children in order to match their age and stage of development and understanding.** We look at person-centred planning. That means making the provision fit the person and not the other way round. We will use trauma informed approach and SEND best practice.

*Please note that children with SEND will have their own behaviour plan which will need to be followed.

EQUAL OPPORTUNITIES AND INCLUSION

It is the right of **all** children, regardless of their gender, ethnicity, religion, physical disability, ability, linguistic, cultural or home background, to have high quality learning experiences in a stimulating and supportive environment where prejudice and stereotypes are challenged and where there are high expectations of achievement for each individual. We ensure staff and children understand the nine protected characteristics. We recognise that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of the school and its work.

We promote positive behaviour and do not accept poor behaviour of any kind. Staff must make sure that they are consistent in their approach and low level, disruptive behaviour is dealt with quickly and calmly so that children have the chance to get 'back on track' with their behaviour. This means that most behaviours should then not escalate further. However, 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.

We spend time talking with the children about what 'good behaviour for learning' looks like.

Understanding the Behaviour

We understand that all behaviour is communication. We work hard to understand the behaviour that is taking place. We try to identify if there is anything that is happening for the child that may be causing the behaviour. For example, has the child suffered a loss, has something happened at home, do they have any mental health needs, is there any abuse or neglect, are there friendship issues. We work with families and external agencies, where needed to ensure the child receives support. We also look at what we can offer children, in school, to meet their needs. This could include: giving them a flexible timetable, mindfulness, small group work, therapy, chunking learning, brain breaks. We hold team around the child (TAC) meetings so that all staff are involved.

Multi-Agency Support

We work with external partners such as:

- CAMHS, BICS, Educational Psychologists, PRU services
- Social workers and Early Help teams

Learning Mentors' Role

- Provide daily support and mentoring
- Run social/emotional groups
- Help with transitions and crisis management

The staff member must put the incident on CPOMS and link the SLT and learning mentors in to keep them in the loop.

- A senior leader must write a letter to be sent home on the same day with the child. It is preferable to call the parent and invite them in for a meeting at the end of the day. If this is not possible, they should call the parent and inform them of the incident.
- If the child needs to be removed immediately due to physical danger, being aggressive or rude, hurting another child, damage to property or abusive to a child or an adult – a Learning Mentor or member of the Senior Leadership Team (SLT) is called and the child is given an internal or fixed term suspension straight away depending on the severity of the incident.
- If a child refuses to leave the room, call the office to find the appropriate named adult.

Lunchtime Behaviour

Mealtime Supervisors should speak to a class teacher, where possible, to share any incident or concerning behaviour with them. They should also log it onto our CPOMS system.

NB. All lunchtime incidents are to be dealt with before the child returns to class for their afternoon learning.

However, there may arise when a lunchtime incident may inhibit the afternoon learning of the majority of children in the class, the teacher must use his or her professional judgement and use Circle Time to resolve the matter to ensure that every child is morally, emotionally, spiritually and socially ready for learning to commence.

Off-site Behaviour

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

The school will take all behaviour seriously whether it is outside of school or in school. It will be fully investigated and we will work with the families and the children/ren to understand what took place and decide a consequence accordingly.

Staff will investigate and deal with any incident outside of school outside the school premises, including conduct online, that:

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

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

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

School discipline and exclusions/fixed term suspension – Gov. UK website

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

‘Suspension’ is what is described as the legislation as an exclusion for a fixed period. It is where a pupil is temporarily removed from the school, is an essential behaviour management tool.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Children who have been suspended will still receive an education.

Children can be suspended for parts of a school day. For example, lunchtime if this is the part of the day they are not coping with.

‘Exclusion’ is more permanent.

Head teachers can suspend or exclude a pupil on disciplinary grounds.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or 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 the pupil or others such as staff or pupils in the school.

The school will inform parents, social worker and Virtual School (where relevant), governing board and local authority, clearly setting out all reasons for the exclusion;
We will provide up to date links to sources of impartial advice for parents

Ensure a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Work must be set for children during this time.

Roles and Responsibilities

The Governing Body

- ◆ To approve the Relational & Behaviour policy and ensure the policy is maintained and reviewed. This is delegated to the Curriculum committee.

The Head teacher

- ◆ To ensure that all practices and procedures reflect the Relational & Behaviour policy.
- ◆ To take responsibility for implementing measures to ensure acceptable standards of behaviour.
- ◆ To communicate the policy to children, staff, governors and parents and carers.
- ◆ To provide advice for colleagues regarding the implementation of the behaviour policy and procedures.

The Leadership Team

- ◆ To ensure that the Relational & Behaviour policy is implemented consistently
- ◆ To challenge poor behaviour and deal calmly and effectively with challenging behaviour.
- ◆ To be visible and to support other staff and hold them to account, ensuring that the Relational & Behaviour policy is implemented correctly and consistently.

Staff

- ◆ To ensure that this agreed policy is followed at all times and that children are made appropriately aware of its aims.
- ◆ To ensure they work to the policy and are consistent and calm in their approach.

Parents

- ◆ To work with the school to implement and review strategies and behaviour.
- ◆ To listen to the school's views and ideas.
- ◆ To work in co-production to achieve the best results.

Assessment, Recording and Reporting

An audit of exclusions is monitored by the local authority. This is also reported to the Governing Body by the Head teacher. On issuing a fixed term exclusion the Head teacher will inform the Chair of Governors. Parents are informed in writing of the reasons for the exclusion and a copy of this is kept by the Head teacher.

Appendices

Appendix A: Habits of Mind

Appendix B: ABC Behaviour Log

Appendix C: Restorative Reflection Sheet
Emotion Coaching Framework

Appendix D: DfE Guidance Links

Appendix E: Non-negotiable Behaviour chart

Appendix F: Thrive model

Appendix A: Habits of Mind

 Thinking About Your Thinking (Metacognition) <i>Know your Knowing!</i> Being aware of your own thoughts, strategies, feelings, and actions and their effects on others.	 Persisting <i>Stick to it!</i> Persevering with a task through to completion; remaining focused. Searching for ways to reach your goal when stuck. Not giving up.	 Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.	 Striving for Accuracy <i>Check it again!</i> Doing your best. Setting high standards. Fact checking and finding ways to improve.
 Listening with Understanding and Empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas. Making an effort to perceive another's point of view and emotions.	 Thinking Flexibly <i>Look at it another way!</i> Being able to change perspectives; generating alternatives; considering options.	 Questioning and Posing Problems <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.	 Thinking Interdependently <i>Work together!</i> Working with and learning from others in reciprocal situations. Teamwork.
 Thinking & Communicating with Clarity and Precision <i>Be clear!</i> Striving for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.	 Applying Past Knowledge to New Situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.	 Gathering Data Through All Senses <i>Use your natural pathways!</i> Paying attention to the world around you. Gathering data through all the senses: Sight, Sound, Smell, Taste, and Touch.	 Creating, Imagining, and Innovating <i>Try a different or new way!</i> Generating possibilities; playing with new ideas.
 Taking Responsible Risks <i>Venture out!</i> Being adventuresome; living on the edge of your competence.	 Finding Humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.	 Responding with Wonderment and Awe <i>Become intrigued!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.	 Remaining Open to Continuous Learning <i>Learn throughout your lifetime!</i> Having humility and admitting when you don't know and are curious to find out. Resisting complacency.

Time	A ntecedent • what is the pupil doing? • what are other people doing? • What is the social context?	B ehaviour • Unwanted behaviours • Desired behaviours	C onsequence • How does the teacher respond? • How do other students respond? • What is the payoff for the pupil?

Appendix C: Restorative Justice – One example



Edgware
Primary School

Restorative Justice
Reflection Sheet

- 1.**

What happened? Write or draw what happened

2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.
- 3.**

What have your thoughts been since the incident? Write them in the thinking bubble.

How did it make you feel? Draw your facial expression
- 4.**

Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5.

What do you need to do now to make things right? Write in the speech bubble.

Appendix D: DFE Guidance

- **Suspension and Permanent Exclusion from Maintained schools**
- <https://www.gov.uk/government/publications/school-exclusion>
- [https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension and permanent exclusion guidance september 23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)
(September 2023)
- **Behaviour in Schools- Advice for head teachers and school staff**
- [https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour in schools - advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)
(Feb 2024)
- Keeping Children Safe in Education
- Dr. Bruce Perry's Neurosequential Model: Regulate, Relate, Reason - https://www.youtube.com/watch?v=TpsK_fY2BpQ

Appendix E:

EDGWARE PRIMARY SCHOOL

NON-NEGOTIABLE BEHAVIOURS



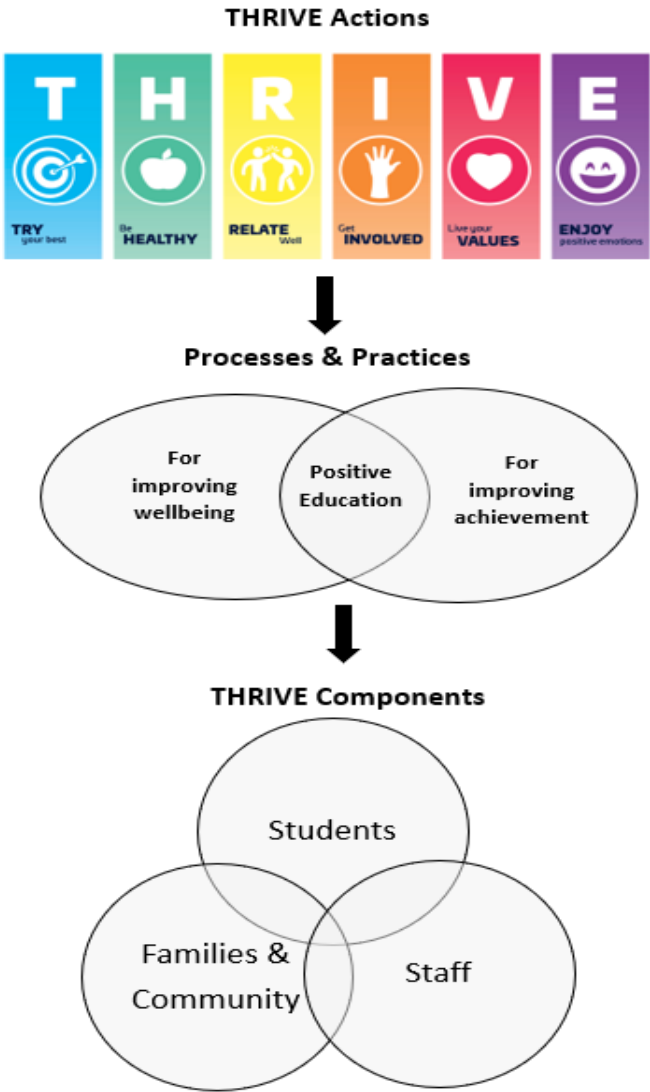
LEVEL	BEHAVIOUR	CONSEQUENCE	STAFF MEMBER
CONNECTION BEFORE CONNECTION: BUILD GOOD RELATIONSHIPS			
1 Low level or disrespectful behaviour:	- Moving around school in an unsafe way - shouting out - talking to peers when they shouldn't be - interrupting an adult - distracting others - making silly noises - not listening - eye rolling - kissing teeth - shrugging shoulders - huffing - Fiddling - Sitting back on their chair - Out of seat, distracting other children - Telling a lie or covering the truth - Pushing and shoving/play fighting	Time Out Miss Play or Lunchtime	CLASS TEACHER (1) LEARNING MENTOR (2)
2	- Persistent behaviour from step 1 - Throwing things with intent - Persistently running out of class - Defiant behaviour - Stealing or damaging property with intent - Persistent disrespectful behaviour - Persistent Swearing - Repeatedly telling a lie or covering the truth - Intimidating behaviour	Parent meeting KIT (Keeping in Touch) card for up to two weeks Playtimes may be modified	PHASE LEADER (1) AHT (2)
3	- Persistent Intimidating behaviour/Threatening - Racist, homophobic, race and faith targeted bullying - Fat shaming - Sexualised language - Serious verbal abuse used about someone else or to someone else	Reflection after school (Y3-6) KS1 Lunchtime Reflection	HEAD TEACHER

4	- Any violent behaviour- hurting someone intentionally resulting in serious injury-assault - Repeated behaviours	Parent meeting Suspension	HEAD TEACHER
5	Dangerous behaviour	Parent Meeting Suspension	HEAD TEACHER

Appendix F:

Thrivers model: The model uses a framework of sequential stages that clarifies the connections between social and emotional development, behaviour and learning.

THRIVE Framework



TRY your best•	Be HEALTHY	RELATE well	Get INVOLVED	Live your VALUES	ENJOY positive emotions
Be ready to have a go & give your best effort • Build a growth mindset & embrace mistakes • Celebrate your achievements & the success of others	Be active & exercise regularly • Eat well & drink plenty of water • Take time to recharge & get a good night's sleep	• Show respect • Include everyone • Be kind to others & yourself	Set goals & work towards them • Know & use your strengths • Move out of your comfort zone & into flow	Be proud of who you are • Make positive personal & social choices • Find your passion and what gives you a sense of purpose	• Live in the moment • Be the reason someone smiles today • Notice & be grateful for the good things