



Relationship and Behaviour Policy

Our Ethos

At Moor Nook Community Primary School, everyone is responsible for making sure that our school is a happy and safe environment to learn.

We believe that building positive relationships and praise is central to nurturing, engaging and motivating children to reach their full potential inside and outside of the classroom. In order to achieve this, we use the **Paul Dix** pillars (see below) to create a positive learning environment and support the building of positive relationships through our relational approach and have a variety of praise and rewards for our children.

We adopt a realistic view of behaviour and know that challenging behaviours can and will happen. In response to these, we have clear, consistent and robust systems in place to support the child and/ or adult, to reduce the impact on every child's learning and to ensure relationships are protected and/or repaired.

Our caring and supportive approach to learning is underpinned by our school values and our **'Ready, Respectful Safe'** expectations. We believe that our school environment should be supportive, calm and purposeful to enable effective learning to take place so that our children can thrive. Creating model citizens is vital to our community and world's future.

All members of the Moor Nook School Family – parents, children, staff, Governors and the wider community – work as a team. We believe that working in close partnership supports all children to demonstrate the learning and social behaviours that we expect. The policy principally relates to children, but it is important to note that the principles set out here relate to positive relationships and behaviour of all.

At Moor Nook, this policy will be used to strive towards achieving our 5 main priorities:

Strong Relationships

trusting, consistent and well maintained relationships between all stakeholders

Positive Learning Environment

an engaging, consistent and fully inclusive environment

Celebrate Success

recognise, reward and encourage positive behaviours and outcomes

Respond with Compassion

respond compassionately and consistently to challenging behaviours

Be Supportive

utilising school resources effectively to provide support to any adult or child who needs it

Strong Relationships

At Moor Nook, all of our staff are focused on providing nourishing, long lasting relationships with our pupils. With this ethos, we seek to effectively promote and develop good behaviour and character. Our policy and practice is developed on the following relational approach:



This approach is adopted as a whole school collaboration with relationships developed and nurtured between all staff and pupils. Staff will communicate regularly to ensure pupils, and their needs become understood on a broader scale.

When relationships become damaged and break down, other members of staff and stakeholders will be available to help with the repair process.

Positive Learning Environment

The Paul Dix approach focuses on adults and the positive culture they create around school. We follow the 5 pillars:

The 5 pillars	Purpose	What it looks like
Consistent, calm, adult behaviour	Children need to feel safe, happy and learn in a predictable environment	Consistent adult behaviour and language, emotional control and clear expectations
First attention to best conduct	Children know what behaviours we want to see and are motivated to display them	Rewards, recognition, praise, motivation (intrinsic, extrinsic and relational), engagement
Relentless routine	Creates a purposeful and safe environment at all times of the school day	Routines, follow-up, visual timetables, teacher habits, non-verbal cues, structures
Script difficult interventions	Creates a consistent approach and to find out the reason for the behaviour	Staff created and agreed scripts to deal with situations that arise
Restorative follow up	Developing relationships, respect and an understanding of feelings	A scripted conversation between the people involved that takes place when the child is ready

Each of these 5 pillars has been introduced and implemented with rigorous staff training based on the Paul Dix Behaviour programme. All staff have accessed the same training to ensure standards are consistent across the school. Each pillar has been workshopped and developed within our school setting to maximise its effectiveness for our pupils.

Consistent, calm, adult behaviour

At Moor Nook, we recognize that positive pupil behaviour begins with adult behaviour. All staff commit to maintaining a calm, predictable, and regulated presence in every interaction across the school day. Regardless of the circumstances or emotional temperature of a situation, adults respond rather than react—using a quiet, measured tone, steady body language, and consistent, fair boundaries. By keeping our emotional volume down, we de-escalate tension, ensure safety, and create a secure environment where pupils feel safe, valued, and ready to learn. Consistency is our signature: every child can expect the same calm standards, non-verbal cues, and supportive approach from every adult, every single day.

First attention to best conduct

At Moor Nook, we actively choose to direct our primary attention, energy, and praise toward pupils who are meeting and exceeding our behavioural expectations. We recognize that what we pay attention to is what we grow. By giving "first attention for best conduct," staff consciously catch pupils doing the right thing, using targeted praise, positive recognition, and silent acknowledgments to reinforce positive choices. When low-level disruption occurs, adults address it swiftly, privately, and calmly minimizing the public stage for negative behaviour so that high standards, rather than poor choices, remain the centre of our school culture.

Relentless routines

We recognize that safety, order, and high standards are built on the foundations of clear, repeated expectations. All staff commit to teaching, modelling, and relentlessly reinforcing a small set of simple, high-impact routines—from meet-and-greets at the doorway to transitions and line-ups. By practicing these routines until they become second nature, we remove anxiety, reduce cognitive load, and protect learning time. We do not lower our standards over time; instead, we maintain an unshakeable, collective consistency across every classroom, corridor, and shared space, ensuring that every pupil experiences the exact same calm expectations wherever they are in the school.

Scripting difficult interventions

Restorative follow-up



Celebrating Success

We recognise that In order to ensure that this is embedded as a key aspect of our school vision, we must have a number of ways for all staff to celebrate and recognise children's achievement. Our whole school approach for recognition is all follows:

What 	When 	Why 
Recognition / Praise  This is the most commonly utilised form of reward across the school.	When displaying appropriate behaviours 	To notice / encourage positive behaviours across school 
Bee Point 	When being Ready, Respectful and Safe 	To encourage children to display our core expectations. 
Bee Points will be physically collected using a token or item and collated for each Bee colour team. Totals will be counted weekly and celebrated in assembly on a Friday morning. The winning colour team every term will receive a behaviour recognition. 		
Bee Award 	When being consistently Ready, Respectful and Safe and/ or going 'above and beyond' expectations.	To reward and recognise those children consistently meeting and exceeding expectations.
Bee Awards will be given as a slip of paper that highlight our core expectations. They will have space for the member of staff to explain the reason for the award. Pupils will take these slips home to share their success. 		
Honeycomb Piece 	When consistently going 'above and beyond' expectations or for an exceptional individual achievement. 	To ensure exceptional behaviour is acknowledged and not overlooked. 
A physical piece of 'honeycomb' will be given to the pupil with a short message highlighting their success. This will be delivered by the child to the front office so a message can be sent to parents explaining their child's achievement. This piece of honeycomb will then be added to a whole school display in the main hall. 		

Staff/ stakeholders will be able to implement their own reward systems (e.g. stickers/ reward charts/ certificates. These must be approved by SLT to ensure they are necessary, purposeful and in line with the whole school approach.

Celebration assembly

In our celebration assemblies, the bee point colour team will be announced for the week to celebrate those children meeting behaviour expectations. Each class teacher will present two certificates for the 'highflyers' or 'busy bees' of the week. They will provide a short explanation of why they have been chosen. Parents will receive a phone call from the class teacher sharing the success.

Recognition Boards

Every classroom has a Recognition Board that is used throughout the lesson/day/week to acknowledge students who are going over and above. This will be displayed at the front of the classroom. Initially, these boards will be used to display Bee awards that are then taken home at the end of each day. Eventually, the purpose of the boards will change. Every Monday assembly we will discuss the values or attitudes to work that we are looking for each week. When a pupil demonstrates these, their name/photo goes onto the Recognition Board. By the end of the day/week, all pupils will be on the board. If any are struggling to have their recognition, other pupils help them to demonstrate the desired behaviour/value/attitude to learning, so that they are all on the board. This then creates a whole-class celebration.

Responding Compassionately

Compassionate Approach

For behaviour management to be effective, our whole school approach requires good communication and a shared understanding of the child's needs. It also requires staff themselves to present extreme calmness and positive intent to make the situation positive. The 'PACE' tool can be used by staff: Playfulness, Acceptance, Curiosity, Empathy PACE is a way of thinking, feeling, communicating and behaving that aims to make children feel safe.

THE PACE APPROACH

Principles for Connecting with Children.



A summary of 'The PACE approach' for positive interaction.

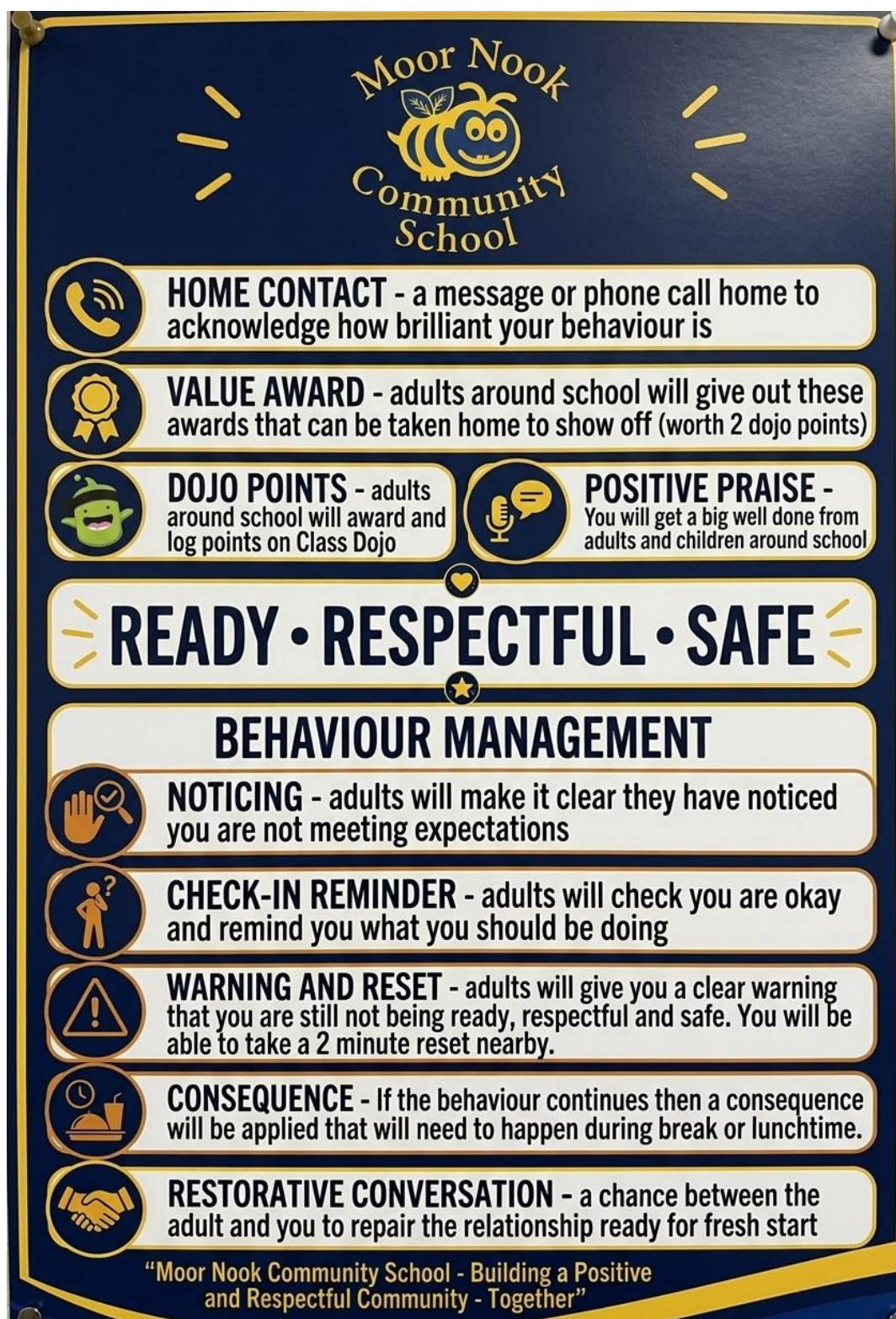
Connecting and comforting in hard times

Trusted Adults

Consistent Response

Moor Nook Community Primary School uses positivity and praise to manage children's behaviour. However, we understand and acknowledge that children will not always be capable of meeting the school's high expectations. Behaviour that is disruptive to other children's learning, includes inappropriate verbal or physical conduct (including racism) or bullying, is not accepted at the school. For everyday behaviour, staff follow Route 1 in sequence. Where behaviour meets the threshold for

a serious incident, staff may move immediately to Route 2. Route 3 may be considered by senior leaders where the seriousness of an incident warrants it.



Route 1. Logical Consequences for everyday behaviour

At Moor Nook, sanctions are used where appropriate, but we aim for them to be logical consequences rather than arbitrary punishments. Wherever possible, the consequence will be linked directly to the

behaviour or poor choice, helping the child to understand the impact of their actions, put things right and make a better choice next time. Consequences will be proportionate, reasonable and applied consistently, while taking account of the individual circumstances of the child.

Route 1. Common Language

To ensure a consistent, clear response from adults, staff will use structured scripts when addressing behaviour. Below is the common phrases staff should be using at each stage of the above system.

What we say matters
Reminder
Using the common language of 'Ready, Respectful and Safe' Explicit teaching/ reminding of what these words mean in different contexts. 1 assembly a week will reaffirm
Positive Noticing
'Well done xxx who is sat Ready to learn' 'The front of this line is being very respectful as we walk through school' 'Some of the class are ready, now most of them are, thank you'
Noticing
Eye contact A tap on the desk One word- Ready, Respectful, Safe
Check in
'I've noticed your struggling to be Ready, can I help?' 'Are you okay?' 'You have had a brilliant morning' 'You're fantastic at ..., show everyone'
Warning
'You're still not showing me you are Ready' 'This is a warning now, I want you to stay in this class where you belong, but you need to show me you can be Ready/ Respectful/ Safe' 'Take 2 minutes, lets reset, then let's go again' 'We can do this'
SLT Intervention
'I think some time in The Den would help you right now' 'Thank you for trying to stay in class' 'This will help'
Nurture Base
'I can see you're not in a place to talk to me just now' 'I think it will help you to have some time in the bee hive' 'I want to help'

Route 1. Restorative Conversations. Class Teacher owns route 1.

At Moor Nook Community School Primary School, we strongly believe that although consequences for actions are often necessary, the real learning which actually changes behaviour, comes from a restorative conversation 'What is the reason for the behaviour?'. These conversations

do not always happen at the time of the behaviour choice. Where possible, these conversations involve the children and staff involved in the incident. Restorative conversations allow:

- allow a culture of respect and discipline in the school community to be built;
- create an increase in staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low-level disruptive behaviour;
- empower pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community We place value on allowing children enough time to process their actions, and those of others, and then a restorative conversation will take place.

When conducting the conversations and staff will structure the conversations based on these main questions:

- What happened? Ready-Respectful-Safe?
- What were you thinking at the time?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future to ensure we show our school expectations Ready-Respectful-Safe?

Route 1. De-escalation

Wherever possible, attempts are made to de-escalate situations before the need for positive handling, (see below) including taking all reasonable steps to reduce the risks to the safety of all involved. Training is be provided to all staff in strategies and approaches for de-escalating challenging situations, and staff should make themselves available to support colleagues when such situations arise.

Examples of de-escalation strategies include (depending on the circumstances):

- Distraction
- Humour
- 'Change of face' – introducing a different adult into the situation
- Withdrawal of other children
- Suggested self-withdrawal by child to an agreed safe place
- Strategic ignoring/time given
- Recommendation of self-soothing strategies

Route 2. Positive Handling

Team Teach pending

Route 2. Route 2 is led by SLT. The class teacher remains involved and retains responsibility for the pupil's successful return to learning. The Learning Mentor may support regulation, investigation and restoration.

If extreme behaviours are displayed, then route 1 can be circumvented in order to address it. The natural pattern would then be to follow Route 2

In these, or similar, scenarios the following strategy will be used.

1. Make the area/ situation safe (e.g. remove the pupil or pupils from the trigger)
2. Seek support from SLT
3. Allow deescalation (e.g. take to a quiet, safe space where they can be supervised)
4. Gather the facts (e.g. ask other pupils present what happened)

At this point, a team of staff will decide on an appropriate next step.

If the facts show little or no responsibility from a pupil or mitigating circumstances, then staff may return to Route 1, choose a logical consequence or restorative conversation before returning the child to class. Returning to Route 1 for reintegration does not erase the Route 2 incident; the incident remains recorded at the appropriate Route 2 stage

If the facts show a serious breach of the school's behaviour expectations, then route 2 will be followed, assuming the threshold for route 3 hasnt been met.

Strike incidents that supersede route 1, or where Route 1 has failed.		
The examples below are illustrative rather than exhaustive. Consequences will not operate as an automatic tariff. SLT will consider seriousness, intent, impact, frequency, context, the pupil's individual needs and any relevant reasonable adjustments before determining the response.		
Possible event	Possible Consequence	Further action
Any pupil who demonstrates unacceptable behaviour beyond route 1, e.g. verbally/ physically abusive, intimidating behaviour	Follow the strike systems set out below The pupil may then banned from physical playtime activities for upto 3 days	This will be discussed at the meeting with the parent/ carer depening on strike number. The matter should be recorded on C POMS
Racist and Homophobic name calling	Follow the strike systems set out below The pupil is then banned from a logical consequence. If the incident occurred at break time, then the child will lose upto 3 break times, having a 10 minute blast after break supervised by SLT. A similar situation will occur for lunch time. If the situation occurs in a lesson then the child will be supervised internal removal from class for that lesson for upto 3 days, working with SLT, or the LM	This will be discussed at the meeting with the parent/ carer depening on strike number. The matter should be recorded on C POMS
Absconding from the premises	Follow the strike systems set out below The pupil may receive supervised internal removal from class and/or a restriction of break or lunchtime activities for up to 3–5 days,	This will be discussed at the meeting with the parent/ carer depening on strike number. The matter should be recorded on C POMS

	depending on the seriousness and circumstances of the incident.	
Refusal to follow a reasonable safety instruction	Follow the strike systems set out below Where refusal creates or prolongs a significant risk to the pupil, others, property or the orderly operation of the school, SLT will intervene.	This will be discussed at the meeting with the parent/ carer depending on strike number. The matter should be recorded on C POMS
Physical assault on another Pupil or member of staff	Hopefully deescalation will prevent this. Staff will intervene immediately to make the situation safe. Where a pupil stops when instructed, route 2 will be followed Where a pupil continues fighting, pursues another pupil, assaults an adult, uses a weapon/object as a weapon, causes significant injury or presents an ongoing risk, SLT will respond immediately and suspension may be considered, in accordance with Route 3 below. All significant incidents will be recorded on CPOMS and parents/carers informed. Follow the process set out below	This will be discussed at the meeting with the parent/ carer depending on strike number. The matter should be recorded on C POMS
Deliberate damage to property	Hopefully deescalation will prevent this. Follow the process set out below	This will be discussed at the meeting with the parent/ carer depending on strike number. The matter should be recorded on C POMS
Persistent or serious disruption which continues after Route 1 has been followed, or which substantially prevents the learning or safety of others.	Hopefully deescalation will prevent this. Follow the process set out below	This will be discussed at the meeting with the parent/ carer depending on strike number. The matter should be recorded on C POMS
Bullying	Hopefully deescalation will prevent this. Follow the process set out below This could result in loss of break times, or lunch times for up to 3 days. But the child should have 10 minutes (for break) or 30 minutes for lunch before being returned to class	This will be discussed at the meeting with the parent/ carer depending on strike number. The matter should be recorded on C POMS

Obscene language and verbal abuse.	Hopefully deescalation will prevent this. Follow the process set out below	This will be discussed at the meeting with the parent/ carer depending on strike number. The matter should be recorded on C POMS
Persistent refusal to follow necessary and reasonable adult instructions after Route 1 has been followed, or immediate refusal where compliance is necessary to protect safety.	Hopefully deescalation will prevent this. Follow the process set out below	This will be discussed at the meeting with the parent/ carer depending on strike number. The matter should be recorded on C POMS

Route 2. Major Breaches- STRIKE 1: On the pupils first strike

At this stage logical consequences may include:

Step 1

When staff give a verbal acknowledgement of unacceptable behaviour with a request for the Pupil to refrain; (this includes negotiation, care and control) **The pupil will be informed that "this is now serious incident"**

Step 2

When staff give a further verbal reprimand stating:

This is the second request for compliance and an explanation of why the observed behaviour is unacceptable.

At this point the staff member asks the Pupil to take some Time Out* in a safe place, away from the situation in order for the pupil to moderate their behaviour, gain self-control and consider what the teacher has said.

NB: In most situations the Pupil responds to this request and will leave the classroom and return within a few minutes, much more in control and able to continue with his/her work.

AT THIS POINT THE PUPIL MUST BE WELCOMED BACK INTO THE CLASSROOM BY THE TEACHER, and the incident dealt with later, returning to the normal behaviour ladder at "consequence" level. This will be a minor internal restorative conversation, or low level loss of some of break or lunch time

However, if the Pupil refuses to take this option and continues to place him or herself at risk or there is damage to property, or the Pupil continues to engage in any behaviour which is significantly prejudicial to maintaining order and discipline at The Nook or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere, then the Pupil will be escorted (following team teach training) to a calm place by a member of staff.

Step 3

The staff member will then state their intention to take the Pupil to the (name the calming place).

Step 4

The staff member will physically intervene if necessary, in escorting the Pupil to the Calm place.

Where possible, two members of staff will escort the Pupil to the calm place.

If the pupil is distressed or violent, then a staff member will remain just outside the open door until the Pupil is calm. Immediately the Pupil is quiet and has regained an element of control, he/she is encouraged to return to class, and advised to deal with the problem in a more appropriate manner.

However, if the pupil continues to remain out of their own control within the calm place and repeatedly tries to remove themselves from the calm place to assault staff and other pupils Where a pupil continues to present an immediate risk of harm, trained staff may use reasonable and proportionate physical intervention where necessary to prevent injury or serious disorder, in accordance with the school's Restrictive Physical Intervention procedures and staff training. All actions will be centered around being reasonable, proportionate and necessary intervention to prevent harm

If the pupil continues to remain out of control, then a 'third party' intervention strategy may be implemented in order for an 'objective' mediator to break the pattern of behaviour and re-establish control. Parents will be contacted at this stage for a conversation. Should this level be reached the parent/carers will be contacted to discuss the incident.

Route 2 Major Breaches- STRIKE 2 (A repetition of a serious incident within a one week period with no sign of improvement)

The parent or guardian will be contacted and invited into school. This conversation will outline the incident, the unacceptable behaviour and the repercussions if it continues. The strike system resets after 5 working days. On the pupils second strike, over a period of 5 days their parent or guardian will be contacted and invited into school. This conversation will outline the incident, the unacceptable behaviour and an explanation that the pupil will serve a 1- or 2-day period of **supervised internal removal from class**. A pupil review will take place with the SLT, CT, Child and SENCO to discuss other strategies and the involvement of other agencies e.g. Pupil and Adolescent Mental Health team, Educational Psychologists, Counselling Service etc.

The Pupil will receive a personalised behaviour plan with clear expectations and consequences

Route 2 Major Breaches - STAGE 3 (A 3rd repetition of a serious incident with no sign of improvement) The timing of the incident must be taken into account. If improvement is seen then stage 3 is not appropriate. We revert to Stage 2.

On the pupils third strike the parent or guardian will be contacted and invited into school. This conversation will outline the incident, the unacceptable behaviour and an explanation that they will be excluded from school for upto a period. Whilst further investigations and strategies are considered, advice and guidance from profession colleagues is sought and if necessary, additional staff are allocated, alongside a behaviour risk assessment of the pupil.

Route 2 Major Breaches - STAGE 4 (A 4th repetition of a serious incident with no sign of improvement) The timing of the incident must be taken into account. If improvement is seen then stage 4 is not appropriate. We revert to an appropriate lower stage, as agreed by the CT, LM and SLT.

Where behaviour remains persistently unsafe or represents a serious breach of the school's behaviour policy, the Headteacher will consider the appropriate response in accordance with current statutory suspension and permanent exclusion guidance. Permanent exclusion will only be considered in accordance with the statutory framework.

Route 3. Route 3 may be considered following an exceptionally serious incident, including a serious assault, use or intentional threatened use of a weapon, behaviour creating a significant risk of serious harm, or another serious breach of the school's behaviour policy. Route 3 may result in suspension or consideration of permanent exclusion. Any decision to suspend or permanently exclude rests with the Headteacher and will be made in accordance with current statutory guidance.

Re-integration after suspensions

Following suspension, the school will consider what support is required for successful reintegration. This will be determined individually and may include additional pastoral support, reasonable adjustments, an amended behaviour plan or other appropriate provision.

Children being re-integrated back into school life after a suspension will be done following a meeting with the child, SLT, CT, PArent and carer. The expectations will be made clear, and the child will have an age appropriate behaviour monitoring chart.

The pupil may use an age-appropriate behaviour monitoring chart containing a small number of clear, achievable targets. Success will be recognised and celebrated by staff and reviewed regularly with the pupil.

Parental Responsibility

Schools are required to have and to ask parents to sign, a Home-School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. This is completed at the admission meeting for all pupils. (Appendix A) Copies of this are retained in the pupils file and a copy is then sent to parents.

Parents are under a legal duty to ensure that their Pupil (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

It is the expectation and a legal requirement that the parents / carers of all pupils attending Moor Nook must ensure that their Pupil attends punctually and regularly. If they do not, the school or

local authority may ask them to sign a parenting contract or may issue a penalty sanction in line with the attendance policy.

The local authority may also prosecute a parent who fails to ensure their Pupil's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their Pupil is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their Pupil, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction.

Parents must also ensure that their Pupil attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

COMPLAINTS AND ALLEGATIONS ABOUT STAFF

Teacher or chair of the Members Committee. The complaint will be dealt with efficiently following the schools complaint procedures.

Complaints about the use of Restrictive Physical Intervention / Reasonable Force

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The Lancashire Designated Officer (LADO) will be contacted by the Head Teacher to support the school and investigate the allegation in greater detail.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher/ teaching assistant, the school should ensure that the teacher has access to a named contact that can provide support.
- The Members Committee should always consider whether a teacher/ teaching assistant has acted within the law when reaching a decision on whether or not to take disciplinary action against the staff member.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.
- All staff have access to Employee Service Counselling and Support

Recording of Incidents

Significant incidents and Route 2/3 incidents will be recorded on CPOMS. The Behaviour Lead and SLT will review behaviour information regularly to identify patterns involving individual pupils, groups, locations, times of day and types of behaviour. Relevant information will inform pastoral support, SEND provision, safeguarding action, staff deployment and school improvement. Governors will receive appropriate anonymised behaviour information through Headteacher reporting.

Be Supportive

The 'Bee Hive' Nurture Base

We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. The Base is a supportive space where children can receive nurture support and 'reset time' from our Learning Support Mentor. This is not used as a sanction, it is a space for children to feel safe and help them to understand and manage their feelings. The Learning Mentor will help them to problem solve and be able to return to their learning. The Base is to be used only in line with the set behaviour response outlined in this policy.

The 'Bee Hive' will run intervention groups around communication, self-awareness and social skills. This will be in collaboration with class teachers who have highlighted a specific need for a child or group of children. The Learning Support Mentor and Behaviour Lead will identify and establish a variety of positive behaviour interventions that can be available for children who are requiring additional support. These will be purposeful, well planned and will not be used as behaviour incentives. The sessions will be provided with the sole purpose of improving outcomes for the pupils accessing them.

Monitoring and Tracking Behaviour on CPOMS

Significant behaviour incidents, including all Route 2 and Route 3 incidents, will be recorded on CPOMS. Records should be factual, proportionate and completed as soon as reasonably possible after the incident.

Staff should record what happened, the behaviour observed, any known trigger or context, the response taken, the consequence applied, any restorative work completed and whether parents/carers were informed. Where appropriate, staff should also record any injury, damage, safeguarding concern or involvement from other members of staff.

The Behaviour Lead and SLT will review behaviour records regularly to identify patterns involving individual pupils, groups, locations, times of day and types of behaviour. This information will be used to inform pastoral support, SEND provision, risk assessments, behaviour plans, safeguarding action, staff deployment and wider school improvement.

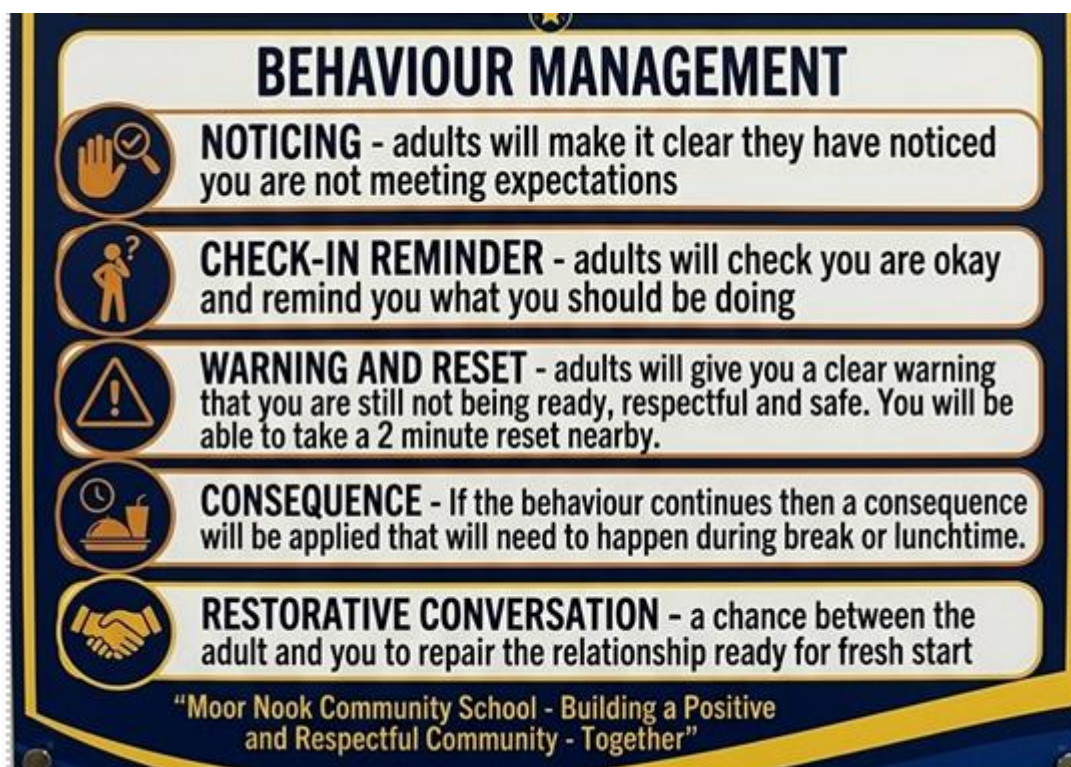
Repeated incidents will not be viewed in isolation. Where patterns emerge, the school will consider what additional support, intervention or adjustment may be required, alongside appropriate consequences and clear expectations.

Relevant behaviour information will be shared with staff on a need-to-know basis. Governors will receive appropriate anonymised information through Headteacher reporting so that behaviour trends, strengths and areas of concern can be monitored over time.

ROUTE 1 — Our 1st port of call.... positive



ROUTE 1 — Summary



ROUTE 2 — SERIOUS INCIDENT: STAFF RESPONSE SUMMARY

Step 1 — Name it

Give a clear verbal acknowledgement of the unacceptable behaviour and instruct the pupil to stop.

Say:

“This is now a serious incident. I need you to stop.”

Use calm language, care and control. Avoid argument or unnecessary discussion.



Step 2 — Give a second clear instruction

If the behaviour continues, repeat the instruction and explain briefly why it must stop.

Say:

“This is my second request. I need you to stop because...”

Ask the pupil to take **time out in an agreed calm place** to regulate, regain control and reduce the situation.



If the pupil complies

Allow the pupil time to regulate.

When calm:

- welcome them back into the classroom
- do not continue the confrontation
- return to the normal behaviour system at **consequence level**
- deal with the incident later through a logical consequence and restorative conversation

The pupil must be welcomed back positively.



Step 3 — If the pupil does not comply

If the pupil continues to:

- place themselves or others at risk
- damage property
- seriously disrupt order or safety
- continue aggressive or unsafe behaviour

seek additional support and state clearly what will happen next.

Say:

“I need you to move to the calm space now. I am going to help you get there safely.”



Step 4 — Make the situation safe

Where necessary, **trained staff** may use reasonable and proportionate physical intervention to prevent injury or serious disorder, in accordance with the school’s Restrictive Physical Intervention procedures and staff training.

Where possible:

- two trained adults should support the intervention
- other pupils should be moved away
- language should remain calm and minimal
- intervention should stop as soon as it is safe to do so



Step 5 — Regulate

Once in the calm space:

- maintain appropriate supervision
- reduce language and demands
- allow time for the pupil to regain control
- do not attempt a restorative conversation while the pupil remains dysregulated

If necessary, a different adult may take over to help break the cycle and support regulation.



Step 6 — Follow up

Once the pupil is calm:

- inform SLT
- inform parents/carers
- apply the appropriate logical consequence
- complete restorative work
- record the incident on CPOMS
- agree how the pupil will return successfully to learning

CALM ADULTS • CLEAR INSTRUCTIONS • SAFETY FIRST • REGULATE BEFORE RESTORE

