

# Laughton All Saints' C of E Primary School



*'Let Your Light Shine' Matthew 5:16*

## ***Relationships and Behaviour Policy***

**2025-2026**



THE  
DIOCESE OF  
SHEFFIELD  
ACADEMIES  
TRUST

Last reviewed on: September 2025

Next review due by: September 2026

# Contents

1. Vision.....	3
2. Aims.....	3
3. Values, Relationships and Behaviour.....	3
4. School Expectations.....	3
5. Key Principles .....	4
Developing Relationships .....	5
Responding and Calming .....	6
Repairing and Restoring .....	7
6. Serious Incidents .....	8
7. Statutory Information about the School's Approach to Specific Behaviours .....	8
Bullying.....	8
Off-site Behaviour .....	8
Online Behaviour.....	8
Suspected Criminal Behaviour.....	8
Sexual Harassment and Sexual Violence .....	9
Mobile phones .....	9
8. Confiscation, Screening and Searching.....	9
9. Physical Restraint .....	9
10. Exclusion.....	9
11. Child Transition .....	9
12. Safeguarding.....	10
13. Malicious Allegations.....	10
14. Recording and Reporting.....	10
15. Roles and Responsibilities .....	10
The Trust and the Local School Board .....	10
The Headteacher .....	10
Staff.....	11
Children .....	11
Parents/carers .....	11
16. Links with other policies .....	12
17. Legislation and statutory requirements .....	12
18. Appendices .....	13
Appendix 1: APPRECIATION AND RECOGNITION.....	14
Appendix 2: BEHAVIOUR STEPS.....	16
Appendix 3: Repair Conversation Structure .....	20

## 1. Vision

### **‘Let your light shine’ Matthew 5:16**

At Laughton All Saints' C of E, we appreciate the individuality that each of our children brings and aim to celebrate every child, every day - encouraging them to 'Let your light shine' (Matthew 5 v 16).

By knowing each and every child in our small school, we provide bespoke challenges and aspirational opportunities to enable children to achieve their full potential, wherever their talents lie and regardless of starting points.

We want our children to engage in fun, inspiring and high-quality learning experiences and opportunities and show increasing independence and resilience when faced with challenges. As staff and leaders, we are passionate and committed to providing an excellent education for the children in our care and will strive in a persistent effort to have the highest expectations for all. By developing children's cultural capital, we enable them to become positive role-models and confident and capable, future citizens, who have the courage to take risks, and change the world around them.

Our inclusive 'family feel' culture gives us a strong sense of community and team work that allows the whole school community to grow, develop and nurture each other. A harmonious and nurturing environment gives our children the stability and opportunity to take risks in their learning within courageous classrooms. We encourage our pupils to have and show kindness and compassion for others, leading by example.

Respect plays a large part of school life. All members of our school community are taught how to develop a respect for themselves, other children and adults, their learning and the environment.

#### *At Laughton All Saints' C of E, we:*

Have Love - show children that love permeates through all aspects of life.

Have Courage - provide opportunities for children to take risks, develop confidence and resilience and have a voice.

Have Respect - show children that they are respected and give them the tools to enable them to have respect for themselves, others and the wider world.

**This policy was created with our vision at its heart.**

## 2. Aims

This policy aims to promote good relationships for all. It is grounded in the key principles of relational practice, placing emphasis on inclusion and belonging, especially for our most vulnerable pupils.

At Laughton All Saints' C of E Primary School, we have clear systems and structures to support staff in helping all our children to learn to behave well. We have an ethos that builds security through recognising strengths, celebrating success and recognising each child as being unique.

Laughton All Saints' policy and practice is based on evidence-informed research and practice, including Paul Dix's books, Restorative Practice (Mark Finnis, 2021), The Kindness Principle (Dave Whitaker, 2021) and Guidance for Developing Relational Practice and Policy (Devon County Council and Babcock Learning & Development Foundation, 2020).

## 3. Values, Relationships and Behaviour



Our school values are shown above. Through our approach to behaviour and relationships, we teach our children how to demonstrate these values in all areas of their lives. This supports us in our vision of enabling the children to show 'kindness and compassion for others, leading by example.'

#### 4. School Expectations

At Laughton All Saints, we have high expectations of behaviour for our children. We aim to teach children to develop self-control, behaving in ways that allow all children to learn and feel safe in school. We expect children to show respect to all members of our community, treating others fairly and kindly, with good manners. We expect children to endeavour to do their very best in all they do, demonstrating a growth mind-set. Our expectations are expressed as All Saints' Expectations. These are displayed around school.

A purple rectangular poster with a white header bar. The header bar contains a small circular logo on the left and the text 'Laughton All Saints Expectations' in a bold, blue, sans-serif font. Below the header, the text 'We have 3 Expectations for children and adults to follow:' is written in a smaller, white, sans-serif font. Below this, a numbered list of three expectations is displayed in a large, white, sans-serif font: '1. Be Ready', '2. Be Respectful', and '3. Be Safe'. At the bottom of the poster, the text '‘Let your light shine’ Matthew 5:16' is written in a smaller, white, sans-serif font.

 **Laughton All Saints Expectations**

We have 3 Expectations for children and adults to follow:

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be Safe**

‘Let your light shine’ Matthew 5:16

We show appreciation and recognition to children who meet the school Expectations. This is outlined in **Appendix 1**.

At Laughton All Saints, we acknowledge that some children may find it harder to meet the Expectations, or may choose not to. We know there are many possible reasons for this and we will always seek to find and support to address the underlying reason.

Where children don't meet the Expectations in day-to-day school life, we follow the Behaviour Steps. These are outlined in appendix 2.

Children, including those within our Early Years Foundation Stage, will be supported by our staff to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The senior leadership team (SLT) and Pastoral staff will support staff in responding to behaviour incidents. Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

## 5. Key Principles

Our policy and practice are built on the following Key Principles:



Credit: Devon County Council and Babcock Learning and Development Foundation

## Developing Relationships



In order to be successful at school, all children need to develop secure relationships which enable them to feel safe, secure and good about themselves. In order for this to happen, relationships are at the heart of school life. For many children the development of these relationships will need to be explicit, meaningful and very clearly perceived.

Through these relationships, children will also develop their ability to regulate their feelings and behaviour, develop their understanding of social situations and develop healthy and positive feelings about themselves and their abilities. Building these relationships, supporting inclusion and establishing strong and caring boundaries are integral to making this happen.

To **develop relationships** at Laughton All Saints we:

<p><b>Set Clear Boundaries</b></p> <p>We:</p> <ul style="list-style-type: none"> <li>• Have a shared set of clear shared Expectations: <b>Be Ready, Be Respectful, Be Safe</b></li> <li>• Consistently teach and refer to our shared Expectations</li> <li>• Show appreciation and recognition to those who demonstrate our Expectations (See Appendix 1)</li> <li>• Provide regular and repeated provision to those who need targeted support</li> </ul>	<p><b>Protect</b></p> <p>We:</p> <ul style="list-style-type: none"> <li>• Are predictable, reliable and trustworthy</li> <li>• Provide safety to all children</li> <li>• Are emotionally available and consistent</li> <li>• Support children to organise their thinking and emotions</li> <li>• Provide consistent systems and routines</li> <li>• Adapt practice and provision to support individual children's needs</li> </ul>
<p><b>Connect</b></p> <p>We:</p> <ul style="list-style-type: none"> <li>• Meet and greet every child every day</li> <li>• Show children that we like them and are interested in them (<b>Unconditional Positive Regard</b>)</li> <li>• Have fun and stimulate shared joy and laughter</li> <li>• Provide opportunities for positive shared experiences (peer-to-peer and adult-to-peer)</li> <li>• Teach the skills needed for positive relationships</li> </ul>	<p><b>Understand</b></p> <p>We:</p> <ul style="list-style-type: none"> <li>• Are curious about children's feelings, thoughts and behaviour</li> <li>• Accept their feelings and experience</li> <li>• Express empathy</li> <li>• Help children to process their feelings</li> </ul>

Care	Support Inclusion
We show <b>Unconditional Positive Regard</b> through:	We:
<ul style="list-style-type: none"> <li>• Genuineness</li> <li>• Acceptance</li> <li>• Empathy</li> <li>• Being our real self</li> </ul>	<ul style="list-style-type: none"> <li>• Assess all areas of learning and relational needs.</li> <li>• Provide additional support to enable children to access the learning and social environment.</li> <li>• Provide equal opportunities for all.</li> <li>• Support children to develop peer relationships and be socially included.</li> <li>• Are a strong advocate, who understands the needs of the child and who is able to represent their views, ask questions and provide challenge that can significantly affect outcomes for the child.</li> </ul>

### Responding and Calming



At Laughton All Saints, we recognise that it is normal for children of **all** ages to be playful, challenge authority and to test boundaries. Most children will at some point overstep a boundary and will need reminding about agreements and expectations. We know that our relationships, and the relational skills we utilise should be our first port of call at these times.

We use skilled interactions to successfully resolve low-level disruption without the need to escalate. Every child will face challenges and at times experience strong emotions which block their access to learning and good social interaction. We catch these emotions and co-regulate with the child so that these emotions do not become overwhelming. This is integral to keeping the child and classroom calm.

When behaviour impacts on the child, another child's, or the adults' safety, this is managed as part of our individual support plans. How we respond in a crisis should be clear, coordinated and communicated to ensure safety.

At Laughton All Saints, we use the following approach for **Responding and Calming**:

<b>Keeping Calm</b> We: <ul style="list-style-type: none"> <li>• Ensure predictability through consistent systems and routines</li> <li>• Prepare children for change wherever possible (including transition)</li> <li>• Maintain an organised, calm and low-arousal environment</li> <li>• Are emotionally consistent as adults</li> </ul>
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## Managing Emotions

We:

- Use skilled relational interactions to resolve low level disruptions including Repair Conversations (appendix 3)
- Support children to use a range of regulation strategies when dysregulated **by using Zones of Regulation Visuals**



## Responding to Crisis

We:

- Use the **Six Stages of Crisis Mode (Appendix 6)** to support adults to manage situations safely
- Put support plans in place for children who regularly experience crisis to support adults to provide containment and consistency on how to respond
- Have an understanding of children's needs including those related to regulation
- Train staff in the use of de-escalation

## Repairing and Restoring



At Laughton All Saints, we recognise that sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused. The demands of school mean that some children (and adults) will need support to repair and restore relationships and learn from the mistakes made.

When supporting this learning process in the aftermath of a challenging event, we ensure the children still have the security of our relationships in order to access the learning needed to repair harm and be supported to change. We give them our empathy, our understanding and our support.

Through research and evidence-based practice, we understand that applying a restorative framework following conflict or when incidents have taken place can be far more successful in promoting understanding and learning, than a purely consequence driven approach.

At Laughton All Saints, we use the following framework for **repairing and restoring**:

### Resolve Everyday Conflict

We:

- Hold and/or facilitate Repair Conversations (appendix 3) whenever two people have a difficulty
- Resolve worries and disagreements as they arrive rather than allowing them to build into bigger conflict
- Teach children the skills to be good restorative communicators and listeners
- Provide time and opportunities for children to discuss disagreements, express their thoughts and feelings and come to helpful agreements (circle time, collective worship, school council, learning mentor time, available adults)

### Repair Harm

We:

- Hold a Repair Meeting, following a significant conflict or incident, with all those involved to share their story, thoughts and feelings, understand others and come to a shared agreement of what needs to happen to meet the needs of all people involved.
- Include pairs and/or groups of children, adults and parents/carers
- Use a Restorative Framework to conduct the Repair Meeting in order to maintain boundaries and demonstrate acceptable behaviours (appendix 4.)
- Agree restorative actions and logical consequences which support change and repair relationships

We, as the practitioners, reflect on:

- What was the behaviour communicating?
- How did the adult involvement help or hinder?
- How are the unmet needs being addressed?
- What skills does the child need to develop?
- What additional learning opportunities are in place to enable this?
- Consider further assessment of need, a personalized plan for support and/or intervention to develop skills and further opportunities to support the repair of relationships and ensure inclusion.

## 6. Serious Incidents

Some incidents may require a greater or quicker level of action (see Step 4 and Step 5 and appendix 2). On occasions involving significant violence (Step 5), a senior member of staff will be summoned immediately to offer support. These are categorised as serious incidents.

Children use appropriate safe spaces to regulate and reset, while staff decide the appropriate next steps. Discussions will always include those involved. In circumstances when a serious incident has occurred, parents will be informed as soon as possible, and a record will be made. Serious incidents, including any racist or homophobic incidents, are not tolerated and will be recorded on CPOMS.

## 7. Statutory Information about the School's Approach to Specific Behaviours

### Bullying

Bullying, including cyberbullying and prejudice based/discriminatory 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 deliberately hurtful, repeated, often over a period of time and difficult to defend against. Details of our school's approach to preventing and addressing bullying are set out in our separate Anti-Bullying Policy, which can be accessed on the school website.

### Off-site Behaviour

**Repairing and Restoring** may take place where there has been conflict or an incident off-site when representing the school, such as on a school trip or on the way to or from school.

### Online Behaviour

**Repairing and Restoring** may take place for online conflict or incidents when:

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

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

### Suspected Criminal Behaviour

If a child is suspected of criminal behaviour, and is 10 years old or above, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police a member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, supportive, and decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our Child Protection and Safeguarding Policy for more information.

## Mobile phones

Children are not allowed to have mobile phones with them on-site.

If children who walk to school on their own need to bring a mobile phone to school, this is by agreement with the school and the phone is handed into the school office. Parents/carers complete the appropriate permission form. The school does not take any responsibility for damage or loss.

If a child is found to have a phone with them in the class, this will be dealt with as a breach of the behaviour code, at the appropriate level of sanction, depending upon individual circumstances. The phone will be stored by the Headteacher and parents/Carers will be called to collect it.

## 8. Confiscation, Screening and Searching

Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Any prohibited items found in a child's possession will be confiscated and we will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

## 9. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them from significantly harming themselves, others or property. At Laughton All Saints, staff are trained in positive handling by Team Teach trainers. Incidents of physical restraint must:

- Always be used proportionately, when there is a clear need to maintain the safety of a children or property. Restraint is about safeguarding not a behaviour practice.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to the headteacher and parents
- Be recorded on CPOMS by a member of the Senior Leadership Team

## 10. Exclusion

The school uses suspension and/or permanent exclusion in response to serious incidents/conflict or persistent breaches of the school's behaviour Expectations.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our DSAT Exclusions Policy for more information. This can be found on the school website.

## 11. Child Transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. The school works closely with local nurseries, high schools and parents to ensure we gather/transfer as much information as we can about a child to better inform practice and relationships with children

To ensure behaviour is continually monitored and the right support is in place, relevant information related to the child may be transferred to key staff at the start of the term or year. Information may also be shared with new settings for those children transferring to other schools.

## 12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information. This can be found on the school website.

## 13. Malicious Allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the child in accordance with this policy. Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 14. Recording and Reporting

We collect data on the following:

- Conflict and incidents (Step 3 and above). This is outlined in appendix 2.
- Attendance, permanent exclusions and suspensions
- Use of child support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, children, Local School Board, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the Senior Leadership Team, supported by the Inclusion Team.

The data will be analysed from a variety of perspectives including:

- At individual level as part of **Repairing and Restoring**
- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle this.

## 15. Roles and Responsibilities

### The Trust and the Local School Board

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Local School Board work in partnership with the Trust to support the school in its implementation of the Behaviour Policy.

### The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour and relationship policy
- Ensuring that the school environment encourages positive behaviour and relationships
- Ensuring that staff commit to the school's key principles for behaviour and relationships in theory and practice (See section 4)

- Monitoring how staff implement this policy to ensure it is applied consistently to all groups of children
- Ensuring that all staff understand the Laughton All Saints Expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behaviour and relationships culture to ensure they understand its expectations and routines, and how best to support all children to participate fully
- Offering appropriate training in relational and restorative practice, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy
- Ensuring that data is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

## **Staff**

Staff are responsible for:

- Committing to the school's Key Principles for behaviour and relationships in theory and practice (See section 4)
  - Creating a calm and safe environment for children
- Establishing and maintaining the school Expectations
- Implementing the behaviour and relationships policy consistently, through implementation of the Key Principles (see section 4)
  - Communicating the school's expectations, routines, values and standards through every interaction with children
- Modelling expected behaviour and positive relationships
  - Providing a personalised approach to the specific behavioural needs of particular children
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 2)
- Teaching and supporting children to meet the school's expectations

## **Parents/carers**

Parents/carers are expected to:

- Support their child to meet the school's expectations
- Inform the school of any changes that may affect their child's wellbeing
- Discuss any concerns with their child's class teacher promptly

## **Children**

Children will be explicitly and repeatedly taught and modelled the following during their time at Laughton All Saints:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's Expectations and routines
- The recognition they can earn for meeting the Expectations, and what will happen if they don't meet the standards

The children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of this Behaviour and Relationships Policy

- Attend Restorative Meetings when invited
- Endeavour to build positive relationships with the school

## 16. Links with other policies

This behaviour policy is linked to the following policies and procedures:

PSHE Procedure

- Anti-bullying Strategy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- DSAT Exclusion Policy
- Restraint Policy
- Online Safety policy
- **Cyber-bullying policy**
- **De-escalation and positive-handling Policy**

## 17. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children

Section 3.58 – 3.60 of the [Early Years Foundation Stage Statutory Framework 11/10/24](#)

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and give schools the authority to confiscate child's property







DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.









## Appendix 1: APPRECIATION AND RECOGNITION

### Appreciation and Recognition: Staff Version

<p style="text-align: center;"><b>Verbal Praise</b></p> <p style="text-align: center;"></p> <p><b>At Laughton All Saints we:</b></p> <ul style="list-style-type: none"> <li>• Appreciate and name everyday efforts</li> <li>• Use praise in every interaction</li> <li>• Use the language of choice</li> <li>• Link our verbal praise to the Expectations and Values</li> <li>• Make phone-calls/send Dojo messages/send praise postcards and notes to parents/carers, to show recognition</li> </ul>	<p style="text-align: center;"><b>Headteacher's Award</b></p> <p style="text-align: center;"></p> <p><b>At Laughton All Saints we:</b></p> <ul style="list-style-type: none"> <li>• Recognise special achievements with a Headteacher's Award</li> <li>• Award a gold sticker and Headteacher's Award Certificate</li> <li>• Send a Dojo message to parents/carers</li> <li>• Add the children's names to Whole School Story on Dojo</li> </ul>
<p style="text-align: center;"><b>Special Mentions Assembly</b></p> <p style="text-align: center;"></p> <p><b>At Laughton All Saints we:</b></p> <ul style="list-style-type: none"> <li>• Hold a Special Mention Assembly every half term</li> <li>• Award certificates for pupils in each class for success in a curriculum area or for demonstrating a positive value.</li> <li>• Invite parents/other family members to the assembly.</li> <li>• Send a photograph on Class Dojo to celebrate the achievement with parents/carers</li> </ul>	<p style="text-align: center;"><b>Dojo Points</b></p> <p style="text-align: center;"></p> <p><b>At Laughton All Saints we:</b></p> <ul style="list-style-type: none"> <li>• Award Dojo points to children for demonstrating the school values and/or Expectations.</li> <li>• Have a Shine Store – exchanging individuals' Dojo points for rewards/experiences at the end of term.</li> </ul>
<p style="text-align: center;"><b>Recognition Boards</b></p> <p style="text-align: center;"></p> <p><b>At Laughton All Saints we:</b></p> <ul style="list-style-type: none"> <li>• Have a Recognition Board in each classroom, and other learning spaces around school</li> <li>• Have a focus linked to the Laughton All Saints Expectations and/or Values written at on the top</li> <li>• Write names on the board to show recognition</li> <li>• Wipe the board clean at the end of each session to give everyone a fresh start</li> </ul>	
<p style="text-align: center;"><b>Out of School Achievements and Successes</b></p> <p style="text-align: center;"></p> <p><b>At Laughton All Saints we:</b></p> <ul style="list-style-type: none"> <li>• Encourage parents to get in touch to share a significant instance of demonstrating a school value.</li> <li>• Celebrate the proud moments/successes during Collective Worship</li> <li>• Display achievements and successes on school notice boards.</li> </ul>	<p style="text-align: center;"><b>House Team Rewards</b></p> <p style="text-align: center;"><b>St. Ledger – Hatfeild - Sandbeck</b></p> <p><b>At Laughton All Saints we:</b></p> <ul style="list-style-type: none"> <li>• Provide an end of term reward for all children in the House Team with the most Dojo points.</li> <li>• Celebrate the weekly total of House points during Collective Worship.</li> </ul>



## How We Recognise Your Good Behaviour and Effort

<h3>Verbal Praise</h3>  <ul style="list-style-type: none"> <li>You will receive verbal praise linked to our Laughton All Saints' Expectations and Values</li> <li>Phone calls/Dojo messages/Praise notes/Postcards may be sent to parents/carers</li> </ul>	<h3>Headteacher's Award</h3>  <ul style="list-style-type: none"> <li>Headteacher's Awards are given for recognising special achievements</li> <li>You will be entered into the draw for <b>Afternoon Tea with the Headteacher.</b></li> </ul>	<h3>Recognition Boards</h3>  <ul style="list-style-type: none"> <li>There is a Recognition Board in your classroom and other learning spaces around school</li> <li>You will be recognised for showing our Laughton All Saints' Expectations and Values which are displayed at the top of the board.</li> <li>Once your name is on the board, you will begin to gather dojo points.</li> </ul>
<h3>Special Mentions Assembly</h3>  <ul style="list-style-type: none"> <li>Certificates will be awarded to children in class for: excellent classwork in a chosen subject or for always demonstrating one or more of our school values or expectations.</li> <li>Your parents or carers will be invited to the assembly to share in your success.</li> </ul>	<h3>Dojo Points</h3>  <ul style="list-style-type: none"> <li>You can earn points for: being <b>READY, RESPECTFUL</b> and <b>SAFE</b> and/or showing acts of <b>LOVE, COURAGE</b> and <b>RESPECT</b></li> <li>You will be able to visit the Shine Store to exchange your Dojo points for rewards/experiences.</li> <li>The House Team with the most Dojo points overall, at the end of each half term, will be rewarded with an experience.</li> </ul>	<h3>Out of School Successes</h3>  <ul style="list-style-type: none"> <li><b>We will ask your</b> parents to let us know if you have shown one of our school values or expectations, at home</li> <li>These proud moments/successes will be shared during a special collective worship.</li> </ul>

## Appendix 2: BEHAVIOUR STEPS

### Behaviour Steps: Staff Overview

Step	Script – what to say	Action – what to do
<b>1: Reminder of Expectations</b>	<p>“You are ..... The Expectation is that you ..... You need to .....”</p>	<p><b>a) Responding and Calming</b> It may be appropriate to remind the child of regulation strategies</p>
<b>2: Second Reminder with a Choice</b>	<p>“You are still ..... The Expectation is that you ..... If you choose to continue, the consequence will be..... ”</p>	<p><b>a) Responding and Calming</b> It may be appropriate to direct the child to a specific regulation strategy</p>
<b>3: Classroom consequence</b>	<p>“You are still .....This means that you have chosen to .....  OR  For Step 3 physical <u>behaviour/language/damage to property</u> (no Step 1 or 2) “The Expectation is that you are safe/respectful. You need to (classroom consequence)</p>	<p><b>a) Responding and Calming</b> Child moves to the regulation station or another place in the learning space or area</p> <p><b>b) Repairing and Restoring</b> A Repair Conversation is held at the earliest opportunity (usually break time)</p>
<b>4: Time Out</b>	<p>“You now need to have Time Out of the classroom /playground/  OR  For Step 4 physical behaviour/language/damage to property  “The Expectation is that you are safe/respectful. You need to have <u>Time Out</u> of the classroom / playground/</p>	<p><b>a) Responding and Calming</b> Class-based staff takes the child with their work, in the majority of cases, to the parallel classroom and inform a member of the SLT/Pastoral Team. (If there is only one member of staff in class, they will alert SLT/Pastoral who will arrange for the child to be collected from class). In situations where a child is too dysregulated to join a parallel classroom to complete work, they will be taken by pastoral staff/SLT to The Nest. The child will be directed to regulation activities in The Nest before any other interaction takes place.  SLT/Pastoral and the class-based staff agree the length of time the child needs for Time Out.  <b>Wherever possible</b>, class-based staff work with the child in The Nest. (SLT/Pastoral staff will do so if this is not possible).  <b>The aim is to reintegrate to class at the earliest opportunity.</b></p> <p><b>b) Repairing and Restoring</b> A Repair Meeting will take place between the class teacher/staff member initially responding to the undesirable behaviour (ideally before returning to class)  Parent/carers are informed</p>






<b>5: Serious Incident</b>	<i><b>"The Expectation is that you are safe and respectful. You need to come with me now to Mrs Armitage/Miss Williams/Miss Sabin)</b></i>	<p><b>a) Responding and Calming</b>  It may be appropriate to use <b>Six Stages of Crisis Model</b> to support de-escalation.</p> <p>Physical intervention would be a last resort but should be used if to not do so would result in harm.</p> <p>Child is escorted to a senior leader.</p> <p>Child works in The Nest until a Repair Meeting takes place</p> <p><b>b) Repairing and Restoring</b>  A Repair Meeting will take place with parent/carers present.  Logical and appropriate consequences agreed  Safety measures are put in place (if appropriate)</p>
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# Behaviour Steps: Detailed Outline of Behaviours and Actions





Behaviour Step	Step 1	Step 2	Step 3	Step 4: Persistent or high-level incident	Serious Incident
Repairing and restoring			Repair Conversation led by class-based staff	Repair Meeting led by Pastoral/SLT	Repair Meeting led by HT/DHT
Recording			Where: CPOMs Who: class-based staff	Where: CPOMS Who: agreed between staff involved	Where: CPOMS/Arbor Who: agreed between staff involved
Staff Involved	Class-based staff	Class-based staff	Class-based staff	Class based staff, Pastoral and/or SLT	Class-based staff , HT/DHT, Pastoral
Behaviours					
Non-Compliance	Non-compliance – not disruptive	Non-compliance – disruptive	Non-compliance – persistent	Non-compliance – persistent refusal/defiance	
Disruption	Disruption- low level	Disruption- low level	Disruption – persistent	Ongoing disruption impacting on wider school	Prolonged disruption impacting across school
Unkindness	Unkindness to other children	Unkindness to other children- persistent or repeated			
Bullying/ Perceived Bullying				First incidents of bullying and/or low level	Bullying – ongoing after school involvement
Swearing, threatening language and/or verbal abuse	Inappropriate language – Low Level	Inappropriate language/Swearing	Inappropriate language/ Swearing/ verbal abuse towards a child	Inappropriate language/ swearing/ high level verbal abuse towards a child	Inappropriate language /verbal abuse – High level and repeated
Online Behaviours				Cyber bullying Online Incident	Cyber bullying- continued Online Incident- high level
Damage to property	Damage to Property	Continued damage to Property		Damage to more valuable property	Damage to property- deliberate to high value property
Violence and aggression			Inappropriate physical contact (eg. Slapping, pushing, dropping, play fighting)	Violence and aggression – to a child/ Fighting	Violence and aggression – to an adult or causing harm to a child

<b>Discrimination</b>				Discriminatory Language/behaviour	Discriminatory Language/behaviour extreme to a child or directed to an adult
<b>Mobile phones</b>				Possession of a mobile phone without permission	Use of a mobile phone in school (eg to make a call or take photographs)
<b>Sexual Violence/harassment</b>					All sexual violence and harassment is classed as a serious incident.

## Behaviour Steps

1. Reminder of Expectations	2. Second Reminder with a Choice	3. Classroom Consequence	4. Time Out
			
<u>Responding and Calming</u> <ul style="list-style-type: none"> <li>Reminders of regulation activities by adults</li> </ul>	<u>Responding and Calming</u> <ul style="list-style-type: none"> <li>Directed to a specific regulation strategy by adults</li> </ul>	<u>Responding and Calming</u> <ul style="list-style-type: none"> <li>Regulation Station</li> <li>Different learning space</li> </ul> <u>Repairing and Restoring</u> <ul style="list-style-type: none"> <li>Repair Conversation to take place</li> </ul>	<u>Responding and Calming</u> <ul style="list-style-type: none"> <li>Time out to work in The Nest</li> <li>Adults will agree the length of time out</li> </ul> <u>Repairing and Restoring</u> <ul style="list-style-type: none"> <li>Repair Meeting to take place</li> <li>Parents/carers contacted</li> </ul>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Serious Incident</b></p> <p>- Children will be directed to work in <b>The Nest</b> until a Repair Meeting with parents/carers can take place.</p> </div> </div>			

## Appendix 3: Repair Conversation Structure

<div>Repair Conversations</div> <div>Timeline</div> 		
What happened? <i>Storytelling</i> 	Who has been affected by this? <i>Impact</i> 	What needs to happen now? <i>Solution focus</i> 
Exploring what happened and ensuring we look at this from everyone's perspective.  The interrelationship between behaviours, thoughts and feelings.	Exploring the impact of what has happened on people and relationships. This considers how others have been affected and presents an opportunity to discover the idea of unintended consequences.	Exploring what needs to happen next in order to move forward, what needs should be taken into consideration and how do we prevent a reoccurrence. It is important to establish and agree on the steps needed in order to repair any harm.  It is key to ask these questions individually.
<b>What happened?</b> What has brought us here today? What happened next? <b>What were your thoughts at the time?</b> What was happening before? <b>How were you feeling?</b> After that, what happened next? What do you think about it now?	How have you been affected? <b>Who</b> else has been affected? Anyone else? What has been the hardest thing for you? How do you feel now? Was anyone else involved? If there was, how were they left feeling? Has anyone else been affected by this?	What else needs to happen? Do you agree with that? What do you need in order to move on? What would that look like? When will it be done? How does that leave you feeling? What will it look like when it is done? If you can't do that, what can you do?  Credit: Mark Finnis

## Appendix 4: The 6 Stages of Crisis Model

<https://dcs.leicester.gov.uk/media/2003/six-stages-of-a-crisis-print.pdf>

### De-escalation and the 6 Stages Crisis Support Model

Understanding the stage of distress an individual is experiencing can help us decide on the best response to meet their unique needs and de-escalate the situation. To do this, we can use the Team Teach Stages of Distress and Support model as a helpful reference point.

While not always linear or clear-cut, there are stages that an individual can experience before, during and after crisis. These phases fall into 6 categories:

- Stage 1: Anxiety / trigger
- Stage 2: Defensive / escalation
- Stage 3: Crisis
- Stage 4: Recovery
- Stage 5: Depression
- Stage 6: Restoration

It is during the first two stages – anxiety /trigger, and defensive /escalation – that we have the best opportunity to intervene and deploy de-escalation strategies.

Indeed, to help prevent individuals from even reaching the first stage, we can be thinking about primary strategies to use in our settings, to create calm, positive and supportive environments. These include building predictable routines, developing clear communication channels, fostering strong relationships, considering the physical environment and providing additional support to meet an individual's needs.

After all, prevention is better than cure with behaviour support, and by taking a person-centred, relational approach, we can strive to create conditions where an individual always receives exactly the right support, at exactly the right time.

### Secondary strategies to support de-escalation

Sometimes individuals can become distressed despite the measures we have in place, and we need to be prepared to employ strategies to promptly defuse and de-escalate situations. The following suggestions can be used in isolation or in combination, depending on the needs of the individual.

Of course, everyone is different, and anxious or distressed behaviours for one person may be crisis behaviours for another. This underlines the importance of a person-centred approach where we use our knowledge of an individual to decide on the best interventions and support.



## **Strategies for Stage 1: Anxiety / trigger**

When someone is beginning to feel anxious, upset or agitated, they need our reassurance and support. Typical behaviours we may see during this stage can be quite subtle and may include individuals hiding their face; rocking, pacing or stimming; withdrawing or shutting down; and refusing to speak.

If we notice these early signals, and they differ from an individual's baseline behaviours, there are a number of strategies we can try, in order to de-escalate quickly:

- Remove sources of frustration, if practical and possible
- Offer reassurance, including positive physical prompts, such as guiding away
- Talk to the individual using a well-rehearsed help script: "Asha, I can see that something has happened. Talk and I'll listen..."
- Explain clearly what is happening and what will happen next
- Use CALM body language
- Talk slowly and quietly, using a low tone of voice
- Divert and distract by introducing another activity or topic
- Use strategies that have worked well for this individual in the past

Often, these strategies will be enough to support the individual and prevent escalation. We can continue to monitor the situation, to decide whether further intervention is necessary.

## **Strategies for Stage 2: Defensive / escalation**

During this stage, an individual is beginning to show higher levels of tension, stress and anxiety. They might be shouting, crying, or using abusive language; changing their facial expression, for example looking angry; moving in an agitated way; picking up objects that could be used as weapons; challenging instructions; and breaking minor rules.

To de-escalate a situation where someone is engaging in these behaviours, we can employ a range of strategies, either in isolation or in combination:

- Continue to use Stage 1 de-escalation responses
- State desired behaviours clearly
- Offer alternatives and options
- Give clear, limited choices
- Move furniture and remove objects that could become weapons
- Offer them a way out that maintains their dignity
- Encourage others in the vicinity to move to a different environment

We can then continue to monitor and assess the situation, reflecting on ways to make the environment safer. We may also need to decide whether assistance from another colleague is required, to further support de-escalation.

## **Taking an individualised approach to de-escalation**

Creating a culture of de-escalation and early intervention helps us to foster calm, supportive and positive environments where individuals feel safe and can fulfil their potential.

While there are a number of de-escalation strategies we can employ, the most successful ones are those that are personalised to the needs of the child, young person or adult we are supporting. We therefore need to apply our professional discretion when deciding on the strategies that work best for the individuals we support. That way, we stand the best chance of reducing risk, preventing crisis and creating conditions where all can thrive.