



Behaviour and Relationships Policy

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This policy should be read in conjunction with the school's Anti-Bullying and Safeguarding Policies.

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Aims

The purpose of this policy is to guide teachers, children and parents on our restorative and relationship focused approach to managing behaviour. This will allow the children at Swaffham Meadow Primary School to enjoy a calm, nurturing and caring environment which supports them both emotionally and educationally to give them the best possible chance of success.

Our school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, and it echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing behaviour that challenges and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Introducing the Policy

At Swaffham Meadow, we know that all our pupils are different in their strengths, needs and experiences. We understand that throughout school life children and families will experience different challenges. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. This is reflected in the school values.

To the Children

Every opportunity must be used to ensure that children clearly recognise and understand their behaviour expectations with staff, peers, and the wider school community. This policy should be shared as part of all lessons where appropriate and planned specifically into PSHE and during collective worship. It is vital that we take daily opportunities to recognise positive behaviour and built stronger relationships with pupils.

To the Governors

Governors will receive a copy of this Policy. Nominated governors should take part in annual review of this policy and undertake school visits to observe the policy in action.

To the Parents

This Policy will be available to all parents or carers of children in our school, shared on our website and clarified in parent meetings as required.

To the Staff

Full commitment from the staff is vital. All staff must build positive relationships, use restorative approaches and provide logical consequences to support children in achieving learning, understanding and behaviour in line with school expectations. All staff will refer to the Policy and use the agreed practice.

Key Terms and Principles

Behaviours that challenge: withdrawal from learning, being out-of-seat, calling out in class, refusing to follow instructions, answering back.

Behaviours that harm: intimidating behaviour (threatening throw objects, invading personal space), persistently challenging staff, verbally or physically aggressive behaviour to peers or staff, leaving the classroom, damage to school property.

Interventions: planned responses to support and promote positive behaviour such as restorative conversations, the use of sensory tools or breaks etc.

Logical Consequences: Logical consequences are designed to provide students with an opportunity to learn from their mistakes, not lower their self-esteem.

Emotional regulation: Emotional regulation is the ability to manage our emotions.

Self-regulation: the ability to understand and manage your behaviour and your reactions to feelings and things happening around you.

Co-regulation: the ability to regulate emotions and behaviours, manage stress (internal or external), and return to a calm state, with the support and direction of a connecting person.

Dysregulated: an inability to control or regulate one's emotional responses.

Restorative Practice: restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

Equity versus Equality: Equality of opportunity is not the same as equality of provision. Children are individuals. Our aim is always to allow equality of opportunity and to achieve this, we understand that provision will vary. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



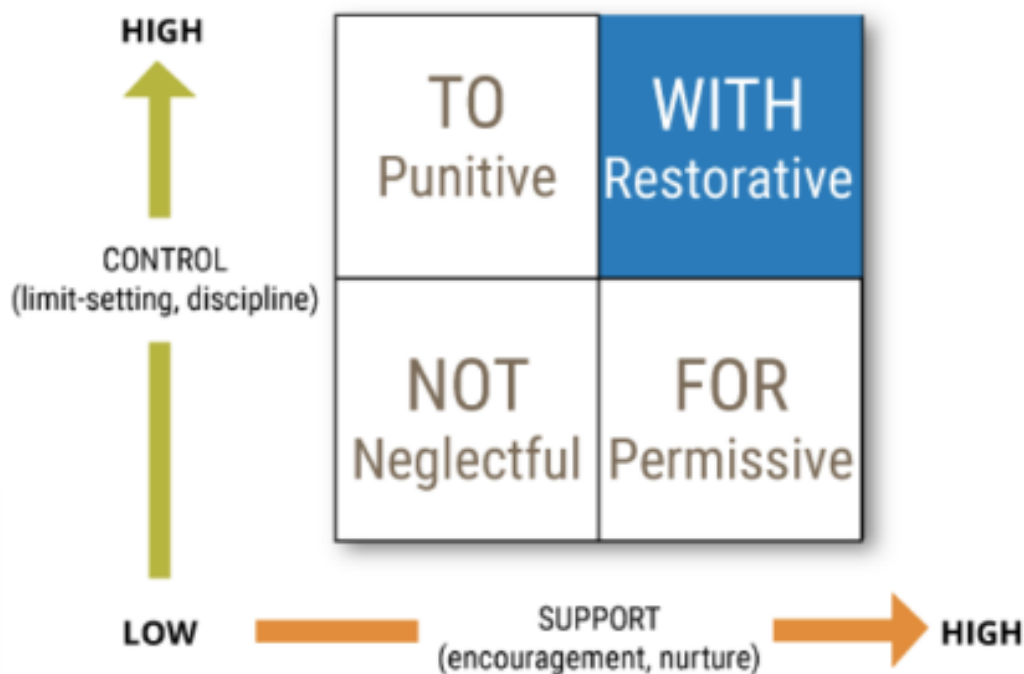
Our Relational Approach

“Every pupil should have a supportive relationship with a member of school staff.”

(EEF, Improving Behaviour in Schools, 2019)



At Swaffham Meadow, we know that positive relationships are the key to a nurturing school culture. The way that adults speak to children, and about children, and the way that adults encourage children to speak to each other, directly impacts on the self-esteem, confidence and motivation that children have, which in turn impacts on the children’s behaviour. To be successful at school, pupils need a relational approach to behaviour. This includes developing relationships, responding to and regulating behaviour, and then repairing the relationship after any incidents. All elements of this approach have been integrated into this Behaviour and Relationships Policy.



Adapted by Paul McCold and Ted Wachtel

Expectations of Adults

We expect every adult to:

- Refer often to our school values and demonstrate these themselves.
- Model positive behaviours and consciously strive to build positive relationships with children and each other.
- Be proactive in behaviour management - plan lessons that engage, challenge and meet the needs of all children in line with the Teaching and Learning Policy.
- Be prepared for the day so that resources are ready in advance and staff can be deployed to support behaviour during learning time and transitions.
- Carefully structure the school day so that children are provided with sensory breaks following an 'Alerting, Organising, Calming' structure. Children are not expected to sit and listen for extended periods (this will vary according to age and the needs of the class).
- Catch and praise children for positive behaviour but never ignore or walk past children who are not meeting our high expectations.
- Use a range of non-verbal cues to encourage or re-focus expected behaviour such as:
 - Dual coding/Widgit symbols
 - Voice-o-meters (noise level displays)
 - Makaton signs/non-verbal signals which children can use to communicate needs ("I need the toilet", "I need help", "Can I visit the Calm Corner?")
 - Now/Next/Then Boards
- React calmly to negative behaviour, using appropriate strategies (such as de-escalation and restorative scripts – Appendix A and B) to de-escalate and refocus attention.
- Follow up poor behaviour every time, in line with this policy, retaining ownership and engaging in reflective dialogue with children.
- Seek support and guidance from other members of staff (former teachers, LSAs, SENDCo, SLT) when children are presenting with challenging behaviour.

All Staff Non-Negotiables
Greet every child
Build relationships first
Use positive language
Show unconditional positive regard
Remain calm
Be professionally curious
Follow up behaviour every time
Maintain high expectations

Creating an Environment for Positive Behaviour

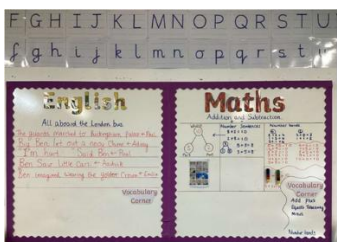
We know that the physical environment plays a vital part in setting high expectations and ensuring children from all social, cultural and religious backgrounds feel valued. This includes:

- Being good custodians, respectful of others' belongings and ensuring that the school/classrooms are kept tidy and welcoming.
- Children being given some choice in how their classroom is organised (children could be responsible for keeping the class reading area tidy, monitoring cloakrooms etc.).
- Being mindful of sensory overload in the classroom, particularly displays near the interactive whiteboard.
- Ensuring good quality displays of children's work across all ability ranges and resources that reflect the varied ethnicities and abilities across the school and act as a support for learning.
- Ensuring that resources are labelled and organised in a way that is practical and accessible.
- Careful consideration is given to where individuals sit and who they sit next to.
- Furniture being arranged to allow for maximum learning to take place and enough space being made available for children to move around the classroom comfortably and access resources.
- Teaching resources of good quality, adequate in quantity and text is large enough for children to read from a distance.
- Adults establishing clear, consistent routines e.g. resource management, how books are given out etc.



Children have their own space with the resources they need.

Everything is tidy, organised and accessible.
There is space for children to move easily around the classroom.



Displays are clear, easy to read and support children's learning.



Visual timetables displayed in classrooms.

Visual timetables reduce worry, increase certainty about the day and make children feel more in control. Fonts are easy to read.
Information displayed is informative.

Relationships & Communication

Ways in which we actively build positive relationships at Swaffham Meadow Primary School:

- Greeting every child by name at the start of the school day
- Establish the class as a team or family at the start of the year
- Having high expectations for all
- Focusing on the positive
- Being consistent and fair
- Focusing on the behaviour and not the person (saying 'That is rude' rather than 'You are rude').
- Not always insisting on eye contact (some children find this very difficult, especially those with Autism or communication difficulties)
- Avoiding confrontation, if possible, by asking the child questions or mirroring what they are saying to show you are listening
- Use your voice carefully and effectively
- Giving clear choices
- Allowing for 'take-up-time' after you have issued instructions by walking away and giving the child a few minutes to process, regulate and make their choice
- Listening to what children say and not jumping to conclusions
- Remembering 'New day – new start!' and communicating this to the child in a clear manner
- Reporting positive behaviour to parents
- For children who find relationships more challenging and who consistently present with unsettled and/or distressed behaviour, we ensure all staff who work with that child are given key information on how to respond to that child through Positive Behaviour Support Plans

The PACE Approach



The PACE approach was developed by Dr Dan Hughes, an American psychologist who works with children who have experienced trauma. These principles help to promote the experience of safety for young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

"Connect and redirect: When a child is upset, connect first emotionally."

The Whole Brain Child by D.J. Siegel and
T.P. Bryson

The use of positive phrasing

Negative phrasing	Positive phrasing
Stop being silly!	Sit quietly, thank you!
Don't throw the pen!	Put the pen on the table.
Stop running!	Walking inside!
Calm down.	Would you like some time in the Calm Corner or are you ready to learn now?
Don't shout out the answer!	Hands up please!

Emotional Literacy (Zones of Regulation)

Emotional literacy is a key component to supporting our pupils to show behaviour for learning. For pupils to engage in the curriculum, they must first feel regulated and ready to learn. As part of our emotional literacy curriculum, we implement The Zones of Regulation across the school. The Zones of Regulation provides an accessible way to think and talk about our emotions, sorting them into four coloured zones. It consists of systemic lessons, with developmental, skills based planning and related resources. A core belief of The Zones of Regulation is that all zones are OK, and that we routinely experience them throughout the day.

The Zones of Regulation is implemented in a wide range of ways, including:

- Collecting pupil voice using the four zones to facilitate conversation
- Check-in times – morning, after playtimes, end of the day. Adults will also check in, to model the language. Each classroom will have their own 'check-in' station.
- Whole class strategies – tools children can use in each zone for the whole class
- Class text/story time – how are the characters feeling? Why? What strategies could they use? Having a character from your class text on the zones check-in!
- Restorative conversations during or following an incident (see restorative conversations)
- Each classroom has a 'worry box'
- Zones of regulation profiles
- Taught within the PSHE Curriculum
- School assemblies
- Regulation stations – each class will have a designated 'regulation station' area within their classroom, with other calm spaces across the school to support regulation



Emotion Coaching

As part of our use of The Zones of Regulation curriculum, we can support children using emotion coaching techniques to understand their emotions, why they happen and how they can use strategies to regulate them.

Emotion coaching develops self-awareness, self-regulation, internal motivation, empathy and relationships.

When we emotion coach, we support children to:

1. Identify their emotions
2. Understand all emotions are OK, by validating and empathising with them
3. Setting limits on behaviour if needed, this can include scripts e.g. "it is OK to feel angry, but it is not OK to ____"
4. Problem solving to recognise strategies to support regulation next time

CALM scripts can support us to emotion coach:

Connect and acknowledge: "*child's name* I can see you might be frustrated"

Limit and boundary set: "It is OK to feel frustrated, it is not OK to throw your book"

Move things forward: "Why don't we try the first sentence together?"



Routines

“The school must have well-established and universally known and understood systems of behaviour, for example,... consequences, and sanctions, corridor and classroom expectations.... Any area of general behaviour that can be sensibly translated into a routine should be done so explicitly.”

(Bennett, Independent review of behaviour in schools, 2017)

It is essential to establish routines that promote high standards of learning behaviour, and children should be given meaningful praise for meeting these expectations to the best of their ability. So that every child knows exactly the expectation for routines, staff will:

- Explicitly teach the children routines for all common activities using visuals.
- Insist that this routine is followed by every child, every time, defending the high standard so that it becomes a habit.
- Recognise and draw attention to when the expectations are met so children are provided with a constant model of the expectations for a routine.

Core routines and expectations at Swaffham Meadow Primary School:

- Taking turns to talk in lessons.
- Waiting until asked to speak (hands up, lolly sticks).
- Listening to each other.
- Silence when the teacher is addressing the class.
- Following instructions the first time they are given.
- Moving quietly and carefully about the classroom and corridors.
- Entering and leaving the room in an orderly and sensible manner.
- Doing our best to complete work in allotted time.
- Work and talk quietly (unless the task specifically requires otherwise).
- Handle books and equipment and each other's work with care and respect.
- Return all books and equipment to their correct place after use.
- Entering and exiting assemblies in silence, single file, and with prayer hands.
- Remaining standing in assembly until class teacher indicates the class should sit.
- Remaining in silent during assembly unless singing or making an invited contribution.

Responses: Recognising and Celebrating Behaviour

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'

Paul Dix

The school praises children for learning and positive behaviour at every opportunity. We want children to feel proud and grow in confidence because of the praise and rewards they get from staff and parents. Staff should strive to ensure that the giving of rewards is balanced, fair and equitable.

Classroom Recognition

- **Acknowledge:** All staff should look to acknowledge children for positive behaviour whenever possible as this highlights to all children the positive conduct, which we are looking for. Naming the behaviour (John is standing still and looking straight ahead, ready for assembly!) or a simple 'thank you' are effective. This can be reinforced by informing parents via pupil asset or verbally at the end of the day.
- **Marble Jar:** Whole class rewards have a greater impact than those given individually, we encourage our pupils to work as a team towards a joint reward. Marbles are placed into the jar, and once this is full the class earns a reward e.g. additional play time, hot chocolates, additional activity. Once a marble has been earned and placed in the jar it must not be removed. A Secret student will earn a marble for the class if named.
- A **'secret student'** is chosen anonymously and randomly at the start of each school day. The class teacher monitors the positive behaviour of the secret student throughout the day, and that student is named if they have demonstrated our school values throughout the day. These students are celebrated in whole school assembly each week.



Whole School Recognition

- At our weekly Celebration Assembly, secret students from the week in all classes will be celebrated.
- During our weekly Values Assembly, children and staff are celebrated for living out our school values.

Responses: Behaviour that Challenges

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

Paul Dix

At Swaffham Meadow Primary School, we believe responses to behaviour should be:



Timely

Delivered as soon after the incident took place as possible provided all children involved are well regulated.



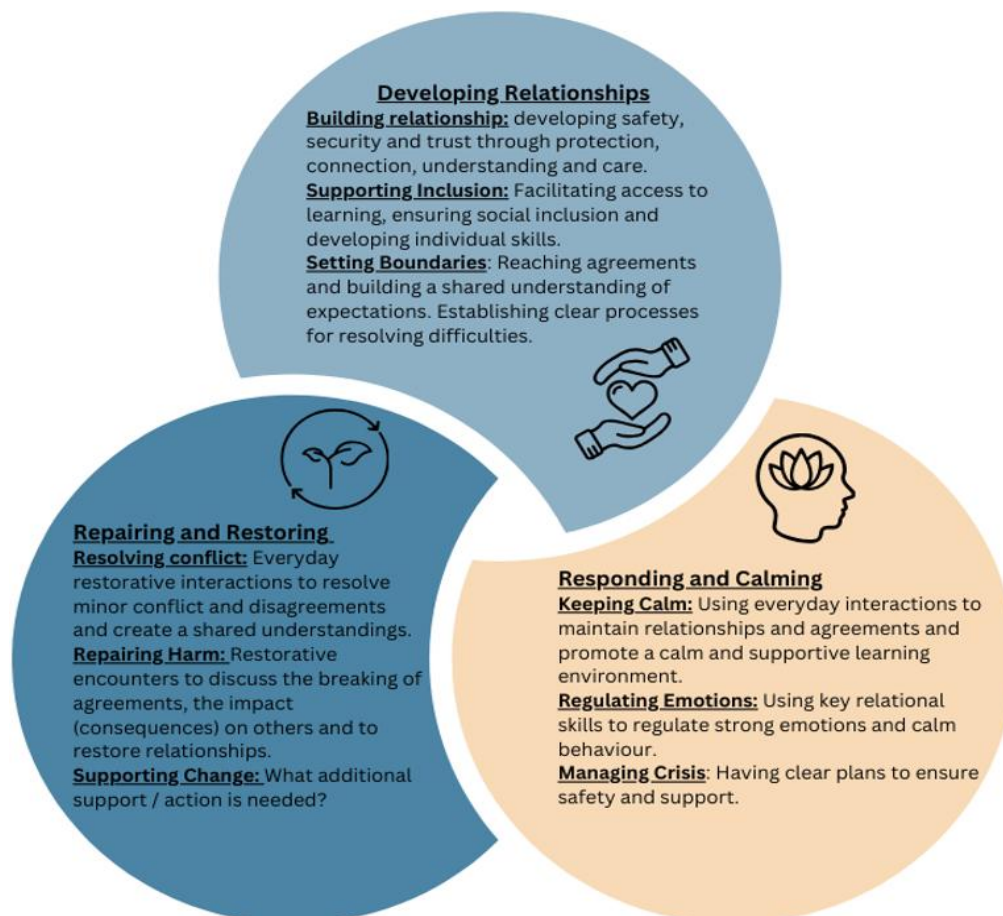
Proportional

The consequence is appropriate to the behaviour, the age of the child and the individual children involved.



Educational

The consequences should involve opportunities to reflect; problem solve collaboratively and make plans to ensure the incident does not reoccur.



The Intervention Ladder

The ladder is a series of interventions used by staff to respond to challenging behaviour. The ladder does not have to be taught explicitly to children, but it is important they understand what will happen if they behave in a way that negatively impacts on learning.

We use the actions within the ladder to support dysregulated behaviour, knowing that all responses must be supportive. We expect all professionals to be professionally curious about pupil behaviour, and to think proactively about what actions we could take to promote positive behaviour and support pupil regulation. We understand that behaviour is a form of communication and can be an emotional response to a specific need. These actions are not exhaustive and are selected based on the profile of individual children.



Step 1 – Redirect and refocus

Children who display low-level disruptive behaviour are given a non-verbal or verbal reminder of expectations. Teachers may:

- Positively praise children who are meeting expectations.
- Remind the child of expectations.
- Use positive cueing (call-and-response, proximal praise) and redirection.
- Eye contact (stern stare, raised eyebrow)
- Name...pause...technique

Step 2 – Warning and Choice

Children who continue to disrupt may be:

- Given a private verbal reminder of the desired behaviour.
- Told specifically but privately to cease negative behaviour (where appropriate a de-escalation script might be used)
- Individual Behaviour chart referred to (if used as part of a prior Behaviour Plan).
- Reminded of the choices and consequences of continued inappropriate behaviour.
- Set a time limit for finished work/improved behaviour/choices.
- Moved to another seat/end of row in assembly.
- Sat with another adult near to them

Step 3 – Logical Consequence

Teachers may use the following consequences:

- The child will be moved away from an activity
- The child may be given an opportunity to use the 'calm corner' or work on an agreed strategy
- 'Pay it Back time' - is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground, we may ask the child or children involved to help repair the damage.
- **Restorative conversation with the class teacher required.** The school's 'Reflect and Reset...' form may be used at this stage (Appendix A).
- Parents should be spoken to as part of a restorative conversation

Step 4 – School Action

- Temporary lesson removal – The key adult will remove the child from the classroom and take them to another space in school to complete work or regulate (e.g. the Nest or SLT office). SLT may be called on to support this if the pupil does not comply with in-class adults. The amount of time the child is out will depend on age and circumstances.
- Parental involvement: The class teacher will contact the parent. If necessary, SLT can be contacted to provide temporary cover for the class so that a call can be made if this is deemed to be the most appropriate and effective intervention.
- Restorative conversation with the class teacher required. The school's 'Reflect and Reset...' form may be used at this stage (Appendix A).
- All Step 4 incidents must be recorded on our MIS system and should clearly evidence the interventions already attempted through Steps 1-3.

Serious Incidents

In rare circumstances, pupils will show serious dysregulated behaviour that is considered a significant incident. These must be taken seriously and communicated to parents/carers on the day of the incident.

All significant incidents should be recorded on our MIS system and CPOMS before the end of the school day.

Significant incidents can include:

- Significant physical or emotional harm to themselves, others or property
- Serious, persistent disruption to learning
- Racist/homophobic/sexist comments and behaviour
- Bullying
- Theft
- Leaving site

Racism, Homophobic or Sexist behaviour

If racist terms or gestures are used, these must be recorded on CPOMS, and be responded to consistently. Our aim is to inform the children why these terms or gestures are unacceptable. We hope to eradicate all racist comments and prejudices. We also need to support and protect any victims of racism. The victims must be listened to and taken seriously. They must feel secure in the knowledge that they will be supported. Sexism is unfair or unreasonable discrimination between the sexes. Comments or insults based on a person's gender or exclusion of others on the grounds of their gender are unacceptable. Adults and pupils must also be aware of stereotyping comments or unreasonable maintenance of traditional sexual roles. Staff will ensure that children are taught through our RSHE curriculum why equal opportunities are necessary. These are discussed further in our Equal Opportunities Policy and in our RSHE policy.

Theft

Pupils should be discouraged from bringing unnecessary items to school. The naming of all possessions will help to avoid arguments about ownership. There are a few children who feel compelled to take other people's property. These children may need specific support and guidance. Close links between home and school are needed to discourage theft. Parents are asked to return any objects that do not belong to them, however small or trivial, back to school.

Exclusion

(for more detailed guidance and information see the school's Exclusions Policy)

On very rare occasions it may be necessary to suspend a pupil on a temporary or permanent basis. A decision to do this is not undertaken lightly and is certainly not imposed without due consultation with all those involved with the pupil, and not without trying every possible alternative first. It is acknowledged that most children and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment. A few children may get straight to this stage because of an isolated, very serious incident or because they have not responded at earlier stages and are still choosing not to try to manage their own behaviour. The behaviour is recorded on CPOMs and parents/carers will be notified by the Headteacher either by telephone or face to face at the end of the school day.

Observing, Analysing, Recording and Monitoring Behaviour

Behaviour Observations and Analysis

We will use a range of tools from Norfolk Steps, The Zones of Regulation and other relevant frameworks to observe and analyse the behaviour of our pupils. These tools will support our professional curiosity and reflective practice to ensure we understand the underlying needs, which are being communicated as behaviour. These tools are also vital in informing our individual pupil zones of regulation profiles and pastoral support plans. We will use the provided guidance from the relevant frameworks and support from the Pastoral Team in order to enable our staff to use these tools confidently and effectively.

Some of the tools we use include:

- Roots and fruits tree analysis
- ABC (Antecedent, behaviour, consequence) recording
- My zones across the day regulation tracker

Behaviour Recording and Monitoring

Records are kept digitally on Pupil Asset and on CPOMS (where a safeguarding concern) to identify and monitor all behaviour. All members of staff are responsible for recording behaviour. The Pastoral team will regularly monitor behaviour records.

Behaviour Recording Expectations

Where behaviour reaches Step 4 (School Action) or where support from SLT is required, staff must record the incident on Pupil Asset on the same day.

The record must clearly demonstrate the actions already taken by staff through the Intervention Ladder before escalation.

Records should include:

- the behaviour observed
- possible triggers or context
- the interventions used by the adult
- the pupil response to each intervention
- the reason SLT support was requested
- any parental communication
- agreed follow-up actions

Example Recording

Joe was persistently disruptive during independent writing.

Step 1 – Redirect and Refocus:

Positive recognition of pupils working appropriately and non-verbal reminder and proximity support.

Step 2 – Warning and Choice:

Choice given to continue writing independently or complete work using a laptop.

Step 3 – Logical Consequence:

Joe moved to an alternative learning space for 10 minutes and restorative conversation completed.

Step 4 – School Action:

Behaviour continued following re-entry so SLT requested to support.

Parent informed at 3.30pm.

Behaviour as an Additional Need

The Boxall Profile

The Boxall Profile is used across the school for every child to assess their social, emotional and mental health needs. We value the importance of understanding the SEMH needs of every pupil, and know that if a pupil has difficulty in these areas, this will impact their behaviour and learning.

When used across the whole-school, the Boxall Profile is able to uncover undiscovered moderate SEMH needs in pupils. Using the Boxall Profile is the best way to identify and address these underlying SEMH needs, to ensure that every child and young person gets the support they need to engage fully with their education.

Boxall Profile assessments are not designed as a diagnostic tool for specific mental health conditions, learning difficulties or developmental difficulties. Instead, assessments are designed to help professionals understand and work more effectively with children and young people, in a way that's sensitive to the needs of the child or young person being assessed. These assessments are used to inform whole-class PSHE lessons and individual Positive Behaviour Support Plans.

Positive Behaviour Support Plans

This Behaviour Policy supports most children to meet our high expectations. Some children, however, require additional support and intervention to ensure the well-being of the pupil and other children in the class.

Classroom staff will track behaviour to identify triggers and functions of behaviour. At this stage, reasonable adjustments will be put in place such as short, planned sensory breaks, adjusting seating plans and the use of the Sensory Room or Calm Corner where children can regulate their emotions. If further intervention is required, a Positive Behaviour Support Plan will be put in place. We use Norfolk Steps approach to Positive Behaviour Plans, and these are created by the class teacher and any other relevant adults following these steps:

- Completion of a Roots and Shoots document to build a picture of the whole child and their positive and negative experiences.
- Completion of a Positive Behaviour Plan by staff initially
- Involvement of the child and inclusion of the child's voice
- Involvement of the parents and parent voice
- Carefully tailoring of rewards and sanctions to meet their needs

SEND

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of behaviours that challenge arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour that challenges will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of behaviour that challenges will be made on a case-by-case basis.

When supporting behaviour that challenges from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

The school's special educational needs co-ordinator (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.

The Nest

The Nest is Swaffham Meadow Primary School's dedicated regulation and pastoral support space. It provides a calm, predictable environment where children can access support when they are finding it difficult to regulate emotions, engage with learning or manage relationships.

The primary purpose of The Nest is to support pupils to return successfully to learning through co-regulation, emotional support and restorative practice. The Nest is not a sanction, isolation room or punishment space.

The Nest may be used for:

- Emotional regulation and co-regulation
- Short-term support following incidents of dysregulation
- Planned pastoral interventions
- Social, emotional and mental health support
- Small group intervention programmes
- Individual mentoring sessions
- Restorative conversations
- Alternative learning provision when a pupil is temporarily unable to access the classroom
- Support identified through a Positive Behaviour Support Plan, SEND Support Plan or EHCP

Expectations for Adults Supporting Pupils in The Nest

Staff working in The Nest will maintain a consistent, nurturing and relational approach whilst also maintaining clear boundaries and high expectations.

Adults should remember that relationships come before regulation, regulation comes before reflection, and reflection comes before restoration.

Staff will:

- Use a calm, regulated and predictable approach.
- Follow the PACE principles of Playfulness, Acceptance, Curiosity and Empathy.
- Seek to understand the underlying need being communicated through behaviour.
- Maintain a non-judgemental and professionally curious attitude.
- Support children to identify and communicate emotions.
- Use emotional literacy and Zones of Regulation language.
- Support children to access agreed regulation strategies.
- Maintain positive relationships whilst holding clear boundaries.

Regulation and Co-Regulation

Where a child attends The Nest due to emotional dysregulation, staff will prioritise co-regulation before discussion of behaviour.

Appropriate support may include:

- Feelings and wishes activities
- Zones of Regulation check-ins

- Sensory circuits
- Movement or sensory breaks
- Breathing and calming exercises
- Use of sensory resources
- Drawing, colouring or mindfulness activities
- Talking and listening opportunities
- Time and space with a trusted adult

Children will never be expected to engage in restorative conversations whilst highly dysregulated.

Learning in The Nest

The Nest remains a learning environment - where a child is unable to access learning within the classroom, appropriate alternative learning activities may be provided.

Adults should:

- Maintain an expectation that learning continues wherever possible.
- Reduce demand where appropriate whilst maintaining engagement.
- Adapt tasks to match the child's emotional state.
- Use encouragement and support rather than confrontation.
- Help pupils experience success before returning to class.
- Ensure academic expectations remain appropriate for the individual pupil.

The aim is not to remove learning, but to provide a temporary environment in which learning becomes accessible again.

Reflection and Restoration

Once a child is calm and regulated, adults should support reflection on the incident. This may involve:

- Restorative conversations
- Feelings and wishes activities
- Reflect and Reset forms (See Appendix One)
- Problem-solving discussions
- Identification of triggers
- Discussion of alternative choices for future situations
- Planning successful reintegration into class

Staff should focus on helping pupils understand:

- What happened
- What they were feeling
- The impact of their actions
- How relationships can be repaired
- What support may help in the future

The purpose of restorative work is to strengthen relationships, repair harm and support positive future outcomes.

Safe Touch, Restrictive Intervention and Reasonable Force

Safe Touch

For this policy, “safe touch” is defined as physical contact that, if otherwise avoided, would be inhumane, unkind and potentially emotionally or physically damaging for the pupil. Safe touch should never be invasive, humiliating or flirtatious.

The school understands that the following examples are instances of safe touch which may occur between staff and pupils:

- Comforting an upset or distressed pupil
- Congratulating or praising a pupil
- Holding the hand of a pupil to guide them (such as when crossing a road or walking to assembly)
- Giving first aid to a pupil
- Supporting with Intimate Care (where a plan is in place)
- Administering medicine
- Demonstrating exercises or techniques during lessons (such as PE)

Where possible, safe touch must be done in sight of others. When staff are alone with a child, another adult will be made aware, where possible. The room that they are in must always have a door with a window.

Our School Safe Touch Restrictions

The school places the following restrictions on hugging:

At our school we encourage staff using touch for reward or comfort to use the ‘school-hug’, rather than an embrace. The school-hug is a sideways hug whereby the member of staff places their hands on the pupil’s shoulders. This type of hug prevents the pupil from turning themselves towards the member of staff and thus engaging in a ‘front’ embrace. A child should instigate the hug, this should not be done by the adult.

The school places the following restrictions on holding hands:

At our school we understand that there are times when a member of staff will need to hold a pupil’s hand, either to guide them or to prevent them from being physically harmed. Within our Reception and Year 1 classes we will hold a pupil’s hand when giving guidance, reassurance or to comfort them. This may also be appropriate for some children within Year 2 and KS2.

We encourage the use of the ‘school hand-hold’. This is done by the adult holding their arm out, and the child is encouraged to either hold the hand or arm of the adult or wrap their hand around the adult’s lower arm. Children should not be dragged or led against their will. It is a guided hand hold and is in no way restrictive.

If a member of staff attempts to use one of the safe methods of touch and a pupil is unhappy with this, the member of staff will retract immediately to respect the pupil’s wishes.

Reasonable Force

Our school is committed to keeping all children safe, supported, and respected. This includes supporting children and young people when they are upset, anxious, or struggling to manage their emotions.

In very rare situations, staff may need to take action to prevent a child or young person or others from being harmed. The government provides clear guidance for schools on how this must be done, and this information explains what that means for you and your child.

In line with Trust strategy, our school follows the Norfolk STEPS approach in relation to supporting every learner. All staff have been trained in the Norfolk STEPS approach and the use of non-restrictive interventions; alongside restrictive physical interventions where and if appropriate.

What is Norfolk STEPS?

Norfolk Steps takes a holistic approach to supporting individual needs and wellbeing with the aim of all CYP flourishing and achieving their unique potential including:

- All behaviours are communicative.
- Understanding the needs, experiences, feelings, and what makes the CYP an individual can shape consistent, inclusive support plans.
- Staff and CYP relationships, underpinned by positive interactions and trust, are pivotal for positive outcomes.
- Staff must use proactive responses whenever they can and reactive responses only when reasonable, proportionate and necessary.
- All responses must be supportive including those that manage behaviours that challenge or harm.
- Norfolk Steps recognises that behaviours can escalate, and risk of harm can arise due to unmet needs.
- Norfolk Steps prioritises the health and safety of CYP and staff through the management of these situations, drawing upon risk-assessed techniques and evidence-based principles.
- All actions taken to manage behaviours that challenge or harm must be in the best interests of the CYP, considering their individual needs.

Under the new guidance, our school will inform parents/carers any time your child is guided when any reasonable force is used. This includes the use of reasonable force through:

- Seclusion
- Restrictive Intervention

This may mean you hear from the school more often. It does not always mean that your child has been restrained. In many cases, it simply reflects a low-level intervention used to safely redirect or support them during a difficult moment.

What are restrictive interventions?

A restrictive intervention is any action that limits a child's movement or choices.

Examples include:

- Holding a child or young person to stop them hurting themselves or someone else
- Preventing a child or young person from leaving a room when it would be unsafe for them to do so

Restrictive interventions are only used as a last resort, only used to keep people safe, and never used as a punishment.

Our school will always endeavour to prevent situations reaching this point by supporting children and young people early and using calm, caring strategies of the Norfolk Steps approach to help them regulate their emotions.

Preventing the Need for Restrictive Interventions

Many situations are managed without any physical contact. Staff are trained to:

- Recognise when a child is becoming anxious or overwhelmed
- Use calming strategies, distraction, reassurance, and time to talk
- Adapt routines and environments to reduce stress
- Work closely with families to understand what support helps each child

There should always be a strong focus on early support and de-escalation.

When Might Reasonable Force Be Used?

Reasonable force may only be used if it is necessary to:

- Prevent a child or young person from hurting themselves
- Prevent a child or young person from hurting someone else
- Prevent serious damage that could cause harm
- Prevent disorder among children and young people at the school, whether during a teaching session or otherwise

If reasonable force is ever needed:

- The least amount of force is used
- It lasts only as long as necessary
- It stops as soon as it safe to do so

What Is Seclusion?

Seclusion means preventing a child or young person from leaving a space. This might include blocking a doorway to stop a child or young person running into danger, or to prevent harm to themselves or others.

Seclusion:

- Is only used to keep a child or young person safe
- Is never used as a punishment or threat

- Always involves continuous adult supervision
- Is time limited and carefully recorded

What Does Not Count as Restrictive Intervention?

Every day, caring physical contact is **not** considered restrictive when it is appropriate and welcome. This includes:

- Giving first aid
- Holding hands or guiding children
- Helping a child or young person move to a quiet space they have chosen
- Comforting a distressed child or young person
- Congratulating a child or young person (for example, a handshake or pat on the back)

Children and Young People with Special Educational Needs or Disabilities (SEND)

Children and Young People with SEND may need additional support. Restrictive interventions are considered carefully alongside:

- Individual support plans
- Education, Health and Care Plans (EHCPs)
- Risk assessments
- Advice from specialists

The aim is always to understand the underlying needs behind a child or young person's behaviour and provide the right support.

Recording and Monitoring Incidents

If a significant restrictive intervention is used, our school will:

- Record the incident on the same day using the school's behaviour recording system
- Include what happened, why it was necessary, and what support was offered
- Review the incident to help prevent it happening again

All incidents should be reviewed by senior leaders to ensure practice is safe, appropriate, and focused on improvement.

Informing Parents and Carers

If your child is involved in a significant incident, the school must inform you as soon as possible.

You will be told:

- When and where the incident happened
- Why the intervention was necessary
- What type of intervention was used
- Whether your child was hurt or needed medical attention

Working in Partnership with Families

If you have questions about this information, concerns about your child, or ideas about what helps your child when they are upset, please contact the school in the usual way.

In Summary

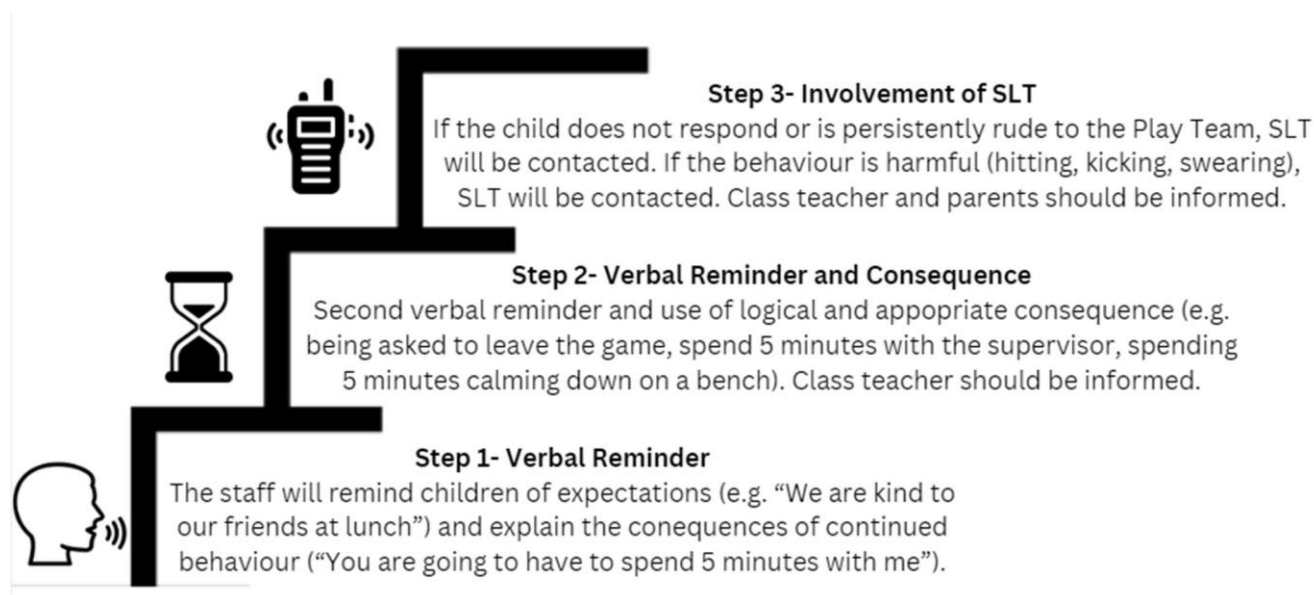
- Restrictive interventions are rare and only used to keep children safe
- They are never used as punishment
- Schools should focus on prevention, care, and understanding
- Parents are informed and involved

Roles and Responsibilities

Lunchtime

At lunchtime, supervision is carried out by Learning Support Assistants and Sports Coaches. They can refer to the Headteacher or Pastoral Team if necessary. All adults on duty are expected to manage children's behaviour. Usually this consists of reminding children of the standard of behaviour expected. They may report back to class teachers briefly at the end of lunchtime.

Staff will use the following system:



Extra-Curricular Clubs

At Swaffham Meadow Primary School, we offer a range of extra-curricular clubs to all children. Clubs are run by school staff or visiting professionals such as ICS Sports Coaches. Children attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club. Any pupil who is disruptive, impolite or not able to follow the instructions given by the adult in charge, may receive a warning or forfeit their place in the club.

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher maintains ultimate lead. Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by children. Critical times are at the beginning and end of the school day, break times and transitions between lessons/to and from assembly. Senior managers regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes, as well as informing them

immediately if we have any concerns about their child's welfare or behaviour. Where children require support, staff will endeavour to share and discuss strategies so that parents can better support at home. If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If they remain concerned, they should then contact the phase leader and finally the Headteacher if they feel the matter hasn't been resolved.

Appendix A: Restorative Practice Board

Reflect and Reset

What happened?



How were you feeling?



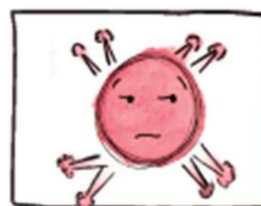
Angry



Confused



Scared

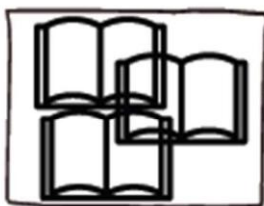


Frustrated

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad



I have made others feel sad

What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea