Green Shoots Partnership

Respect Reflection Responsibility Resilience

Relationships and Regulation Policy

Our Vision

Green Shoots Partnership is a nurturing community primary school with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our School Values, we grow confident individuals who aspire to shape the future.

Green Shoots Partnership takes professional responsibility seriously; this applies to:

- reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.
- a clear commitment to treat all information acquired through employment, both formally and informally, in strict confidence.
- to be aware of the school's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department of Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002 (outlines a school's duty to safeguard and promote the welfare of its pupils)
- Section 88-94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate pupils' property.

Equality Duty

The Green Shoots Partnership want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Principles

Green Shoots Partnership we hold an unconditional positive regard for children and have high expectations for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. The school fully supports the emotional health and mental wellbeing of all pupils and this will always be at the core of our policy. Our aim is that pupils develop into young people who are sensitive to the needs of others, able to keep themselves safe through the decisions they make and who show acceptance and consideration for other people and property.

Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

All adults in school should be good role models to children and be enablers of positive behaviour. Through a consistency in expectations and implementation of the policy, children will assume responsibility for their own actions and be able to self-regulate their behaviours.

Aims of our policy

• To ensure that excellent behaviour is the expectation of all
• To ensure that all learners are treated fairly, shown respect and promote good relationships
• To help learners be responsible for their behaviours
• To provide opportunities for pupils to develop self-regulation skills
• To teach appropriate behaviour through positive interventions
• To have a consistent approach to behaviour throughout the school with parental co-operation and involvement

Objectives – Encouraging outstanding behaviour for learning in school

We will:

- provide a calm and caring ethos where learning is valued
- provide a clear structure of behaviour expectations for staff and pupils
- provide a caring and supportive atmosphere in which adults are good role models
- create a consistent approach to dealing with behaviour, where every individual takes responsibility for their own appropriate behaviour
- remind pupils that they have a choice as to how to behave and may need guidance to make good choices
- help pupils learn to value each other's opinions and personal qualities

- provide time for pupils to develop self-esteem and the necessary social skills to prepare them for life now and in the future

High quality behaviour for learning is underpinned by strong relationships, an engaging curriculum and positive recognition. It is achieved through the explicit teaching of self-regulation techniques to allow the pupils to take responsibility for their behaviour and regulate their emotions effectively. A clear set of expectations and boundaries, alongside a consistent approach to consequences/sanctions will help to guide the pupils along the way.

Green Shoots Partnership, our school rules – the 3Rs: Ready, Respectful and Responsible are based on our school values- Respect, Responsibility, Resilience and Reflection. These link to the British Values which is an ethos we uphold.

Equal Opportunities and Inclusion

Our purpose is to deliver a well - planned and appropriate curriculum, including Personal, Social and Health Education, to meet all the needs of the community we serve. We have high expectations of all our children and provide them with quality behavioural learning experiences. These are irrespective of race, religion, gender, disability and class. The schools' ethos supports the development of cultural and personal identities and prepares children for full participation in society.

It is important that everyone in our school community values both themselves as well as others around them. We understand that some children may need additional support with their behaviour and readily work with them, their parents, carers and outside agencies to support these pupils. Where necessary, the SENDCo will work with class teachers and other key staff to ensure that individual behaviour support plans are in place. In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Clearly stating what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents or carers at home.

Special Educational Needs

Recognising the impact of SEND on behaviour

The School recognises its legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil. Those children who commonly demonstrate inappropriate or unacceptable behaviour will be regarded as having a Special Educational Need. These children may be drawn to the attention of the SENDCo (Refer to SEND policy for details of procedures.) The class teacher will draw up a plan for each child, in consultation with the SENDCo, parents and any outside agency that may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken.

Adapting sanctions for pupils with SEND

Some children may need the outlined behaviour sanctions to be adapted in order to support their SEND need. Key questions may need to be asked when considering a behavioural sanction such as:

- Was the child able or unable to understand the rule or instruction?
- Would the child have acted differently at the time or is it due to their SEND need?
- Is the child likely to behave aggressively due to their particular SEND need?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's SENDCo may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical practitioners and/ or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the pupil. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting Pupils following a Sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Following a time out from the classroom, the pupil will have a discussion with their class teacher or a member of the Inclusion Team/ SLT to gain an understanding for the behaviour and how the pupil can be supported moving forward. Where a pupil has had a fixed term suspension, the parents along with the pupil will be invited to attend a reintegration meeting to identify next steps on re-entering the classroom.

Quality of Teaching and Learning

The quality of our children's behaviour is dependent on all staff consistently promoting and sustaining the same behavioural expectations. Through the giving of consistent messages regarding what is appropriate and acceptable behaviour, children, parents and the community will be encouraged to respond positively. Through discussions and

role-play situations, children can be encouraged and guided to make good choices independently. By helping children to take responsibility for making appropriate decisions regarding their behaviour, we are preparing them for their future schooling and life experiences.

National Curriculum

As a school we seek to develop the whole child academically, physically, emotionally and socially. Every child needs to achieve success in order to develop a positive self-image. We deliver the National Curriculum in all aspects whilst extending pupils awareness of acceptable behaviour and their understanding of the beliefs, values, feelings and attitudes of others. This is achieved by developing social skills such as respect and empathy.

Planning

The success of the relationships and regulation policy relies upon a consistent approach by all staff, whether teaching or associate, in response to the pupils' behaviour. A consistent approach is used to manage and modify behaviour and this will be clearly displayed across the school for referral by staff and children. This will provide clarity for staff and clear expectations for children. Learners are held responsible for their behaviour and staff are asked to fully adhere to the policy when addressing behaviours. Our approach is to enable them to develop internal regulation of behaviour through explicit teaching and modelling. We will deliver lessons to the pupils to enable them to develop their awareness of self-regulation through the Zones of Regulation approach. Regulation Stations will be introduced, to support the pupils to self-regulate. Initially, co-regulation techniques may take place until the pupils have developed their own skills.

All pupils will be expected to follow the rules set out below. If these are not followed, then the sanctions outlined will be issued. All staff will follow school policy when dealing with behaviour, this will give the pupils a clear understanding of our expectations and a set of boundaries. Pupils will be expected to accept the consequences set out in the policy.

The rules and sanctions are designed to ensure a consistent approach for the whole school to alleviate confusion for the pupils and staff. Parents will be kept informed about behaviour incidents and will be asked to work with school to resolve any issues that arise. The pupils need to know that there are clearly stated boundaries, rewards and sanctions. The school places a significant emphasis on the use of praise to promote acceptable behaviour.

Health and Safety Statement

The Governors of Green Shoots Partnership recognise their legal responsibilities to ensure the health, safety and welfare of all employees, pupils and any other person associated with the school. We recognise that there may be times when staff will have to use their professional judgment to intervene in situations where pupils are endangering themselves or others.

Community Links

A secure home - school link is vital in the successful enforcement of our high expectations of behaviour. This is based on regular communication and co-operation between staff, parents and governors. To encourage the behaviour that is expected in school to be extended into the wider community, we maintain close links with local police officers. We also make positive use of the expertise from outside agencies that are available to us - for example, Jogo Behaviour Specialist, Maplefields Outreach Team and the Educational Psychologist.

Safeguarding

The school recognised that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this is 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. (Refer to our child protection and safeguarding policy for more information)

Child-on-Child Abuse

In line with the Safeguarding Policy September 2024, **Green Shoots Partnership is committed to safeguard and promote the welfare of all children. We recognise that** pupils may direct inappropriate or unacceptable behaviour towards each other. This is **defined as 'child-on-child abuse'. Green Shoots Partnership is committed to preventing child-on-child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. The relationships and regulation policy and safeguarding policy will be adhered to in this instance to act in the best interests of the child at all times.**

We recognise that a crucial part of our safeguarding responsibility is to minimise the opportunity for child on child abuse to occur. In order to do this, and to establish a safe environment for all children in which staff and pupils understand that we have a zero tolerance approach to any kind of child on child abuse, staff are trained thoroughly so that they are confident to challenge inappropriate behaviours between peers. We never downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys", as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Pupils will learn about child on child abuse through the PSHE and Online safety curriculum. We ensure that our systems for reporting all safeguarding concerns are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously. We ensure that children are aware of our safeguarding and child protection procedures, including how to raise concerns about child on child abuse. Children can discuss a concern with a trusted adult, or write the concern down and place in the worry box.

Incidents of child-on-child abuse will be reported on My Concern. Any incidents of child on child abuse will be reported to Governors. Incidents of child on child abuse will be reviewed and if necessary a risk assessment will be generated. This will evaluated termly.

Assessment and Record Keeping

Where appropriate, careful and detailed records will be kept about incidents of inappropriate or unacceptable behaviour. These will be recorded on the Behaviour log, which is on the partnerships shared drive and the Inclusion Team will view them weekly to identify whether there are any patterns emerging with the behaviours.

Where an individual pupil appears to have regular entries on the chart, the adults working closely with the individual will then complete a STAR chart (Setting, Trigger, Action, Response Chart- STAR) for two weeks. With some pupils, an ABC (Antecedent, Behaviour, Consequence) chart is completed, showing what was happening prior to the behaviour challenge, what the behaviour looked like, the consequence of the behaviour and what could have been changed to prevent the incident from taking place. The Inclusion Team will then analyse and identify whether any behaviour interventions are required and/ or external professional advice.

Professional/ Staff Development

The Executive SENDCo and SENDCo will be able to offer advice and support to staff regarding behavioural concerns. The Executive SENDCo, SENDCo, Pastoral Lead and PSHE Subject Lead will be involved in prioritising INSET needs to ensure the implementation of the Relationships and Regulation Policy with regard to staff development and budget implications. When new staff are employed, as part of the staff induction policy, they will be trained on the zones of regulation and the Relationships and Regulation policy. Protective Behaviours and our PSHE scheme is used throughout the school to support the children in developing social skills and self-awareness as well as an awareness of others. Issues of classroom management and behaviour are regularly reviewed through staff meetings and INSET. It is recognised and understood by all staff that lunchtime behaviour has a direct impact on class discipline and behaviour in the afternoons. To achieve and maintain a calm and organised lunchtime routine, it is essential that there is an orderly transition between teachers and LTSs.

Home-School Agreement

At the beginning of each academic year, parents and children are expected to sign the Home-School agreement. This ensures that we can work in partnership to maintain the highest standards of behaviour and work. The child undertakes to keep to the school's values and exhibit these through their behaviour whilst the parent/ carer(s) agree to support the school's relationships and regulation policy.

Expectations of Behaviour

At Green Shoots, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. This includes safeguarding all stakeholders. KCSIE (September 2021) talks about Sexualised Behaviour including sexual comments, name calling, jokes and taunting, any form of picture or photograph, online sexual harassment and exploitation. **Please see Green Shoots Safeguarding Policy September 2024, which outlines in more detail the expectations of our pupils and staff in school.**

The Governing Body are expected to:

Review and approve the relationships and regulation policy in conjunction with the Executive Head teacher and Head of School
Monitor the policy's effectiveness
Hold the Executive Head Teacher and Head of School to account for its implementation

The Executive Head Teacher and Head of School are expected to:

Review this policy in conjunction with the Governing Body
Approve this policy
Ensure that the school environment encourages positive behaviour
Ensure that staff deal effectively with poor behaviour
Monitor that the policy is implemented by staff consistently with all groups of pupils
Ensure that all staff understand the behavioural expectations and the importance of maintaining them
Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
Offer appropriate training in behaviour management, and the impact of SEND and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are expected to:

Create a calm and safe environment for pupils
Establish and maintain clear boundaries of acceptable pupil behaviour
Show respect and promote positive behaviour
Listen to pupils
Speak calmly and authoritatively
Treat pupils fairly
Help pupils manage their emotions and behaviour
Support and encourage the school uniform code
Challenge unacceptable behaviour, by focusing on the behaviours seen from the perpetrator
Keep parents and carers informed about behaviour issues and / or good behaviour

Model positive behaviour, high standards of presentation, respect and learning behaviours
Implement the behaviour policy consistently and adhere to procedures when dealing with behaviour issues
Provide a personalised approach to the specific behavioural needs of particular pupils
Record behaviour incidents promptly on the Behaviour Log
Consider their own behaviour on the school culture and how they can uphold school rules and expectations
The senior leadership team will support staff in responding to behaviour incidents.

Pupils are expected to:
Follow school rules and expectations at all times
Listen to adults – staff, parents, visitors etc. and show respect
Show respect for the learning environment by keeping rooms and shared areas tidy, clearing away at the end of lessons and tidying when asked to do so
Promote the good reputation of the school in the community
Speak to an adult if they are upset or worried about anything
Behave in such a manner that allows teachers to teach and children to learn
Wear the correct uniform at all times
Accept sanctions when given
Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Parents are expected to:
Support their child in adhering to school expectations
Support the school's relationships and regulation policy by talking to their children about behaviour in school
Encourage respect for their child's school, staff and peers
Show respect for Anti-Bullying and Anti-Discrimination policies
Keep the school informed about any issues or changes in circumstances that may affect their child's learning or behaviour
Behave in an acceptable manner on the school premises and in the immediate vicinity of the school.
Discuss any behavioural concerns with the class teacher promptly
Take part in any pastoral work following a misbehaviour incident such as attending meetings to review the behaviour

Green Shoots Partnership will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration with them to tackle behavioural issues.

The following are specific expectations that we have in order to promote positive behaviour.

Movement around school

- Children should move quietly and sensibly around school.
- Children should talk using quiet voices.

Assembly

- Children should enter and leave assembly quietly.
- Children listen with respect to the person leading assembly.
- Classes remain seated until asked to stand by an adult.

Playtimes and Lunchtimes

- Bell is rung, pupils walk into school taking any equipment to the bags as they pass them. Lunchtime Ambassadors will help collect the equipment.
- Positive praise points are given out to any pupil who is showing one of the three Rs; Be Ready, Be Respectful, Be Responsible.
- Positive praise points are collected on a chart in each classroom. The winning class will receive an extra playtime for 15 minutes on a Friday.
- **All** staff to be placed strategically to ensure children are entering the building quietly and safely.
- At lunchtime, a member of SLT will be on the playground.
- If children are given permission to stay in during lunchtime or break times, they must be directly supervised by staff at all times.

Pupils' Conduct Out of School- 'DFE Behaviour and Discipline in Schools 2016'

Green Shoots Partnership, any non-criminal bad behaviour or bullying which occurs off the school premises and which is witnessed by a staff member or directly reported to the school by the witness will be dealt with in line with the school's Relationships and Regulation Policy.

The school will discipline a pupil and apply sanctions set out in line with the different levels of behaviour within the school's relationships and regulation policy. Incidents inside and outside of school will be dealt with in the same manner.

If the pupil 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 pubic or
- could adversely affect the reputation of the school

Mobile Phones

- Staff's mobile phones are to be turned off or put on silent during teaching sessions and playtime duties. They should remain in bags and lockers during working hours. (See staff handbook 2024-25 General Information and Procedures iii)

- Year 5 and 6 children only are permitted to bring their mobile phones to school. They must be turned off. In Meadowside, the mobile phone will be handed to the class teacher who will securely store them. At Great Doddington, the mobile phone will be taken to the school office. All the mobile phones will be returned at the end of the school day. Parental permission must have been given.
- Parents/ carers and pupils need to be aware of age restrictions on the use of social media including WhatsApp, Snap Chat, Instagram.
- Issues arising from misuse of these apps, for example WhatsApp, Snap Chat, Instagram will be referred to parents and/ or carers and advice given for them to contact the police.

Praise and Rewards

At Green Shoots Partnership, all staff reward positive behaviour and value the efforts and achievements pupils make. The following strategies are used to praise and reward pupils.

- **Smiles, praise and encouraging words**
- **A focus on positive behaviour –** spotting those pupils who are doing the right thing. "Thank you ___ for being ready to listen"; "Thank you ___ for looking this way"; "Thank you ___ for showing you are ready to learn" etc.
- **Proximity praise –** praising other pupils who are behaving in the desired way.
- **A positive message sent home –** for example, a sticker on the pupil's jumper.
- **Positive praise points-** given to pupils for following the three Rs; Be Ready, Be Respectful, Be Responsible

Celebration Assembly (Friday)

Celebration Assembly is a time to celebrate the achievements of pupils in and out of school. Pupils can bring in certificates and awards from home and receive them in front of the school.

Pupil of the Week

Every week, a pupil is chosen from each class by their teacher to receive the Pupil of the Week award in celebration assembly.

Values Certificates and Stickers

Every week, a child from each class is chosen to receive a certificate and sticker in recognition of how they have upheld the school values of Respect, Responsibility, Resilience and Reflection. When sharing these awards with the children, staff will use the specific phrases linked to the school values. For example, "You have shown great resilience with …..", " You were able to reflect on…..".

House Points

House Points are awarded for areas where pupils go above and beyond the School Rules to reward their effort. These can be awarded for the following areas:

- Great effort within class
- Being a reflective or resilient learner
- Showing respect or responsibility

- Good effort with homework
- Positive behaviour around school

Pupils collect these points on an individual basis to achieve bronze, silver, gold and platinum certificates and collectively to work towards a house reward which is organised each term (3 times a year) for the house with the most points.

Executive Head Teacher's Celebration

Each term, one pupil per class is selected by class teachers to be invited to attend an afternoon tea party. Invitations are sent out by post.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that is expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent the recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of Green Shoot's Partnership standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviours will always be addressed.

To support de-escalation techniques, every class has a designated area with a regulation station. This regulation station will contain tools to support regulating a pupil such as fidget tools, breathing techniques, mindfulness colouring. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Where pupil's behaviour is unacceptable, we have a staged approach to the behaviours. These are:

1. **Verbal reminder**- A reminder about behaviour choice. This verbal reminder will be given twice.
2. **Time out-** the adult will ask the pupil to go to the regulation station for 5 minutes to regulate and reflect before returning to their class.
3. **Time out-** invited into another classroom for 10 minutes; time to regulate and reflect before returning to their class.
4. **Inclusion Team-** invited to see a member of the Inclusion Team to discuss behaviour, regulate and reflect (15 mins). This will take place in the Chill Out Zone.
5. **Senior Leadership Team**- if the behaviour is extreme, the pupil will be invited to meet a member of the SLT to regulate, reflect and discuss behaviour choices. (Consequences and time frame to be decided by SLT)

At steps 1-3 a restorative conversation with the individual (See appendix for restorative conversation format) will take place between the adult who asked the pupil to regulate and the pupil at an appropriate time. For example, at the beginning of a break/ lunchtime or during independent work when in the classroom.

At step 4, a restorative conversation will be held with the individual and a member of the Inclusion Team, once the pupil is regulated and able to discuss. The pupil will complete a

reflection form and have a restorative conversation. The adult who issued the stage 4, will then find time to discuss with the pupil a way to prevent the behaviour from being repeated. The class teacher will have an informal conversation with or email sent to the parents /carers, explaining that the pupil has spent time in the Chill Out Zone to regulate.

At step 5, a member of SLT will have a restorative conversation with the pupil. A telephone call will be made to the parents/ carers and any sanctions will be shared for example, missing part of a lunch, suspension. Depending on the severity of the incident will depend on who makes the telephone call. For example, part of a missed lunch or break, the class teacher would telephone the parent. In the case of a suspension or permanent exclusion a member of SLT would make the telephone call.

If a pupil becomes dysregulated at a break time, they can walk around with an adult or stay in with the class teacher. If they are dysregulated at a lunchtime, the pupil will be invited to attend the Chill Out Zone to regulate, reflect and discuss behaviour choices before returning to the playground.

From steps 2- 5 incidents will be recorded on the Behaviour Log. Steps 4 and 5, a restorative conversation will be held with the individual alongside a reflective sheet completed by the pupil. This will take place with a member of the Inclusion Team or SLT. Where extreme behaviours are seen, this would be an instant step 5. Step 4-5 will be recorded on My Concern.

Extreme Behaviours

Occasionally, behaviour may escalate straight to a step 5. At this stage, the Executive Head Teacher, Head of School or member of SLT will be involved in managing this. An internal inclusion may also be used in some cases.

Extreme Behaviours- this would be seen in the form of:

- repeated breaches of the school rules
- any form of bullying
- sexual harassment, meaning unwanted conduct of a sexual nature such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment such as unwanted sexual comments and messages (including social media)
- any sexual violence
- vandalism
- theft
- fighting
- racist, sexist, homophobic or discriminatory behaviour

Suspensions and Permanent Exclusions

Where serious or repeated incidents have occurred, parents will be contacted to discuss their child's behaviour and ways to move forward. Where deemed necessary and appropriate, the Executive Head Teacher and Head of School may suspend the pupil from school for a fixed period. This may be for such things as severe disruption to the learning of others, offensive or sexualised language and behaviour, violence or damage to property or against adults and pupils.

We recognise that particular environmental factors are often an influence in negative behaviours being exhibited by pupils that could warrant a fixed-term suspension. In such instances, every effort to support a pupil who may be vulnerable to the risk of fixed-term suspension or permanent exclusion is made through implementing a Behaviour Support Plan. This will detail the specific arrangements put in place to support that pupil.

The support of external agencies such as Education Entitlement Service, Children and Families Support, Social Health and Care and Bereavement Counsellors may also be pursued where appropriate.

In extreme circumstances or where the pupil's behaviour presented a significant risk to the safety, well-being or learning of themselves, other pupils or staff, a permanent exclusion would be a last resort. Exclusions are managed through the Exclusion Policy.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with children. Only staff who have been Team Teach trained may use reasonable force on a child. Incidents of reasonable force must be used as a last resort, applied using the minimum amount of force and for the minimum amount of time, be used in a way that maintains the safety and dignity of all concerned, never be used a form of punishment and be recorded and reported to parents.

Chill Out Zone

The Chill Out Zone is an area where the pupils can attend either of their own choosing or by being asked to come if given a step 4 or 5. This gives the pupil the opportunity to have time away from the classroom and regulate themselves, using a variety of fidget tools, breathing activities, mindfulness colouring or calming activities such as Lego.

If a pupil has received a step 4 or 5, they will spend time in the chill out zone, where they will complete a reflection sheet and have a restorative conversation to discuss their behaviour and identify strategies to support their behaviour moving forward.

The Chill Out Zone will have a member of the Inclusion Team in daily.

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the SENDCo or a member of the Inclusion Team will support the class teacher and year group team to deliver suggestions and strategies.

Parental Involvement

Our partnership with parents/ carers is highly valued and parents/ carers are encouraged to take an active role in the life of the school. Parents/ carers can always discuss a problem with their pupil's teacher, the appropriate member of SLT and the Head of School. Staff will often see parents informally but it is recommended to make an appointment first to ensure time for an adequate discussion. In an emergency, parents will be contacted immediately. Early parental involvement is essential if there is a problem of any sort.

We encourage parents/carers to know that:

- They will be listened to and their opinions valued;
- Unless a teacher is made aware of the facts, they may not know a situation exists;
- It is important to keep a sense of perspective and responses to behaviour are proportionate;
- Under no circumstances must parents/carers take action against another pupil or parent/ carer, either physically or verbally.
- Parents/ carers should send their children to school with a positive message about behaviour and learning.
- Parents/ carers are expected to support the school's relationships and regulation policy including rewards and sanctions.
- The class teacher is the first port of call for parents/carers regarding behaviour issues. Parents/carers must discuss a problem with a pupil's teacher first. If this is an extended conversation, an appointment needs to be made. Please use year group email addresses to make this appointment. If the issue needs discussing further, then a member of SLT will become involved.
- There will be a Note of Meetings with actions and signatures.

The relationships and regulation policy will be shared on admission to the school and is on the school website.

Banned items

In line with the 2014 DfE Screening Searching and Confiscation Advice Act, Green Shoots Partnership identifies prohibited items as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

For the purpose of this policy - the definition of 'knife' in this document includes any bladed article that could cause harm, injury or distress

Green Shoots Governing Body considers that the following items are inappropriate and should not be brought into school:-

Any items that could cause harm such as:

- Catapults, lighters, matches,
- Solvents and sprays including: gas canisters and aerosols
- Any item fashioned to cause injury i.e. a sharpened stick

- E cigarettes or vapes
- Stink bombs
- Chewing gum
- Fizzy drinks
- Mobile devices

This is not an exhaustive list and the Head of School or the Executive Head may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

Links with other Policies

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Restrictive Intervention and Positive Handling Policy
- E Safety Policy
- Staff Handbook 2024-25
- Anti-bullying Policy
- Inclusion Policy
- Searching and Confiscating Policy

Appendix - Useful Resources

The 3 Rs

At Green Shoots Partnership, we have high expectations of how pupils should behave and have devised a clear set of guidelines to reinforce this. The main focus is to support the children to manage their emotions in order to make good choices.

The 3 Rs

- Be respectful
- Be ready
- Be responsible

Rewards available:

- Verbal praise
- Show work to other class teachers/ SLT
- Stickers
- Positive Praise Points
- Celebration Awards

Behaviour sanctions protocols:

1. **Verbal reminder**- A reminder about behaviour choice. This verbal reminder will be given twice.
2. **Time out-** the adult will ask the pupil to go to the regulation station for 5 minutes to regulate and reflect before returning to their class.
3. **Time out-** invited into another classroom for 10 minutes; time to regulate and reflect before returning to their class.
4. **Inclusion Team-** invited to see a member of the Inclusion Team to discuss behaviour, regulate and reflect (15 mins). This will take place in the Chill Out Zone.
5. **Senior Leadership Team**- if the behaviour is extreme the pupil will be invited to meet a member of the SLT to regulate, reflect and discuss behaviour choices. (Consequences and time frame to be decided by SLT)

'Regulation Station' to be used where appropriate as a de-escalation technique to support behaviour management and not as a consequence for poor behaviour choice (Regulation Station time)- 5 minute visit to the Regulation Station to access the toolkits to regulate their own emotions, returning to the 'Green zone' ready to return to the activity. (If pupil is unable to do this then, an adult will co-regulate with the pupil to support).

Green Shoots Partnership

Individual Behaviour Plan

Pupil name: Class/Year Group:

Outside agency previous and current involvement:	**SEN support/HNF/EHCP** **Main area of need: SEMH - Behaviour**
Behaviour targets:	
Methods and resources to meet targets:	
Success criteria:	
Rewards:	**Sanctions:**
Actions:	

Signatures		
	Date	Signature
Class Teacher		
SENDCo		
Parent		

Review:

Target	Achieved/partially/not achieved and comments	Actions

Green Shoots Partnership

Setting, **T**rigger, **A**ction, **R**esponse chart

STAR Behaviour chart for .....

	Setting	**T**rigger	**A**ction	**R**esponse
Date and time	**What was going on at the time?**	**What happened immediately before?**	**What did the child do?**	**What was the response to this?**

Restorative Conversation Script

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?



Green Shoots Partnership

What happened?

What were you thinking/ feeling at the time?

How have you been thinking/ feeling since it happened?



Who do you think has been effected by your actions? How were they effected?

Is reflecting on their behaviour choices

How can we prevent this from happening again in the future?

What could you do not to help make things right?

What can I do to help you?

Our Partnership values

These are fundamental school expectations and are encompassed in all aspects of school life including out in the local community, through rewards, assemblies, the dining hall, the playground and the classroom.

Where a pupil is seen demonstrating one of the school values, they will be given a bead. The bead will then be placed in the values jar that the pupil has shown. Once the jar is full, a wooden star will be placed in the wooden values jar. When a wooden jar is full of stars a whole school reward is given.

Respect

- I work well with others and treat everybody respectfully.
- I am polite and helpful to everyone.
- I know when to learn alone and when with others; I can share ideas and information.
- I look after the environment and resources.
- I learn from the way other people do things.

Responsibility

- I take responsibility for my own learning and behaviour.
- I keep myself safe and healthy.
- I am kind and take care of others.
- I know who to ask for help if I need it.
- I complete tasks to the best of my ability.

Resilience

- I like a challenge.
- I am not afraid of finding things hard.
- I make accurate descriptions / observations.
- I minimise negative distractions.
- I stick at things despite difficulties.

Reflection

- I like to organise my work; I can sort out what needs to be done.
- I know what I have done well and what I need to do to improve.
- I transfer learning from one area to another.
- I can anticipate problems and ask enquiry questions.
- I am curious and notice things.