



**Bishop Aldhelm's C.E.
Primary School**

Loved by God; United in Learning

Headteacher: Scott Tait

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*Love, Unity,
Courage
and Inspiration*



Relationships & Behaviour Policy

(Including Behaviour for Learning)



September 2025 – September 2026



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Relationships & Behaviour Policy

Date of Policy: September 2025

Review Policy: September 2026

Named Contact Person: Mrs. Sarah Dawson (DHT & DSL)

Foreword To All School Policies

The separate document 'Foreword To All School Policies' should be considered as part of every school policy as it places our policies and our work in their full context.

Behaviour is part of Child Protection and Safeguarding

This Behaviour Policy is also included within our broader Child Protection and Safeguarding Policy – our 'Safeguarding Matters' work.

The following policies and documents should be read in conjunction with this policy:

- Child Protection & Safeguarding Policy
- Child on Child Abuse Policy
- Online Safety & Acceptable Use Policy
- Mobile Phone Use Policy
- Anti-Bullying (Friendship) Policy
- HET Relationships Policy 2023
- [Behaviour in Schools – Advice for headteachers and school staff – July 2022](#)
- [Searching, Screen and Confiscation at school - July 2022](#)

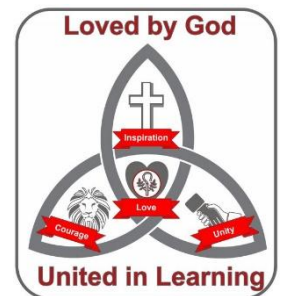
BISHOP ALDHELM'S VALUES / THE SPIRIT OF BISHOP ALDHELM'S

Children behave well at Bishop Aldhelm's; **united** together, **inspiring** each other to make the right choices, **loving** each other whilst having the **courage** to stand up when the wrong choice has been made.

When addressing behaviour issues staff must reference incidents/solutions to the 'Bishop Aldhelm's Values' and 'The Spirit of Bishop Aldhelm's' wherever applicable, e.g. when reprimanding a child for poor behaviour ... *'Your actions have not demonstrated our Value For Love'*.

Our Values are at the core of all of our 'Safeguarding Matters' work:

- **Love** – a strong feeling of affection and/or a great interest and pleasure in something.
- **Inspiration** – the process of being mentally stimulated to do or feel something, especially to do something creative.
- **Unity** – the state of being united or joined as a whole.
- **Courage** – it takes courage to identify wrong-doing, courage to admit wrong-doing and courage to move forwards; all three are at the heart of our Safeguarding Matters work.



1) Purpose

We have a duty under the School Standards and Framework Act 1998 and the Education and Inspections Act 2006 to have in place a relationships and behaviour policy that is consistent throughout the school.

We believe that we establish happy, caring and safe relationships with the children in our care, our colleagues and our wider community. Through these relationships, we create a school environment, where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage children to achieve in a learning environment where self-discipline is promoted and excellent behaviour is the shared culture. We believe children will achieve their full potential in a happy, stimulating and orderly school environment.

Our high expectations for our children do not only apply to the school day. Children who attend Bishop Aldhelm's are expected to uphold the values of love, unity, courage and inspiration in their daily lives.

Aims of our Policy

- To create an inclusive culture and ethos that allows everyone in the school community to feel safe, known, validated and respected.
- To promote excellent behaviour by forging positive working relationships with everyone involved with the school.
- To promote self-discipline and a culture of respect among children.

- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) among pupils by encouraging tolerance and compassion.
- To ensure that children try their best to complete any tasks reasonably assigned to them in connection with their education.

Valuing all God's Children

At Bishop Aldhelm's we follow advice from the Church of England's document, 'Valuing all God's children: Challenging homophobic, biphobic and transphobic (HBT) bullying'. Therefore, all systems, both rewards and sanctions, apply to any HBT bullying and language used.

2) Relationships

(Please refer to HET Relationships Policy guidance)

Trauma-informed practice

At Bishop Aldhelm's we adopt a trauma-informed approach when building relationships with all children to ensure that we never place the pupils in our school with situations that they are unable to manage. Our approach to a child's distress or challenging behaviour is supportive and focusses on how best to support the brain's functions to be able to relate to the world and each other in a healthier way, rather than employing punitive sanctions that are detrimental and inappropriate to the child's neurocognitive and neurochemical profile. In order to protect our pupils and each other, our school approach reflects a differentiated and developmentally appropriate response to behaviour.

Behaviour for learning is focused on establishing positive relationships with others, on being self-reflective and self-managing and on engaging with the curriculum. It applies as much to staff and their relationship with children as much as it applies to the children themselves.

At Bishop Aldhelm's, we have identified that it is the relationships between children and their teachers that contribute to a culture and ethos of strong behaviour for learning. If a child does not feel confident as a learner and has adopted a self-view that they are unable to succeed as a learner, they are more likely to disengage from learning and to become reluctant learners. The non-reluctant learner is one who interacts with other children and their teachers and who has a high level of self-efficacy.

Children's behaviour and their progress are inextricably linked. The child who is fully focused and driving their own learning, engaging meaningfully with the curriculum, is more likely to achieve the greater success.

Communication and joint working

At Bishop Aldhelm's we adopt a fair and transparent approach to behaviour. In order to promote positive relationships in our school, we ensure that all stakeholders are communicated with regard to a child's behaviour, positive or negative. Home-school communication is vital to ensure that key messages are shared and where appropriate, actions taken as a response.

Where required, we work with outside agencies and support from Hamwic Education Trust to ensure that there is a joined up and community approach for setting high expectations for excellent behaviour and managing response to negative behaviour.

3) Leadership and Management

It is all staff's responsibility for setting clear expectations for and managing behaviour in school. Where there are challenging or negative behaviour then a graduated response is put in place (See Section 4 and Appendix C – Consequence Flow chart)

All staff will:

- Meet and greet children at the start of the day
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school values

The Headteacher and The Senior Leadership Team will:

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, contact with family, recognition boards and Bishop Bonds
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

The Deputy Headteacher who oversees behaviour in the school regularly monitors and evaluates the impact of all aspects of behaviour for learning, positive reinforcement and response to negative behaviour and where appropriate actions are taken to further improve our behaviour systems (e.g. staff CPD, adaptations to PSHE & Safety Curriculum).

Parents will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour

4) School systems and social norms – A consistent approach

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed and developed at a class level. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Class Charters – Creating a positive classroom

At the start of each year, every class creates a class charter based on the United Nations Convention on the Rights of the Child (UNCRC) rights and responsibilities. This is so that all children are aware of the expectations for a positive classroom and recognise their role in ensuring that the class charter is adhered to through their behaviour. All children contribute to the class charter. A similar charter is in place for playtimes used across the whole school, created by the School Council.

All class charters are built upon these three basic rules:

- Be Ready
- Be Respectful
- Be Safe

Whole School, Year Group and Individualised Support (See Appendix A)

Every child in every classroom engages in whole school relationship and behaviour systems, such as Bishop Bonds, weekly values worships and termly celebration worships.

Each year group may also choose to have age-appropriate systems such as Class Dojo, Proud Cloud and raffle tickets. In order to support the psychological safety of children, these reward systems will remain positive and never correct behaviour in public or in a way which might compromise a child's dignity (for example 'traffic lights' or 'sun and cloud' systems). Where used, any reward systems used in addition to whole school incentives should be consistent across the year group.

We employ individualised support where this is needed in order to differentiate our relationship and behaviour policy to meet the needs of children. Individual Education Plans (IEPs) and Behaviour Response Plans (BRPs) are drafted in consultation with families and teaching staff in circumstances where a child has additional needs or would benefit from a tailored approach to behaviour support.

Bishop Bonds – Rewarding positive behaviour (See Appendix A)

Bishop Bonds (house-point system) are our means of rewarding pupils who demonstrate our values and of providing a competitive element between groups of children. All children in school belong to a 'house' and the houses are simply named after colours. All siblings are in the same colour house as each other.

Members of staff reward children with a Bishop Bond for demonstrating one of our school values. When doing so, the member of staff gives the child a physical token. The children put these tokens into our special 'Bishop Bonds' collection unit. The member of staff also awards the child with a sticker that indicates the value that he/she has demonstrated.

The termly totals are shared in a celebration worship at the end of each term, and a Bishop Bond Trophy is presented to the winning house. There are also special Individual Awards for children who receive set numbers of Bishop Bonds (e.g. Gold, Silver and Bronze Awards are an accumulation of Bishop Bonds awarded throughout the academic year and are celebrated termly). Platinum Award winners (top 10 children who earn the most Bishop Bonds) are presented with a certificate and a V.I.P reward.

Lesson Culture and Cultural Norms (see Appendix B)

There is a subtle but very important difference to be made between the traditionally accepted meaning of 'behaviour' and what constitutes a successful learning culture. Whilst the former is perhaps most associated with the management of negative and challenging behaviour, the latter emphasises the crucial link between the way in which children learn and their social knowledge and behaviour.

Teaching staff refer to the school's agreed cultural norms when seeking to encourage the behaviours that they would like to develop within the children in their care. We recognise that social norms are often far more powerful in terms of dictating the culture of an environment than formal rules and policies. When these norms align across year groups, key stages and groups of children and staff, their effectiveness is amplified. Teachers are responsible for establishing the following cultural norms in their classrooms:

- Resilience in the face of challenge
- Track the teacher
- Speak in full sentences
- No learning time wasted
- High levels of engagement
- We believe that everyone can achieve
- Everyone thinking deeply
- Promote purposeful talk

Teachers refer to their class charter and rights respecting language to emphasise the importance of learning and allowing others to learn.

When praising children; this is used in a targeted way to recognise effort and application rather than intrinsic ability or aptitude. This fosters a 'growth mindset' in children and supports the development of self-efficacy.

Behaviour outside of these cultural norms should be handled quickly, calmly and effectively so that the pace of the lesson is not lost and further disruption is minimised. Delivering high-quality, engaging lessons consistently is a key aspect of minimising disruption and allowing strong relationships to build. Teachers should establish a positive learning environment with high expectations where children feel safe, known, valued and respected.

Behaviour Consequences (See Appendix C – Consequences Flow Chart)

We have four 'Stages' related to the way in which we deal with negative behaviours:

Stage	Negative behaviour	Staff Action	Sanctions
Stage 1	Choosing to not follow an aspect of the Class or Playground charter.	Warning Member of staff currently responsible for the child must address the matter: <ul style="list-style-type: none"> • Child to be spoken to linking back to Class/Playground Charter and school values. • Conversation conducted in private ("Praise in public; Coach in Private") • Follow script if required (Appendix D) • Reminder of the requirement. • Use the phrase 'Think carefully about your next step.' 	<ul style="list-style-type: none"> • Loss of a class privilege – for example taking the register to the office, completing a task for an adult, having an independent opportunity to visit the library • 'Thinking time' within the classroom – for example sitting apart from others so as to focus without distracting others • <u>May miss out on activities within the class.</u> • <u>May have to leave the carpet or group.</u>
Stage 2	After <u>2</u> warnings <u>and</u> , continuing to not follow an aspect of the Class or Playground charter.	Referral within year group <ul style="list-style-type: none"> • Child referred to another teacher in the year group • Child to be spoken to linking back to Class/Playground Charter and school values. • Conversation conducted in private • Follow script if required (Appendix D) • Reminder of the requirement. On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.	<ul style="list-style-type: none"> • 'Thinking time' in a different classroom within the year group – for example sitting apart from others so as to focus without distracting others <p>This should provide a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.</p>
Stage 3 My Concern record required	After a referral, continuing to not follow an aspect of the Class or Playground charter. Or malicious physical threatening behaviour	Referral to SLT (<u>phase leader</u>) <ul style="list-style-type: none"> • Child referred to an SLT member. • Child to be spoken to linking back to Class/Playground Charter and school values. • Conversation conducted in private • An appropriate sanction is put in place On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.	SLT member to decide an applicable and age-appropriate sanction <ul style="list-style-type: none"> • Child to join another class for a lesson to ensure they are still engaged in a meaningful activity. • Loss of breaktime – SLT member or class teacher responsible for asking the breaktime duty teacher to supervise the child as they stand or walk together at playtime (Children to not stay inside at break time unless ill).
Stage 4 My Concern record required	Behaviour judged to be significant: <ul style="list-style-type: none"> • Another child is hurt • Malicious physical assault / violence • Refusal to comply with adult instructions • 'Low level' pattern of behaviour 	Referral to Headship Team <ul style="list-style-type: none"> • Child referred to the Headship Team • Child to be spoken to linking back to Class/Playground Charter and school values. • Conversation conducted in private • An appropriate sanction is put in place On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct. In all of these instances the headship team would inform parents and keep them fully appraised of the situation.	Headship team to decide an applicable and age-appropriate sanction, which may include: <ul style="list-style-type: none"> • Internally excluding the child for a fixed period of time with the support of an adult (e.g. child to work in a designated space in school away from class). • Externally excluding the child for a fixed period of time (i.e. the child is not allowed to attend school due to the level of their poor behaviour choices for a fixed period of time (DHT/HT). • Externally excluding the child on a permanent basis (i.e. the child is required to leave the school due to their poor behaviour) (DHT/HT).

Stage 1 and 2 Sanctions should not include:

- Asking the child to sit outside the classroom
- Asking the child to stay inside at lunch time or break time
- Asking the child to complete 'extra' work. Learning must never be provided as a 'punishment'. Learning is to be promoted positively at all times.

Stage 1, 2 misbehaviour does not need to be recorded unless it represents a pattern or unless the Senior Leadership Team asks for an on-going record to be kept.

If at any time, the behaviour of a child is so significantly poor or if the impact of a child's poor behaviour on another child is significant/traumatic then the member of staff directly responsible for that child must refer the child straight to a member of the Headship Team. This would be a rare occurrence.

Lunchtimes

If a behavioural concern occurs in the morning or at lunchtime and it is judged to be significant (stage 4), the child should be referred to the Senior Lunch Time Supervisor by the SLT member / Lunch Time Supervisor who is responsible for the child.

The lunchtime member of staff who first addressed the situation, stating the events of the incident and/or any witness accounts, should complete a 'Safeguarding Matters' form and a copy handed to the Senior Lunchtime Supervisor and class teacher. This can then be scanned into the 'My Concern' file to be viewed by the Safeguarding Team (namely DHT for behaviour)

External exclusions

Authority for a Fixed Term or Permanent Exclusion is also required from the Full Governing Body. Due to our safeguarding systems and support processes, any form of exclusion is rare and external exclusion is very rare.

The power to discipline beyond the school gate (including online)

Bishop Aldhelm's CE Primary School will regulate pupil behaviour in circumstances "to such extent as is reasonable", when a pupil behaves in such a way that contravenes the school codes of conduct off the school premises and which is witnessed by a staff member or reported to the school by a parent or member of the public. Therefore a pupil may be disciplined for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

'Behaviour in schools – Advice for Headteachers and School Staff'. DfE, 2022.

The fact that any poor behaviour has taken place outside of school is likely to be regarded as an aggravating factor when deciding an appropriate sanction. The Headteacher will also consider whether it is appropriate to notify the police of the actions taken against a pupil. In cases where the behaviour is criminal or poses a serious threat to a member of the public the police will be informed.

A similar approach is adopted when staff are aware that an incident has taken place online whereby the Online Safety Policy and Anti-Bullying Policy will be followed to ensure that both victims and perpetrators are supported.

Record Keeping**My Concern**

MyConcern® is a safe and secure software for recording and managing all safeguarding concerns, including behaviour, e-safety, racism and pastoral concerns.

The system enables all staff to record any safeguarding concern, safe in the knowledge that a proper record has been made and that their safeguarding lead has been automatically notified. It also equips the designated safeguarding lead to assess each concern and manage any ongoing action that needs to be taken.

All teachers and teaching assistants have been given access to 'My Concern' and are responsible for reporting any incidents/concerns/matters linked to safeguarding concerns, including behaviour, e-safety, racism and pastoral concerns which are of any significance and which require follow-up beyond the member of staff first dealing with the incident/matter/concern. Similarly any incidents/matters/concerns which indicate a 'pattern' must be recorded.

The Safeguarding Team have access to all concerns reported on My Concern. This enables them to closely monitor and manage all concerns and enables the recording of decisions and the allocation of staff actions. For each pupil an automatic chronology for all concerns are built which help aid further reporting and actions required by the Safeguarding Team.

Lunchtimes – Safeguarding Matters Form

The school has devised a 'Safeguarding Matters 2025 - 2026 Form' (available electronically **R:\Teaching Staff\05 BEHAVIOUR and REWARD SYSTEMS** or in paper format available in the staff room) which must be used to record a behavioural concern/matter/incident occurring at lunch time and it is judged to be significant (stage 3 - 4)

A 'Safeguarding Matters form' should be completed by the lunchtime member of staff who first addressed the situation, stating the events of the incident and/or any witness accounts and a copy handed to the Senior Lunchtime Supervisor and class teacher. This can then be scanned into the 'My Concern' file to be viewed by the DHT for behaviour.

This form must also be used by the Lunchtime Supervisors as a place to record any safeguarding concern/matter/incidents which are disclosed over a lunchtime. This must be completed on the day that an incident/concern/matter occurs and for handing it to the correct member of the Safeguarding Team.

5) Behaviour Curriculum

Strategies for instilling positive behaviour, behaviour for learning and self-regulation are taught to our children through regular Stormbreak sessions, worships, reflection times and as part of our PSHE and Safety Curriculum. Our school values of 'love', 'courage' 'inspiration' and 'unity' are embedded in the language we use to address these aspects and are referred to with regard to the characteristics of good behaviour choices.

PSHE and Safety Curriculum

Our PSHE and Safety Curriculum is planned in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2020; providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour, keeping themselves safe and the nature of child-on-child abuse. The PSHE and Safety Curriculum has a clear progression of behaviour and behaviour for learning skills appropriate to the age and stage of the children. All children are taught the consequences of poor behaviour choices through exploring 'safety in school' as part of this curriculum, referring to the 'Consequences Flow Chart' (Appendix C) at an appropriate level for the children to understand.

Stormbreak

All children at our school have the opportunity to take part in Stormbreak activities throughout their school day. This a programme designed to bring movement into a child's health and well-being, developing the skills of Resilience, Relationships, Self-care, Self-worth/ efficacy, Optimism and hope. Managing emotions and behaviours are addressed through these activities and help children to establish their own self-regulation strategies. All staff are trained in conducting Stormbreak sessions.

Self-Regulation (Appendix F and G)

"Self-regulation is the ability to control your urges and impulses and change your behaviour if needed."

All behaviour is communication. Behaviour communicates need. Staff should try and recognise what has led to negative behaviour when delivering a consequence and when planning subsequent support.

Self-regulation strategies, including the use of Stormbreaks, can be used with individuals, groups of children or who classes to help children to manage their own behaviours and reactions.

See Appendix F for detailed guidance regarding self-regulation and Appendix G – a classroom poster highlighting self-regulation strategies.

Zones of Regulation (Appendix E)

All children have access to a 'Zones of Regulation' chart in their classrooms to help the children recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in. See Appendix E for exemplar charts.

To support with this, every child self-registers with the Zones of Regulation when they come into school in the morning. This can be a really powerful tool for identifying children who are hungry, tired, or just not 'ready to learn' so a quick intervention can be put in place to support them. It can also be useful for peers to recognise if their friends are having a bit of a 'blue day' and need a bit of TLC. In EYFS, the 'Colour Monster' book (author – Anna Llenas) will be used to introduce children to their emotions for this purpose with the aim to introduce children to the Zones of Regulation by the end of EYFS.

A critical aspect of the Zones is that everyone across the school knows and understands The Zones language. This creates a comfortable and supportive environment for our children to practice their self-regulation skills. The Zones allows pupils to experience and understand their emotions in a non-judgmental way and understand their triggers which lead to an emotional response.

It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones. All of the zones are expected at one time or another. The Zones of Regulation is intended to be tool to support children and not judge them.

Staff are able to support the children in each zone through reminding them of strategies to support in each zone. (See Appendix F and G for strategies to encourage self-regulation)

6) Pupil support and interventions

At Bishop Aldhelm's we adopt a range of initial intervention strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. We recognise that pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

We ensure that there are always emotionally available adults for children to access support from in school both in and outside the classroom. We have designated staff members who oversee behaviour and provide specific support and intervention for children who require it.

- Sarah Dawson – DSL / Deputy Headteacher – Oversees school behaviour support systems and targeted behaviour response plans.
- Lucy Strickland & Lizzie Sharpe – Assistant Headteachers – Oversees behaviour support for those with SEND including EHCPs, including targeted behaviour response plans, Zones of Regulation support and support from Outreach services.
- Kelly Hawkins – Pastoral Care Worker – Provides small group support for identified children who require ELSA and nurture support. In addition, 1:1 support for identified children who require specific precision teaching of behaviour skills and self-regulation (Zones of Regulation)

Pupils are identified for support by Class Teachers, SENCO observations and through My Concern behaviour and pastoral record tracking. Tracking of relationships and self-regulation learning in PSHE lessons completed by Class teachers, also support identification of children and areas which require intervention.

Outreach

Where required, the SENCO will refer cases for Outreach support who will observe, assess and provide strategies to support children with their behaviour for learning and making positive behaviour choices.

Further support from outside agencies such as Early Help aid us to address specific challenges such as poor anger management and difficulties with peer and family relationships including social skills.

Assertive Mentoring

Selected children are provided with a mentor – an adult from the school community who provides support and coaching. This includes promoting good habits for attendance, punctuality, readiness to learn, behaviour, effort, homework and uniform. Targets and support are agreed where necessary.

7) Pupil transition and development

Re-introduction to classroom

To maintain the relationship between a child and their teacher, we always ensure that on return to the classroom, after negative behaviour resulting in a consequence at any stage, the child will be spoken to by an adult, preferably the class teacher to reset the boundaries, reflect on their next step and be reminded of their previous good conduct, school values the class charter. Children are not to be reminded of their misdemeanors but rather focus on the positive behaviours expected in the classroom. We want to ensure that children feel safe to return to their classroom and learning.

Re-integration from Exclusions

After an external exclusion, the Headteacher will meet with the child, parents and class teacher on arrival back to school. During this meeting, the Headteacher will reset the boundaries and ask the child to reflect on their next steps when they re-join their class. The Headteacher will set achievable expectations for the first day back in school and will provide opportunities for the child to share with the Headship Team how well they are achieving.

Reduced Timetables

There may be occasions where it is felt necessary for a child to be placed on a part-time table. This may be due to a child not being able to cope with a full school day or sensory needs linked to SEND resulting in negative behaviours. The Headship Team will ensure that all avenues for supporting the child in school are explored first before putting a part time timetable in place. The Headship Team will meet with Parents / Carers and a joint decision for how to proceed with a part time timetable, including expectations for how a child leaves and returns to the school site with minimal disruption to all involved. All part time timetables have to be agreed by Hamwic Education Trust.

Alternative Provision

Where required, alternative provision will be sought by the Headship Team, if it is felt that the provision at Bishop Aldhelm's does not meet a child's needs at a specific time. Parents / Carers will be fully involved in the decision making for this and appropriate plans will be made to ensure that a smooth transition is achieved.

8) Expectations and reasonable adjustments for pupils with SEND

As stated in the SEND Code of Practice, where a pupil is identified as having SEND, a graduated approach is used to assess, plan, do and review the impact of the support being provided. This may include additional support to encourage good behaviour for learning. Initial intervention to address underlying factors leading to misbehaviour includes an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. Please refer to the school's Inclusion Policy for more information. If a pupil has an Education, Health and Care (EHC) plan, early contact with the local authority can be made about the behavioural issues that are occurring so that a review can take place if required and additional support sought.

Targeted Individual Behaviour Response Plans

Where a child is displaying continued negative behaviours (e.g. disruptive or physical) they will be placed on a 'Behaviour Response Plan'. After an initial risk assessment, the behaviour lead (DHT) or SENCO will meet with the child's parents to discuss the triggers and outward behaviours that have been observed. Together they will create a plan that clearly states what the response should be at each stage of the child's behaviour cycle (e.g. anxiety, escalation, crisis, recovery and follow up). This will be reviewed with the child, parents and behaviour lead (DHT) or SENCO each half term following a spot check risk assessment of the low, medium and high risk behaviours. A child will remain on a behaviour response plan until the risk of their behaviours are minimal and through consultation with parents.

Behaviour Risk Assessments

Behaviour risk assessments are conducted for individual children who display continued disruptive or physical behaviours (see paragraph above). These risk assessments are in place to ensure the safety of the child and

the children / adults they are in contact with. The Headship team agree and implement these risk assessments and communicate their intentions with the child's parents.

9) Child on child Abuse

Child-on-child abuse is defined as any form of physical, sexual, emotional, verbal and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Online child on child abuse is any form of child-on-child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

Where an act of child-on-child abuse has occurred, the school's Child on Child Abuse Policy in line with Keeping Children Safe in Education 2022, will be followed to ensure that victims and perpetrators are supported in the most appropriate way,

10) Use of force and powers to search

De-escalation and Positive Handling (Reasonable Force)

Good professional relationships between staff and pupils are vital to ensure good order in school in keeping with the safeguarding practices and principles outlined in this policy. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff as per the procedures outlined in this policy. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in **exceptional** circumstances, staff may need to take action in situations where the use of positive handling / 'reasonable force' may be required to safeguard children.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

(Behaviour in Schools guidance – July 2022, p22)

Our 'De-escalation and Positive Handling Policy' ensures that:

- all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary.
- all staff are provided with appropriate training to deal with these difficult situations should they occur.

Positive Handling will only be used as a last result when all other behaviour management strategies have failed or when children, staff or property are at risk. No member of staff will be expected to undertake positive handling without appropriate training. Prior to the provision of training, guidance will be given on action to be taken.

Scott Tait (Headteacher), Sarah Dawson (Deputy Headteacher), Lizzie Sharpe (Assistant Headteacher), Victoria Loughman (Assistant Headteacher), Lucy Strickland (Assistant Headteacher), Kelly Hawkins (Pastoral Support), Alex Macdonald (Class Teacher), Andrew Coman (Class Teacher) and Lorraine Malkin (Class Teacher) are Securicare trained.

Please refer to the De-escalation & Positive Handling Policy for further guidance.

Searching, Screening and Confiscation

(Detailed guidance for schools can be found in [Searching, Screen and Confiscation at school, July 2022](#))

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. (*Behaviour in Schools Guidance, July 2022 – p23*)

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

11) Monitoring and Review

This policy will be monitored and reviewed by the Behaviour lead (DHT) and Governors annually.

Appendix A - Whole School, Year Group and Individualised Support



Bishop Bonds – Rewarding positive behaviour

Bishop Bonds (house-point system) are our means of rewarding pupils who demonstrate our values and of providing a competitive element between groups of children. All children in school belong to a 'house' and the houses are simply named after colours – **Blue**, **Green**, **Red** and **Yellow**. All siblings are in the same colour house as each other.

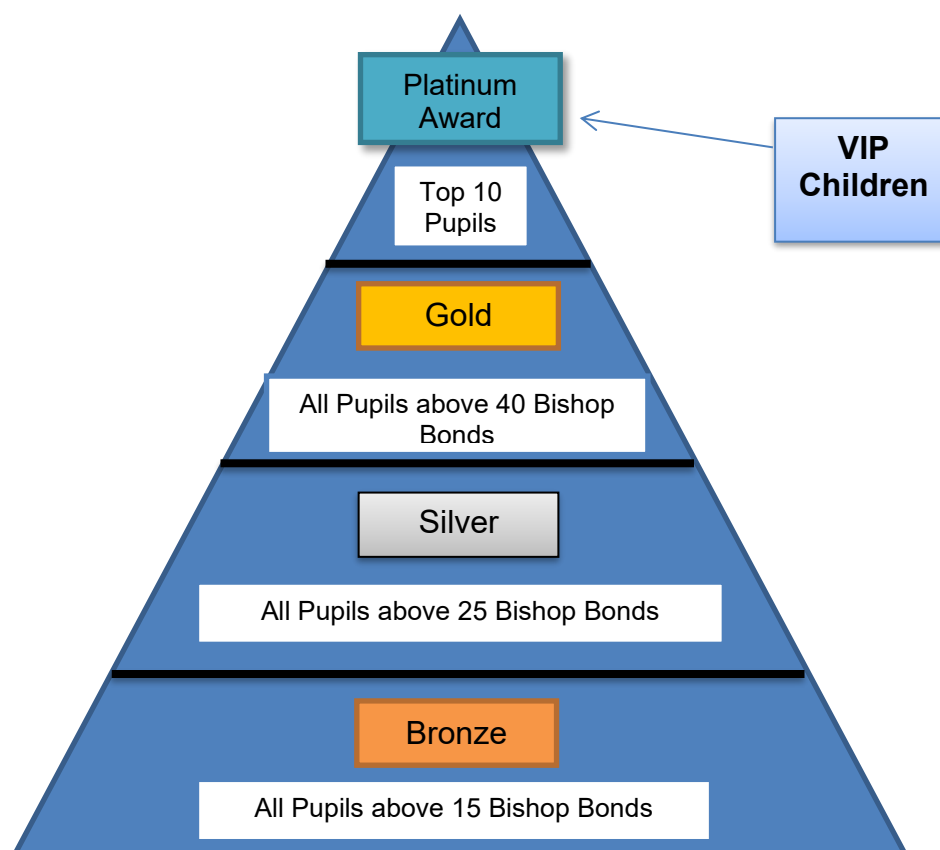
Members of staff reward children with a Bishop Bond for demonstrating one of our school values. When doing so, the member of staff gives the child a physical token. The children put these tokens into our special 'Bishop Bonds' collection unit near the school foyer (there is one tub for each of our four houses). The member of staff also awards the child with a sticker which indicates the value that he/she has demonstrated. The sticker design is shown below:

	Today I was awarded a Bishop Bond for displaying the school value of:			
	Love	Unity	Inspiration	Courage
Awarded by: _____		Date: __/__/__		

There are four Bishop Bond token designs, with each of the bonds representing one of the school values. A child will be awarded the bond that represents the value in which he/she has excelled. For example for 'Love' a child may show great companionship towards a fellow pupil when they are unwell, for 'Courage' a child may try something for the first time, for 'Unity' a child may have worked well within a group and for 'Inspiration' a child may have completed a great piece of work that was shared with the class/year group/whole school.

The termly totals are read out in a celebration worship at the end of each term, and a Bishop Bond Trophy is presented to the winning house (i.e. the house with the greatest amount of Bishop Bonds in total). There are also four more trophies which represent the four school values – so a house could still win a specific trophy for a value but not be the overall winner. All trophies are displayed in the school with the appropriate house coloured ribbon for the next term.

At the end of each term, the house with the overall highest score is allowed to come to school in mufti for a day (in their house's colour). There are also special Individual Awards for children who receive set numbers of Bishop Bonds:



Gold, Silver and Bronze Awards are an accumulation of Bishop Bonds that have been awarded throughout the academic year and are celebrated termly. The 'chart' above shows how many Bishop Bonds a child must receive to be awarded at Bronze, Silver, Gold or Platinum levels.

Bronze, Silver and Gold Award winners receive special certificates and their names which are celebrated in the end of term celebration worship.

Platinum Award winners are published in the end of term newsletter and online on the school's website. They are presented with a certificate and a gift during celebration worship.

Step-By Step Guide about Bishop Bonds:

1. Every member of staff has 16 Bishop Bonds a week to award.
2. Bishop Bonds and Bishop Bond Stickers are stored in the staffroom for staff to replenish their stock.
3. Issue a child with a Bishop Bond Sticker – highlighting the value which he/she has achieved.
4. Issue a child with a Bishop Bond – for him/her to deposit in his/her House 'Bishop Bond Bank Account'.
5. Teachers record the value of the Bishop Bond in their class 'Bishop Bond Tracker' (an excel tracking grid).
6. Each term, when a child has achieved a landmark value, the ICT Systems Manager will print the certificates to ensure that they are ready to present to the child at the end of the term.
7. Teachers will be invited to present these certificates in the end of term Celebration worship.

Appendix B – Lesson Culture & Cultural Norms

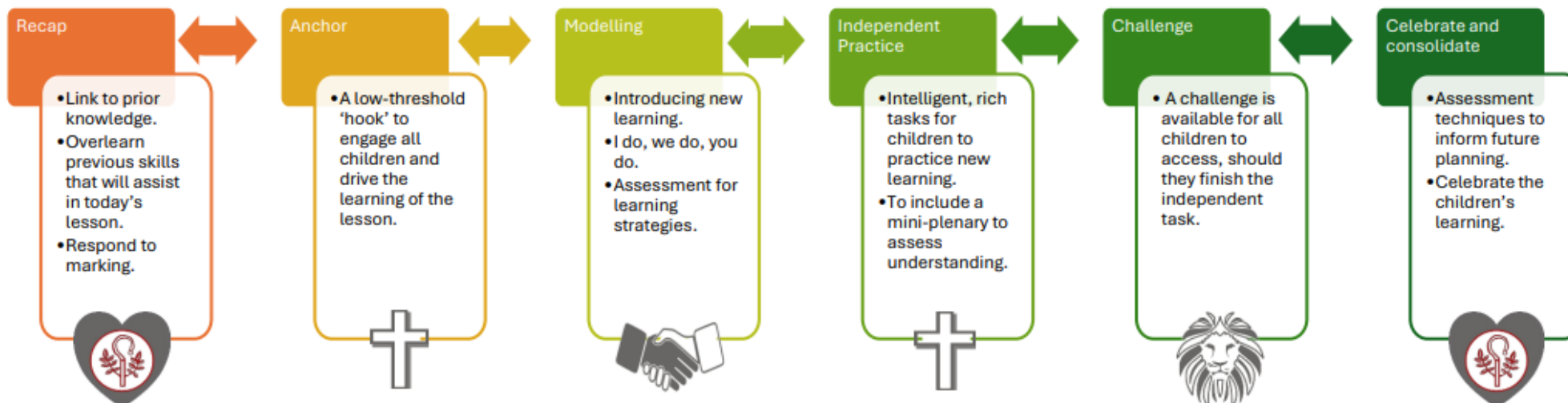
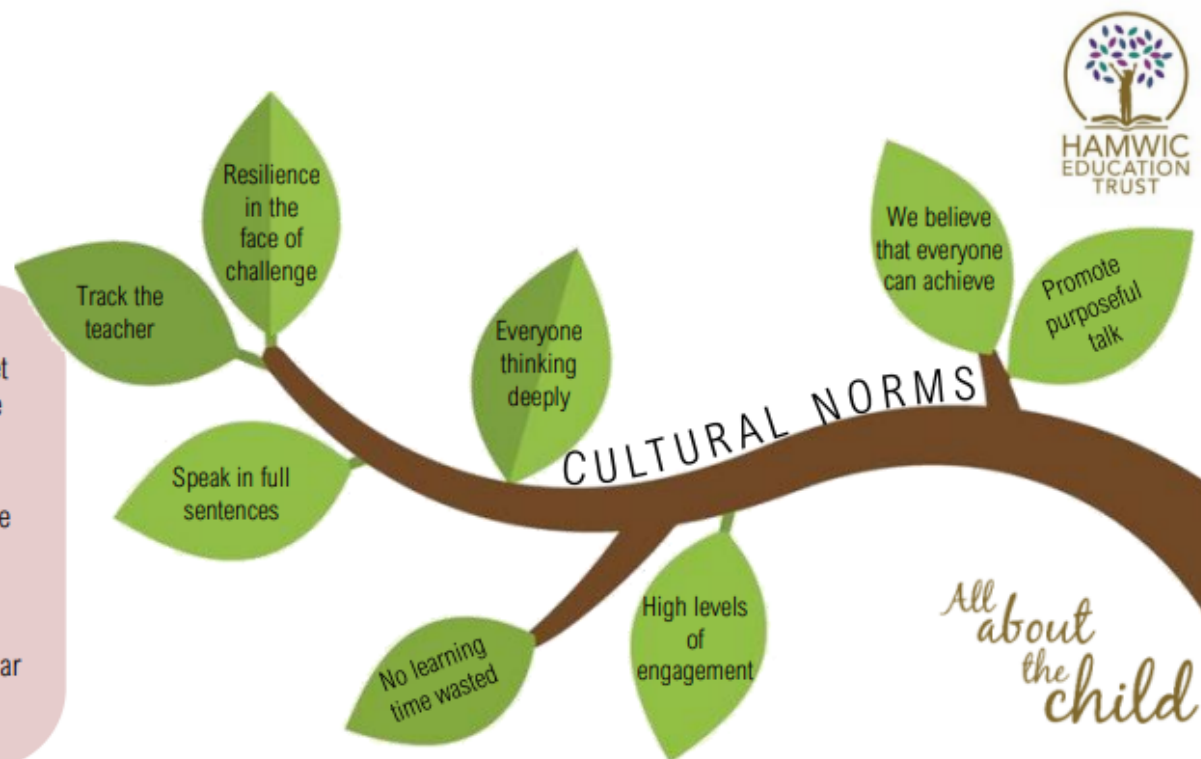


Lesson Culture:

At Bishop Aldhelm's, our Lesson Culture and Cultural Norms set us apart. We seek to be evidence-informed in order to promote the best possible outcomes for **all** of our children.

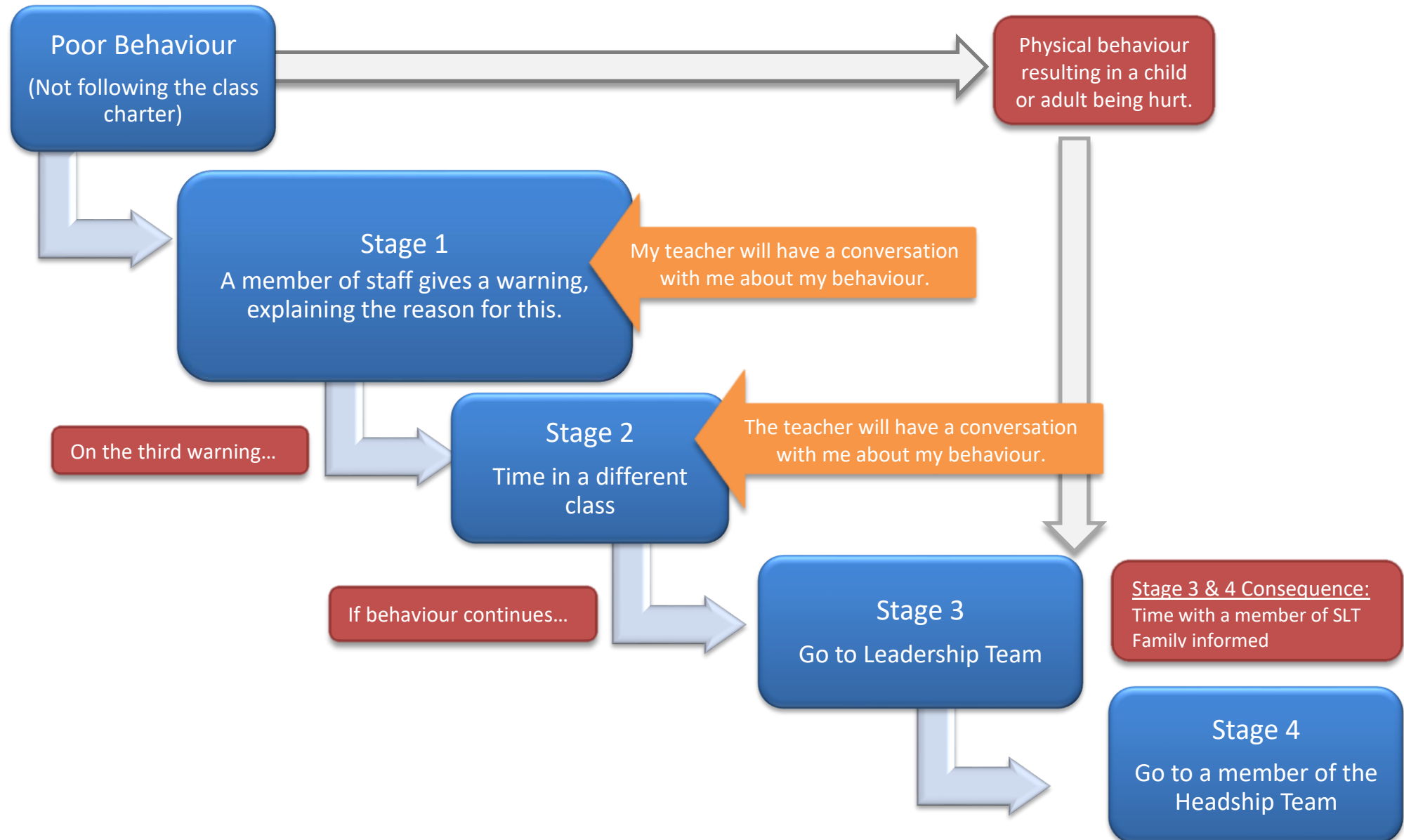
Cultural norms, when **aligned** across the school, will **amplify** one another and be stronger in each context.

We recognise that our lessons are **highly effective** when they incorporate the features below. These are not designed to be linear but embedded throughout the lesson.



Appendix C – Consequences Flow Chart

Children behave well at Bishop Aldhelm's; united together, inspiring each other to make the right choices, loving each other whilst having the courage to stand up when the wrong choice has been made.



Appendix D: Microscript / 30 second intervention

I notice that you are....poor behaviour

It was the rule about ...rulethat you broke.





You have chosen to.... sanction

Do you remember last week when you...did something good?

THAT is who I need to see today...Thank you for listening. (Then give the child some take up time)



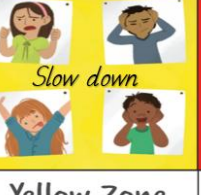
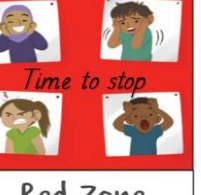
Appendix E: Zones of Regulation

The ZONES of Regulation

 <p><i>Moving slowly</i></p>	 <p><i>Ready to go</i></p>	 <p><i>Slow down</i></p>	 <p><i>Time to stop</i></p>
Blue Zone	Green Zone	Yellow Zone	Red Zone
<p>sad low upset miserable poorly sick down tired exhausted unhappy tearful hurt</p>	<p>happy calm okay focused good thankful ready to learn positive relaxed proud content</p>	<p>worried scared nervous anxious excited frustrated annoyed confused uncomfortable unsure embarrassed silly scared wiggly</p>	<p>angry mad furious terrified aggressive unkind out of control elated panicked mean enraged overwhelmed</p>

Zones of Regulation linked to Stormbreak activities:

The ZONES of Regulation

 <p><i>Moving slowly</i></p>	 <p><i>Ready to go</i></p>	 <p><i>Slow down</i></p>	 <p><i>Time to stop</i></p>
Blue Zone	Green Zone	Yellow Zone	Red Zone
<p>Free + run moves work well here!</p> <p>Copy Cats Lily Pad Leaps Monkey Chatter Pathfinder Spider-Man Follow my lead Say hello to your trees Buddy run Classroom compliments Monkey Mind Ranagrams Classroom Cross Country Classroom Rockstars Tech Stretch The Feeling Photo</p>	<p>Any of the Stormbreaks should help you stay in the green zone.</p>	<p>Moon and Stars Copy Cats Life in Balance Spider-Man Pebble Meditation Cloud Faces Make Friends with a Creature Nature Snap Buddy run Mindful Scavenger Hunt Classroom Cross Country Classroom Rockstars Friendship and Empathy The Feeling Photo</p>	<p>Mindful moves work well here!</p> <p>Moon and Stars Pathfinder Bus Stop Meditation Nature's Trees Sunrise Pebble Meditation Move to the Seasons Mindful Scavenger Hunt Moodshift Tech Stretch</p>

Appendix F: Ways to encourage self-regulation

“Self-regulation is the ability to control your urges and impulses and change your behaviour if needed.”

All behaviour is communication. Behaviour communicates need. Staff should try and recognise what has led to negative behaviour when delivering a consequence and when planning subsequent support.

ABCC charts can be used to reflect on behaviour and its causes.

Date Time	Antecedent	Behaviour	Consequence	Communicative function
	<i>What was happening before? Where? When?</i>	<i>What happened?</i>	<i>What outcome did the behaviour achieve?</i>	<i>What might the behaviour have been trying to communicate?</i>

The signs you may find of stress and anxiety in these children are:

- Being overly emotional or tired
- Engaging in regressive behaviour such as thumb-sucking or issues with toilet training
- Acting out inappropriately
- Overeating or loss of appetite
- Behaving out of character, i.e. outbursts of aggression
- Being excessively clingy with friends or family members

Here are a few suggestions:

1. Recognise that the anxiety is there. Notice it if you can (they may have it well hidden).
2. Try to give them space to express their concerns – they may need you to help them with the language needed – i.e. “I wonder if this noise is difficult for you”, “I guess you are finding it hard to concentrate now we have had to move rooms”. This may seem very basic but these children find it very difficult to understand their emotions and will not be able to articulate.
3. If they become too anxious to stay in the environment take them elsewhere but stay with them and help them to relax with breathing exercises. Help them to recognise their anxiety – use the technique in point 2 to get them to notice and articulate their feelings
4. WINE statements (I wonder if... I imagine... I notice... Follow with empathy. -staff are trained in this and may use this trauma-informed approach.

When a child has attachment difficulties they need staff to build trust by:

- Providing a key adult that can help them with changes to routine.
- Being consistent in what you say and following through with consequences
- It isn't personal: the closer children feel, the more likely they are to take out their emotions on you.

So once you identify those for whom self-regulation is poor – here are some ways to help them:

- Model self-control and self-regulation through words and actions. For example “I just found that quite stressful so I need to sit down and have a cup of tea, or go for a walk”.
- Provide structure – strong boundaries and structure will help them to establish their own.
- Predictability – they need to know when things will happen and that they will happen – for example knowing when the snack breaks are, lunch time, and home time are all important to them
- Anticipate change – share with family as children may not take in verbal instructions
- Identify those who are poorly self-regulated and try to keep them apart – they may gravitate towards each other, but this will make things harder to manage in the learning environment
- Remember that children with poor self-regulation very often are comfortable with chaos and may try and create an atmosphere of chaos – counter this with structure and boundaries.

Be aware and understand that a child's behaviours may be more about their emotional development than their academic level. Refer to classroom poster (Appendix G) with ideas for de-escalating behaviours. Remember to respond to behaviours rather than react.

Appendix G: Quick guide to encouraging self-regulation in children

The child is fidgety or calling out:

- Consider how long the child has been sat in one place
- Ask the child direct questions to involve them
- Give the child key words to listen out for during the input and get them to signal every time they hear the word
- If fiddling, consider the use of a fiddle toy. For EYFS + KS1 this should be a cuddly toy. For KS2 this can be blu tac, hair bobble, elastic band or provided toy tangle
- Give them a physical break- ask them to collect something from the other side of the classroom

The child appears to not be listening:

- As above +
- Give child a post it note with a question on that they will be asked during the input so that they are pre-warned
- Physical brain break- inside or outside
- Ask them to drink some water
- Give them a job to do
- Check whether the child has had breakfast/lunch/snack
- Include active learning
- Bring in humour.



The child is overly emotional or attention seeking:

- Give the child opportunities to show emotions in a way that doesn't involve talking directly to an adult at that specific time- e.g. putting their name on the blob tree, turn a 'happy/sad' stone over. Then during a lesson (or when appropriate) you can speak to the child about their emotion choice
- Use of blob trees
- Over praise for positive comments from a child if they usually focus on the negative. Simply acknowledge negative comments
- Have a gratitude wall/display/book that children can write things they are happy about. This can then be referred to throughout the day
- Use 'Growth Mindset' comments. Praise effort not ability.

The child is physical towards other children:

- Consider build up to the event. Was the other child in their personal space? Did they take something of theirs? Was it at a busy transition time of the day?
- Social stories
- Positive reminders about expectations
- Structure busy times considering individual needs. Does the child need to go separately to go to the cloakroom? Does the child need to be at the front/back of the line to not feel surrounded?

Remember to respond to behaviours rather than react

