The Federation of Winklebury Infant and Junior Schools

Willoughby Way, Basingstoke RG23 8AF
Website: https://www.winkleburyfederation.co.uk/
Telephone: 01256 323244

Headteacher: Mrs K Bartlett

Believe, Strive, Achieve

Relationship and Behaviour Policy

Date policy produced/reviewed: 04.05.26

Policy produced/reviewed by: Headteacher – following consultation with all staff, parents/carers, children, governors

Ratified by the governing body: 21.05.26

Signed:

Position:

Date of next review: May 28

Relationship and Behaviour Policy

Safe **Ready** **Respectful**

Policy Overview

At the Federation of Winklebury Infant and Junior School we believe that positive relationships are the foundation of a successful school. Our Relationship and Behaviour Policy is rooted in a relational approach, which prioritises connection, empathy and mutual respect between all members of our school community. We aim to foster a culture where everyone feels safe, valued and respected, and where behaviour is guided through meaningful relationships, empathy, self-reflection and restorative practices. By developing trusting relationships and emotional resilience, we support everyone to take responsibility for their behaviour, learn from their mistakes and develop socially and emotionally. This approach supports every child in becoming a confident, compassionate learner and citizen.

We are a Thrive school and value everyone as an individual. Our approach is based on the belief that:

- positive relationships are essential to learning and wellbeing,
- high expectations, reinforced with empathy, support positive behaviour,
- high self-esteem is important for all children,
- adults should provide excellent role models for children and lead by example,
- all members of the school community should behave in a considerate and respectful manner towards others,
- our school values should be embedded across all aspects of school life.

This policy aligns with and should be read alongside:

- our school vision and values,
- the Physical Intervention Policy,
- the Child Protection Policy,
- the Safeguarding Policy,
- the school's Home-School Agreement,
- guidelines for exclusions as provided by Hampshire County Council and the Department for Education,
- guidelines for Personal Support Plans (PSPs), Behaviour Plans and Risk Assessment of Challenging Behaviour as provided by Hampshire County Council.

Policy Aims

The Relationship and Behaviour Management Policy aims to support the way in which all members of the school community work together to develop positive behaviour in a trusting, supportive manner. Everyone at The Federation of Winklebury Infant and Junior Schools has the right to work and learn in a safe, secure and inclusive environment, free from intimidation, harassment, fear or exclusion. The principles of tolerance, understanding and respect for all guide how we relate to one another and help every member of our community feel a true sense of belonging.

As a result, we aim to:

- **Build strong, respectful relationships** - foster positive connections between pupils, staff and families to create a safe and inclusive school community.
- **Promote emotional literacy and empathy - s**upport children in understanding and expressing their emotions, and in recognising the feelings of others.
- **Encourage restorative practices** - guide pupils to reflect on their actions, repair harm and restore relationships through discussion and understanding.
- **Create a nurturing learning environment - e**nsure every child feels valued, heard and supported, enabling them to thrive both socially and academically.
- **Support self-regulation and responsibility** - help children develop the skills to manage their behaviour, make thoughtful choices and take responsibility for their actions.
- **Celebrate diversity and individuality** - recognise and respect each child's unique background, needs and strengths, promoting equity and belonging.
- **Strengthen community and collaboration** - work in partnership with families and the wider community to reinforce shared values and consistent support.
- **Ensure fairness and consistency** - apply behaviour systems transparently and consistently, so that all members of the school community are treated with fairness, dignity and respect

Principles

Our relational approach is guided by the following principles:

- **Relationships First** - we prioritise strong, trusting relationships between pupils, staff, and families as the foundation for positive behaviour and learning.
- **Respect and Dignity for All** - every member of our school community is treated with fairness, kindness, and respect, regardless of background or need.
- **Connection Over Control** - we seek to understand the reasons behind behaviour and respond with empathy, not punishment, to support growth and change.
- **Consistency with Compassion** - our systems and expectations are applied fairly and consistently, while recognising the individual circumstances of each child.
- **Emotional Safety and Belonging** - we create a safe and inclusive environment where children feel valued, heard, and free to be themselves without fear.
- **Restorative Practice** - when mistakes are made, we focus on learning from those mistakes, repairing relationships through reflection, accountability and meaningful discussions.
- **Shared Responsibility** - behaviour is a shared responsibility, with adults modelling respectful behaviour and guiding children to make positive choices.
- **Strength-Based Approach -** we recognise and build on each child's strengths, encouraging resilience, self-worth, and a sense of agency.

Language of Choice

We support behaviour by using language of choice, which:

- **Promotes personal responsibility** - using choice-based language helps children understand that their actions are decisions they make, encouraging ownership of behaviour.
- **Empowers rather than controls** - framing behaviour as a choice supports autonomy and self-regulation, rather than compliance through fear or authority.
- **Reduces confrontation** - offering choices in a calm, respectful way helps de-escalate situations and avoids power struggles.
- **Supports emotional development** - children learn to pause, reflect and consider the impact of their choices, building empathy and emotional awareness.
- **Encourages positive decision-making** - by highlighting the consequences of different choices, we guide children toward thoughtful, constructive behaviour.
- **Builds trust and respect** - when adults use respectful language that identifies children's choice, it strengthens relationships and mutual understanding.
- **Creates a consistent and predictable environment -** choice-based language provides a clear framework for behaviour expectations, helping children feel safe and secure.
- **Aligns with restorative practice -** it supports reflection and repair by helping children recognise the choices that led to harm and how they can make better ones next time.

Consistency Through Relationships

In our schools, consistency is not about rigid rules but relational reliability**.** Children thrive when adults respond in predictable, calm, and respectful ways.

We commit to use:

- **Consistent relational language and responses** - using clear, respectful language that reflects shared expectations and promotes understanding in every interaction.
- **Consistent follow-through with care** - taking ownership of behaviour support at all levels, with staff seeking guidance when needed but remaining actively involved in relational repair and resolution.
- **Consistent celebration of positive behaviour** - embedding routines that recognise and reinforce kindness, effort, and growth, helping children feel seen and appreciated.
- **Consistent and fair consequences** - applying agreed responses with empathy and clarity, ensuring children understand the impact of their choices and feel supported to make amends.
- **Consistent modelling of expectations** - adults consistently demonstrate and promote respectful, inclusive behaviour, helping children internalise shared values.
- **Consistent respect from adults** - upholding dignity and compassion in every interaction, even when faced with challenging behaviour.
- **Consistent emotional regulation** - staff model calm, reflective responses, showing children how to manage emotions and resolve conflict constructively.

- **Consistent routines and rituals** - establishing predictable structures across the school—from classrooms to corridors to reception—that reinforce safety, belonging, and shared responsibility.
- **Consistent alignment with our values** - ensuring our environment and conduct reflect the school values of respect, pride, teamwork, empathy, perseverance and

As Paul Dix reminds us: *"Consistency lies in the behaviour of adults and not simply in the application of procedure… Where learners feel treated and valued as individuals, they respect adults and accept their authority."*

Our School Rules

To ensure a positive learning culture, we follow three clear expectations:

- **Be Safe**
- **Be Ready to Learn**
- **Be Respectful**

These underpin all behaviour expectations and support a culture of excellence and success.

Roles and Responsibilities

Creating a safe inclusive, and respectful school culture is a shared responsibility. At The Federation of Winklebury Infant and Junior School, every member of our community plays a vital role in modelling, supporting, and sustaining positive relationships and behaviour.

Governors will:

- Promote a relational approach by ensuring the Relationship and Behaviour Policy is regularly reviewed and reflects the school's values.
- Visit the school to monitor the implementation and impact of the policy.

The Headteacher will:

- Lead the development and consistent implementation of the behaviour policy, ensuring it reflects relational principles.
- Report to governors on the effectiveness of behaviour practices and outcomes.
- Maintain records of serious incidents and ensure appropriate, restorative responses.
- Support staff through induction and ongoing professional development to embed relational practices across the school.

Senior Leaders will:

- Lead the development of a positive school ethos and high expectations.
- Be visible and supportive, especially at transition times
- Ensure the behaviour policy is consistently understood and applied.
- Promote, share and celebrate share best practise
- Use behaviour data to reflect on and improve whole-school practice.
- Support staff with reviewing the provision for pupils whose behaviour does not respond to this policy.

All Staff will:

- Welcome children warmly and consistently every day.
- Reinforce shared expectations using the language of "Ready, Respectful, Safe."
- Model respectful, calm behaviour and build trusting relationships with pupils.
- Plan inclusive, engaging lessons
- Celebrate achievements and reinforce positive behaviour regularly, including using recognition strategies (e.g. positive boards, wow slips).
- Respond to behaviour calmly, allowing time for reflection and avoiding escalation.
- Follow up consistently, taking ownership and engaging in restorative conversations.
- Record incidents appropriately and reflect on patterns to support pupil growth.
- Work in partnership with families and external agencies.
- Create emotionally safe and inclusive classrooms.
- Enhance self-esteem through recognition and respectful communication.
- Create opportunities for pupils to discuss behaviour and values collaboratively.
- Support children in making better choices through empathy and guidance.

Pupils will:

- Be Ready, Be Respectful, Be Safe.
- Demonstrate school values in everyday interactions.

Parents and Carers will:
- Build strong relationships with the school and support the behaviour policy.
- Reinforce learning and behaviour expectations at home
- Engage in open dialogue with staff to support their child's wellbeing and development.
- Model respectful communication when interacting with and speaking about staff.
- Help children understand and follow school expectations.

Other adults involved in the life of the school
- adhering to the school's policy and procedures,
- maintaining the high standards of behaviour expected of the children regardless of the activity they are involved in.

Procedures
Procedures for behaviour management are attached as appendices:
- Appendix 1 – procedures for promoting and maintaining good behaviour,
- Appendix 2 – procedures for responding to inappropriate behaviour,
- Appendix 3 – examples of scripts.

The Power to Discipline Beyond the School Gate
The Headteacher (or delegated staff) may apply this policy for behaviour that occurs outside of the school grounds, if children are in school uniform and if it affects the school community, for example:
- Incidents on the way to or from school
- Behaviour on school trips or residentials

However, we expect parents/carers to take responsibility for managing behaviour outside school hours and would always discuss such incidents with them.

Equality and Inclusion
This policy is applied consistently, fairly and without prejudice. In line with the Equality Act 2012, the school does not discriminate against any pupil on the grounds of:
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment

Children with SEND
We recognise that behaviour is a form of communication, especially for children with special educational needs and disabilities (SEND). Our approach is rooted in empathy, connection and consistency, ensuring that children are not punished for behaviours they cannot yet manage — but are instead supported to understand and regulate their actions in a developmentally appropriate way. Our aim is to build strong, trusted relationships and respond to children's individual needs with reasonable adjustments that enable them to feel safe, regulated, and able to learn.

Understanding the 'Why' Behind the Behaviour
Children with SEND may struggle to express their feelings or needs verbally and may instead use behaviour as communication. It is essential that all staff approach such behaviours with curiosity and compassion, asking:
- What is the child trying to tell me?
- What might they be feeling right now?
- How can I help them feel safe, seen and supported?

Anxiety, sensory overload, trauma, attachment needs, or difficulties with communication are just a few reasons why behaviour may become dysregulated.

Examples of Behaviour as Communication

Behaviours often seen in children with SEND may include:

- **Work avoidance**: May signal confusion, low confidence or fear of failure.
- **Attention-seeking behaviour**: Following adults or repeatedly asking questions may reflect a need for reassurance or connection.
- **Calling out**: May be an attempt to feel noticed or valued.

Staff should recognise these as signs to investigate what support the child needs, rather than as acts of defiance.

Working with Parents/Carers

We aim to work with parents and carers when a behaviour need has been identified. If a parent/carer is concerned about the way behaviour has been managed they should initially discuss it with the child's class teacher. If they still have concerns they should follow the federation complaints policy.

Monitoring and Evaluation

The Headteacher monitors and evaluates the impact and effectiveness of the Relationship and Behaviour Policy and Procedures through:

- informal observations,
- formal observations,
- feedback from staff,
- feedback from parents and carers,
- feedback from other adults involved in the life of the school.

Governors monitor and evaluate the impact and effectiveness of the policy and procedures through:

- visits to school,
- outcomes of parent and carer questionnaires,
- outcomes of pupil questionnaires,
- Headteacher reports to the governing body.

Governors monitor exclusions through:

- Headteacher reports to the governing body,
- governor involvement in such procedures in line with legislation and guidance.

The policy will be reviewed by the Governors as part of their rolling programme of policy review or at an earlier date if new legislation or guidance necessitates this.

When monitoring and reviewing this policy we ask:

- Is the policy manageable and consistently applied?
- Are children learning to take responsibility for their behaviour?
- Are routines and strategies effective and inclusive?
- Are values being used proactively, not just reactively?
- Are all staff, pupils and parents involved in creating a safe, positive culture?

In reviewing this policy, reference was made to:

- Exclusion Guidance for Hampshire Schools – September 2025
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – August 2024
- Behaviour in Schools Advice for headteachers and school staff - February 2024 DfE
- the Equalities Act 2012 and schools – May 2014
- the Education Act 2011

Appendix 1 – Procedures for promoting and maintaining good behaviour

Recognition and Rewards
At the Federation of Winklebury Infant and Junior Schools we believe positive behaviour grows from recognition, encouragement and clear expectations, rather than sanctions and we always try to work within a positive framework.

Rewards
- Non-verbal praise (thumbs up, smiles, high fives)
- Verbal praise
- Positive comments in books
- Stickers
- Stamps
- Certificates presented in celebration assembly
- Wow slips
- Class recognition boards
- Class treats
- Half termly hot chocolate Friday

Stickers
Children are given stickers when any adult in school is impressed with either their behaviour or their learning.

Stamps
Children earn stamps when any adult in school is impressed with either their behaviour or their learning. These stamps are recorded on a special card and when children have collected a certain number of stamps they are celebrated in assembly and presented with a reward as follows:
*children in the Infant School collect 10 stamps for a rainbow certificate and sticker,
*children in the Junior School collect 50 stamps for a bronze, then silver, then gold, then platinum certificate and reward.

Certificates
Every Friday we share and celebrate children's successes within school, for example class certificates, sports competitions, performances, stamps, etc. in a special celebration assembly. Certificates are awarded every week to celebrate any child who has impressed their teacher with their learning or behaviour during the week.
The expectation is that there will be two certificates awarded in every class every week and that every child will receive a certificate at least once a term.

Wow Slips
Wow slips are completed by any adult in school when they have been particularly impressed with a child's behaviour and learning. These are sent home with the child to share the success with adults at home.

Class Recognition Boards
At The Federation of Winklebury Infant and Junior School, we use Positive Recognition Boards as a relational tool to celebrate the behaviours we want to see more of—those that strengthen relationships, support learning, and build a sense of belonging.

As Paul Dix reminds us:

"The advertising of poor behaviour to the rest of the class doesn't help,
but routinely advertising the behaviour that you do want does."

Each classroom has a Recognition Board. At the start of the day or session, the teacher selects a specific behaviour to focus on—one that promotes positive interaction or learning—and writes it clearly at the top of the board. This behaviour becomes the shared goal for the class, encouraging everyone to move in the same direction as a team.

Examples of Focus Behaviours
- **Social behaviours**:
  - One voice (to encourage turn-taking)
  - Speak politely
  - Hands and feet to yourself
- **Learning behaviours**:

- Accurate peer feedback
- Use persuasive language
- Show your working

When a child demonstrates the chosen behaviour, their name is added to the board. The aim is to include every child by the end of the session, reinforcing the idea that everyone contributes to the success of the group.

Nine Ways to Sharpen Use of Recognition Boards
Adapted from Paul Dix's guidance, these strategies help ensure recognition boards are used relationally and effectively:

1. **Focus on learning attitudes**, not just functional behaviours. Choose behaviours that stretch expectations and promote growth.
2. **Use names or tallies** to visibly recognise pupils showing the desired behaviour.
3. **Never remove names** once added. Address disruptions privately—recognition is permanent and positive.
4. **Invite peer nominations**. Pause an activity and ask pupils to suggest classmates who've consistently shown the target behaviour.
5. **Promote collective responsibility**. It's not about individual competition—it's about helping everyone succeed together.
6. **Refresh boards regularly**—daily or weekly depending on age and context—to keep goals relevant and engaging.
7. **Celebrate effort, not just achievement**. Recognise persistence, kindness, and progress.
8. **Use simple, joyful celebrations** when the board is full—like a collective "whoop." Extrinsic rewards aren't necessary.
9. **Be relentless in noticing the good**. Use the board to consistently spotlight the behaviours that build a positive learning culture.

Recognition Boards are not about extrinsic rewards—they're a relational strategy that builds connection, trust, and community.

Class Treats
Each class works together to achieve a class treat. In Ducklings, the children collect pompoms in a jar. In the Infant School each class has a large class rainbow chart (similar to the children's individual ones), on which they collect class stamps. In the Junior School each class has a jar in which they collect something (stars, marbles, multilink, etc.). Each chart/jar is added to when the whole class works well together and demonstrates positive learning or behaviour. When the chart/jar is full the class teacher decides on an appropriate class 'treat'.

Half Termly Hot Chocolate Friday
Every half term the class teacher will identify one child who has demonstrated the half term school value consistently throughout the half term. They will be invited to share a hot chocolate with the Headteacher on the last Friday of the half term.

Appendix 2 – Procedures for responding to inappropriate behaviour

Stages of Behaviour
At Winklebury Federation, we understand that all children make mistakes and on occasions need support to make the correct behaviour choices. We recognise that all behaviour is a form of communication and behind all behaviour lies a need. It is our role as educators to help children learn appropriate ways to express and fulfil these needs. When responding to unacceptable behaviour, we emphasise that:

- It is the behaviour that is unacceptable, not the child.
- We label the behaviour, not the child.

Sanctions are used proportionally and fairly, in response to the severity of the behaviour and always aim to help children reflect, learn, and improve. All sanctions are delivered calmly**,** consistently and with the intention of helping children to reflect, reset and succeed.

Stage 1 – Normal Practice
Use of proactive, low-level behaviour management techniques to guide pupils in making positive choices, including: • Praise • Positive reinforcement • Non-verbal cues • Use of humour • Proximity or re-direction
Stage 2 - Reminder
Identification of the behaviour that needs to change and a reminder of the expectations to be **Safe, Ready, Respectful** delivered quietly and calmly to the child. Support offered to the child to change the behaviour. Time given for the child to respond to the reminder. If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3 - Warning
Identification of the behaviour that needs to change and a warning that if they are not **Safe, Ready, Respectful** there will be a consequence**,** delivered quietly and calmly to the child. Support offered to the child to change the behaviour. Time given for the child to respond to the warning. If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 4 – Consequence (issued by the member of staff dealing with the behaviour)
Discussion with the child 1:1. Identification that the behaviour has still not changed and that there will now be a consequence. Consequence clearly explained to the child. Where ever possible to consequence should: Be immediate, Be relevant to the unacceptable behaviour, Support the child in learning from their mistake. Examples could include: Child who was unkind to another child – make a sorry card and give it to the other child Children who were arguing – restorative conversation Child who kept calling out – spend some time working in another class Child who refused to complete their learning – complete learning at break time If appropriate, make links with the zones of regulation. Reset boundaries and remind the child of the expectation to be Safe, Ready and Respectful. Praise them when they positively change their behaviour, acknowledging the positive change. The member of staff who dealt with the incident must log the incident on the appropriate form and ensure the class teacher is aware of what has happened. The class teacher must ensure that parents are informed.

Stage 5 - Consequence (issued by SLT)

If the behaviour continues or escalates then refer to a member of SLT

Discussion with the child 1:1 to understand what has gone wrong and why. Identification that the behaviour is not acceptable and that there will now be a consequence. Consequence clearly explained to the child. Where ever possible to consequence should:
Be immediate,
Be relevant to the unacceptable behaviour,
Support the child in learning from their mistake.

Examples could include:
Loss of break/lunch time
Time out of class
Internal seclusion

If appropriate, make links with the zones of regulation.

Reset boundaries and reminded them of the expectation to be Safe, Ready and Respectful. Praise them when they positively change their behaviour, acknowledging the positive change.

The member of staff who dealt with the incident must log the incident on the appropriate form and ensure the class teacher is aware of what has happened. The class teacher must ensure that parents are informed.

Stage 6 – Suspension or Permanent Exclusion

DfE and Hampshire guidelines will be followed in all instances of exclusion and reported in line with requirements

Suspension is seen as an extreme sanction and the decision to exclude a child will never be taken lightly but may be triggered by any or all of the following behaviours or circumstances, all of which constitute examples of unacceptable behaviour and are infringements of the school's Relationship and Behaviour Management Policy:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Unacceptable behaviour such as persistent disruptive behaviour in class or around the school which has been previously reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. Equally so, the above behaviour will not always lead to a suspension. The Headteacher will make an informed decision based on her knowledge of the child, the situation and the circumstances.

Only the Headteacher, or in their absence, the Deputy Headteacher, has the power to exclude a pupil from school for one or more fixed periods in any one school year or permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If a child is excluded the child's parent is informed immediately and is given the reason(s) for the exclusion. The parent is given a letter at the earliest opportunity which, amongst other information, informs the parent of his/her right to appeal to the governing body against the decision. The letter will outline the process for such an appeal and will also provide contact details of the sources of support and help available to parents.

The school will inform the Local Authority and governing body of the exclusion in line with agreed procedures. The governing body cannot exclude a child or extend the period of exclusion decided by the Headteacher. The

governing body has a pupil discipline committee which is made up of three governors. This committee usually considers any exclusion appeals on behalf of the governing body.

Following a fixed-term exclusion the child will have a restorative conversation (see below) with key members of staff; this may include members of SLT, classroom adults or anyone else involved in the incident that lead to the exclusion. The focus of this restorative conversation is to welcome the child back to school, restore relationships and identify support for the child to learn from the incidents.

Records are kept in school of all fixed-term and permanent exclusions and are reported to the governing body via the Headteacher's termly written report.

Zones of Regulation

We use the Zones of Regulation as part of our relational approach to understanding and supporting behaviour. The Zones of Regulation framework helps children recognise and label their emotions, understand how these feelings influence their actions and develop strategies to regulate themselves in positive and appropriate ways. Through integrating the Zones of Regulation into our daily practice and teaching emotional awareness and self-regulation explicitly, we empower children to take ownership of their behaviour while feeling understood and supported. All staff use the Zones of Regulation framework as a tool to:

- help children identify their feelings and triggers,
- co-regulate and guide them towards calmer states,
- teach them language to talk about emotions and behaviour,

Using this shared approach creates consistency and predictability, helping children feel more in control of their own emotional and behavioural responses and fostering a calm, inclusive environment where all children can learn, feel safe, and thrive.

Stormbreak

We use Stormbreak as part of our relational approach to supporting children's emotional wellbeing and self-regulation through movement and reflection. Rather than focusing solely on managing behaviour, Stormbreak helps children understand the feelings and needs that sit beneath their actions. Regular Stormbreak sessions provide opportunities for children to develop emotional literacy, resilience and positive relationships with others. By embedding Stormbreak into daily routines, we create a consistent, proactive approach that nurtures wellbeing, strengthens relationships, and supports positive behaviour across the school community.

MyHappymind

We use the myHappymind programme to teach children about the different parts of the brain using scientific names, helping them to understand how their brain works and how this affects their thoughts, feelings and behaviour. Through this knowledge, children learn that emotions are natural and manageable, and that they have the power to influence their own responses. As part of myHappymind, children are taught Happy Breathing — a simple and effective technique that helps them to calm their bodies and minds when feeling dysregulated. Embedding Happy Breathing into daily routines promotes emotional awareness, self-regulation and supports children in developing the skills needed to manage their emotions appropriately, ensuring they are ready to learn.

Restorative Conversations

As part of our approach to behaviour management, restorative conversations are used to support pupils in learning from incidents and restoring relationships. These conversations take place after the child is calm and able to reflect. They may include other children or staff where appropriate.

Restorative Conversation Questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

These conversations help children build empathy, take responsibility, and develop emotional literacy.

Positive Handling
The Federation has a separate Physical Intervention Policy. Positive handling may be used where:

- A child poses a risk to themselves or others
- There is significant disruption that cannot be resolved through other means

All incidents are recorded and reported to parents in line with the Physical Intervention Policy.

Procedure in the event of a child running away from an adult
If the child leaves the school building, they should be reminded of the school rules (Be Safe, Be Ready, Be Respectful) and given choices of safe places to go. They should then be given time to go to one of these places. If they choose not to go to one of the places offered, further advice should be sought from SLT.
If the child leaves the school site, the child's parents/carers and the police will be informed for the child's safety. School staff will not follow the child to avoid escalating the situation and putting the child at further risk.

Playtimes
The same relational approach to understanding and supporting behaviour is used during playtimes. Staff actively engage with children in positive and appropriate play, modelling friendly interactions and supporting the development of social skills. A range of suitable play equipment and activities are provided to encourage inclusion, cooperation, and enjoyment for all. Staff use the principles of this policy to help children recognise and manage their emotions, co-regulate when needed and resolve conflicts in a restorative and supportive way.
At the end of playtime, the bell is rung to signal tidy-up time. Children are expected to pack away equipment carefully and line up calmly, following our school rules: Be Safe, Be Ready, Be Respectful. Teachers collect their classes from the playground, supporting a smooth and orderly transition back into learning. By maintaining consistent expectations and fostering positive relationships, playtimes remain safe, engaging, and enjoyable experiences where every child feels valued, respected, and ready to learn.

Additional Support
For the majority of children, recognition and rewards for good behaviour, along with the initial stages of behaviour will support them to behave appropriately the majority of the time. However, we acknowledge that for certain children, who present with persistent and, on occasion, disturbing behaviours, there will be a need for a more bespoke plan. A range of methods will be used to collect data linked to behaviour, including ABCC charts, stage 4 and 5 reports, tally charts, MyConcern forms and behaviour logs. The SENCO will support class teachers in analysing this data in order to identify patterns, try to understand the need behind the behaviour and plan appropriate support. When a need is identified, staff will put the following in place as appropriate:

Individual Behaviour Plans
The SENCo will decide which children require an IBP based on analysis of behaviour data. Completion is the responsibility of the class teacher with support from the SENCo, if necessary. The IBP will identify an individual rewards, sanctions and strategies for dealing with specific behaviors that have been identified as causing concern. They will be shared with parents/carers (if appropriate) and all staff working with the child so that agreed strategies are consistently applied.

Referral to outside Agencies
The SENCO will decide when to seek support and advice from:

- General Practitioners and hospital staff,
- Educational Psychology,
- School Health,
- Children's Services,
- Primary Behaviour Support,
- Child and Adolescent Mental Health Services,
- Youth Crime Prevention Service,
- Early Help Hub.

Risk Assessments
Children who are showing behaviors that pose a risk to themselves or others or the environment will have a risk assessment undertaken using the pro-forma and guidance issued by Hampshire County Council. The SENCo is responsible for the completion of these in liaison with the child's class teacher.

Reduced Timetables

A reduced timetable may be considered for children who are struggling to regulate their emotions when in school full time. This would be in line with Hampshire guidelines and in partnership with the parent/carer.

Appendix 3 – Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Stage 2 - Reminder:

I noticed you chose to… (noticed behaviour).

This is a reminder that we need to be (Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening

Stage 3 - Warning:

I noticed you chose to…(noticed behaviour)

This is the ____time I have spoken to you.

If you choose to continue this behaviour you will move to the table at the back/outside. This will also mean there will be a consequence.

(Learner's name), I remember when you (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

Stage 4 - Consequence

I noticed you are still choosing to …(noticed behaviour)

You need to go to sit at the table at the back/ to class X I will come and speak to you in three minutes.