



BE THE BEST THAT
YOU CAN BE

RELATIONAL BEHAVIOUR POLICY

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1. RATIONALE:

All of us need to feel safe and cared for and enjoy a sense of belonging. Schools play a vital part in developing both relationships and the sense of belonging for all children. Schools where children achieve well and enjoy their learning are those where relationships are at the centre of all they do, which in turn leads to positive behaviour management. In these schools we see staff who are able to create an atmosphere where all feel valued, where the life chances of all children are improved and where children are supported to develop the ability to form meaningful and caring relationships into their adult life. Behaviour is seen to be a communication of need and positive, healthy, mutually respectful relationships between children, staff and parents is seen to be the bedrock of how behaviour is managed and how 'high standards of behaviour' (school Golden Value) can be achieved.

This school believes that children must develop:

- self-discipline and the ability to self-regulate in order to keep themselves and others safe
- respect for others and intolerance of extremism/radicalisation of any sort
- an ability to carry out and complete tasks assigned
- a clear understanding of right and wrong
- an intolerance to bullying behaviours of any kind - This includes all forms, e.g., cyber, racist, homophobic, ableist and gender related bullying behaviour; prejudiced based abuse; abuse related to disability.

The children at Melling Primary operate within a clearly understood system of EXPECTATIONS, REWARDS and CONSEQUENCES. The emphasis is continually on the promotion and celebration of good and/or improved behaviour. The emphasis is placed on each child to choose their behaviour – if they choose to behave well, they are rewarded; if they make poor behaviour choices, they have also chosen the particular consequences which go with that choice.

It is acknowledged that some children have particular behaviour, additional needs and/or trauma issues that may need to be addressed outside of the behaviour system and with outside agency involvement. Other professionals or organisations may include:

- Behaviour support specialists – Behaviour 360 platform
- Educational Psychologist
- Families First
- Parenting 2000
- Inclusion Consultant assessment
- Jigsaw (a Behaviour Support Unit)
- Community Paediatrician
- ELSA TA

2. LEGISLATIVE ACTS RELEVANT TO THIS POLICY:

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2026](#)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- [Use of reasonable force in schools & Restrictive Practices](#)
- [Supporting pupils with medical conditions at school](#)

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

This Relational Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy (DfE -Sefton/Knowsley)
- Special Educational Needs (SEND)
- Safe school pledge
- Mental Health Strategy
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy
- Disability Discrimination Scheme.
- PSHE & RSE Programme of work

Equality duty statement: *all systems in school are designed to ensure equality of opportunity, access to all aspects of educational provision, to eliminate all forms of discrimination/harassment and to foster excellent relationships between all members of the school community regardless of specific characteristics/beliefs.*

3. GOVERNING BODY GENERAL STATEMENT:

- The governing body is extremely proud of the culture and ethos of the school. Our school value of 'high standards of education and high standards of behaviour' and our school motto: Be the best that you can be – sum up our aspirations for behaviour, conduct and attitude, for pupils and staff.
- Governors value positive relationships that exist between staff, parents and children. Governors acknowledge that positive relationships are the bedrock of how, as a school, we approach behaviour management.

- In Melling Primary we promote British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs – these values are at the root of the principles behind this positive behaviour policy and our golden values and behaviour expectations.
- Our own school values, rooted in British Values, provide children and staff with a strong ethos that encourages high standards of behaviour for all.

The governing body have a statutory duty to ensure school functions are carried out with a view to safeguarding and promoting the welfare of children. Teachers/staff have a statutory duty to deal effectively with pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction. This power also applies to all paid staff with responsibility for pupils. Teachers can use disciplinary measures with pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits and in some instances when misbehaviour occurs outside of school. The term 'discipline' applies to sanctions/strategies that are fair, proportionate and reasonable for the unwanted behaviour exhibited.

A strong Relational Behaviour Policy supports staff in managing behaviour, through both rewards and sanctions. The school has legal duties also under the Equality Act 2010 and with respect to pupils with Special Educational Needs. Corporal punishment is illegal in all circumstances.

4. PRINCIPLES THAT UNDERPIN THIS POLICY

The principles of the relational behaviour policy:

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- All children and staff should be able to flourish in a culture and atmosphere where positive, caring, compassionate relationships are at the heart of all that we do.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect – encouraging pupils to reflect on their own behaviour and how it affects others
- Adults are trauma informed and understand that behavior can be a communication of need, allowing for support systems to be established (as well as use of consequences)
- Where behaviour issues occur, they are dealt with in an *EMPATHETIC - FAIR – RESPECTFUL – PROPORTIONATE* manner
- That the overriding principle of how the policy will be implemented is for all staff to show a *CALM – CONSISTENT - COMPASSIONATE - RESPECTFUL* approach to managing behaviour – shouting should not be seen as a behaviour management strategy.
- A whole school approach to promoting positive behaviour with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.

- We will seek to give every child a sense of personal responsibility for his/her own actions and support children who may need additional help with this.
- Effective communication systems between staff, children and parents/carers
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- The understanding of all staff that behaviour can be the result of a child communicating a need that needs to be supported eg trauma – our trauma informed practice will ensure that curiosity, empathy and understanding are used to ensure support for this behaviour is in place
- Early support for developing issues
- Bad language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies, when considered appropriate
- Staff will keep abreast of current issues and initiatives – training will be accessed for trauma informed approaches to dealing with behavior and restrictive practices.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Corporate approach but with due regard for individual circumstances, especially where there is trauma, SEND additional needs and extenuating circumstances

5. THE MELLING APPROACH TO RELATIONAL PRACTICE – THE BEDROCK OF OUR BEHAVIOUR MANAGEMENT

Referenced to:

Jane Pepper Trauma Informed Practice

Mental Health and Behaviour in Schools DfE 2018

Improving Behaviour in Schools EEF 2019

When the adults change – everything changes – Paul Dix

Behaviour 360 (Beacon)

Building relationships:

“Positive school relationships can make a significant difference on many levels, in many areas and to all stakeholders. It therefore makes sense for all schools to focus on the development of relational quality school-wide, for both educational excellence and authentic well-being.”

Sue Roffey Developing Positive Relationships in Schools. University of Exeter.

“I have come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised.”

In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life. For many children the development of these relationships will need to be explicit, meaningful and very clearly perceived. Children who are showing signs of insecure attachments and a lack of well-being need a significant adult or small team of adults in school who can provide them with a secure relationship within which they feel a sense of safety, trust, belonging and being listened to. Through this relationship the child will also develop their ability to regulate their feelings and behaviour, develop their understanding of social situations and develop healthy and positive feelings about themselves and their abilities. Building these relationships, supporting inclusion and establishing strong and caring boundaries are integral to making this happen.

In Melling our professional relationships with children aim to provide the following for all children. We aim to:

Protection

- Be predictable, reliable and trustworthy
- Be able to provide safety clues (through voice and movement)
- Be able to contain our own emotions
- Be able to provide structure and boundaries
- Know our children well so that we can anticipate things that could be seen as a threat or danger to a particular child

Connection

- Be physically and emotionally available
- Be responsive, expressive and interactive
- Be playful in interactions – smile and laugh together
- Be interested in our children, get to know them, know their interests, hobbies, likes, dislikes
- Be able to support their wider connections: Support the development of skills needed for positive relationships such as valuing one another, acknowledgement, encouragement, listening, sharing ideas, acceptance, tolerance and compassion.

Understanding

- Be curious about feelings, thoughts and behaviours
- Be able to accept, feelings and experiences of all children
- Be able to express empathy
- Be able to help children recognise and process feelings

Care

- Be caring and compassionate in interactions – in tone of voice, in body language and facial expression
- Be able to demonstrate in a professional way that children are liked, valued and important
- Be able to show care in a variety of ways eg notice when something is different, notice a change in demeanour, ask about their welfare if absent
- Be able to sooth and comfort in a professional manner when a child is showing signs of distress or dysregulation.

Protection, Connection, Understanding and Care. These are the cornerstones of our relationships. They should be a part of all interactions at all times with children as a universal approach at a whole school, classroom and individual level.

Supporting Inclusion:

When considering relational practice and behaviour management, the following aspects of research are taken into consideration:

- Children with SEN are more likely to be excluded, both for a fixed period and permanently, than those who do not have SEN.
- There is evidence to suggest that behavioural, emotional and social difficulties and resulting school exclusions are associated with both literacy difficulties and language impairment.
- Research has also shown that children with attachment difficulties or those who have experienced trauma in addition to having social and emotional needs are also more likely to have difficulties with executive functioning.
- Children from some ethnic groups are excluded at a higher rate than others, including Irish and Black Caribbean children, Gypsy and Roma children and travellers of Irish heritage.
- The latest statistics show that children eligible for free school meals, an indicator used for economic disadvantage, are around four times more likely to be excluded permanently or for a fixed period than children who are not eligible for free school meals.
- There are also notable trends in the exclusion of children who have received support from social care who overall are more likely to receive both fixed term and permanent exclusions than other children.

Relational practice to ensure behaviour needs are met, with regards to supporting inclusion will be reflected in the following:

- We assess literacy, language, communication and interaction needs and any other learning needs, alongside a child's relational needs
- We recognise that vulnerable children need additional support to enable them to access the learning and social environment. The aim of any intervention will be to: support any learning gaps; support relational development – emotional, social, positive interactions skills and will support children in finding ways to self-regulate.
- We will provide practical support to ensure that their difficulties do not block access to the curriculum and opportunities to develop these skills.
- We recognise that children benefit from opportunities to develop peer relationships and be socially included opportunities across the curriculum and playtimes will be planned for this.
- The use of the strategy: SOMEONE – SOMEWHERE – SOMETHING encourages children to recognise signs when they are becoming dysregulated and have something (an activity that they have chosen that calms them) – SOMEONE (a chosen key adult) – SOMEWHERE (a special place in school that they have chosen as being a calming space for them). When needed, a strong advocate, who understands the needs of the child and who is able to represent their views, ask questions and provide challenge can significantly affect outcomes for the child. We recognise that children will need this key, emotionally available adult, will be someone they feel they can relate to best of all.

Setting Boundaries:

We recognise that children benefit from a clarity around boundaries and expectations. Agreements about behaviour should be meaningful, clearly communicated and regularly discussed. Adults in school should provide clear modelling, guidance and instruction as to how to behave.

Children also need to be able to trust that when agreements are broken there are processes in place to repair harm, ensure that those harmed feel safe and able to learn and support those who have broken agreements to ensure that there are not ongoing difficulties.

6. MELLING'S BEHAVIOUR CODE OF CONDUCT

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning and others

- Mild aggression – physical or verbal towards other children
- Use of disrespectful language against others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical / verbal attack on staff or other children
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

Our code of conduct is based on the fundamental rights of every child...reference to our principles behind this policy:

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- All children and staff should be able to flourish in a culture and atmosphere where positive, caring, compassionate relationships are at the heart of all that we do.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.

Expectations

BE READY

BE RESPECTFUL

BE SAFE

BE KIND

BE THE BEST THAT YOU CAN BE

These expectations run through all learning and social experiences and is at the root of our school's values (see below) There is an emphasis of staff identifying and celebrating when these expectations are evident.

In every class these expectations will be regularly discussed and specific time will be given at the start of each term to explore how these expectations are lived out in different aspects of the school day: learning time, playtimes, lunchtimes, before/after school, trips, transitions, assemblies.

Name in Lights:

READY – RESPECT – KIND - SAFE display in class (fairy lights around the chart) children will write names on board when teacher recognises wanted behaviour in this way we are reinforcing the good behaviour and acknowledging the children who always behave. A raffle takes place in the weekly cups assembly to choose one child from each class who has had their name in lights.



Golden Values identify specific behaviours that we expect all staff and pupils to highlight and promote:

- **High standards of learning**
- **High standards of behaviour**
- **Can do not can't do**
- **Giving is more important than receiving**
- **Melling Manners**
- **Friendship, care and kindness**

These golden values are revisited and discussed with children so that children understand how these values are lived out. Staff will acknowledge and celebrate when these values are being demonstrated. Children build

up gold stars for each of these values and will receive a badge for their Be the Best cap when they reach 10 gold stars.

Rewards

Good and improved behaviour need to be recognised, reinforced and praised. In this school many different rewards are used to motivate children to demonstrate good work and behaviour.

Intrinsic – using feedback and praise effectively:

Verbal praise; non-verbal praise eg thumbs up; fist bump; high five; ok sign; pat on the back etc. When relations between staff and children are based on the principles set out above in good relational practice, intrinsic rewards mean a great deal to children. We want to promote a sense of self-pride – not a sense that if I do something good/well, I will get a treat.

Feedback has an important role in learning and development and it is important to support children to reflect on their behaviour in a way which will best support learning. Encouragement, positive feedback and genuine personal praise are important features of feedback. Expectations of behaviour will be named if feedback is about behaviour eg 'I could see you were ready for learning then because...' Research on what makes feedback effective when considering learning is helpful to consider when thinking about feedback for behaviour. There is extensive research which suggests that the most effective feedback is:

- Specific – "You stayed really focused today even when it got tricky" rather than "You were great today". This leads to greater understanding of exactly what they should be doing.
- Activity involving rather than ego involving – "It was kind and thoughtful of you to let others go first" rather than "You are kind". This leads to a belief that things are not fixed, everyone can behave well on some days and make mistakes on others. What you do makes the difference.
- Individual and does not allow comparisons between children - a quiet word giving feedback or a golden text home rather than a public announcement. This leads to children being reflective about their own behaviour without being influenced by the response of other children or the need to protect their ego.
- Identifies clear next steps. "You need to wait to take your turn when talking in a group" rather than "You need to be better next time". This supports children to understand expectations and focus on their actions.

Extrinsic

Gold star cards linked to the schools golden values:

- *High standards of behaviour
- *High standards of learning
- *Melling Manners
- *Giving is more important than receiving
- *Can do not can't do
- *Friendship, care and kindness

Children are awarded gold stars when their behaviour consistently reflects one of the golden values. When they have achieved 10 gold stars on one of the values they receive a metal pin badge for their school cap. A Caps Assembly takes place once each half term when all children wear their caps and badges are awarded.

Learner profile stickers

Specially designed stickers will be used to acknowledge effort in one of the key characteristics of learning. These behaviours are displayed in every class – each week one is chosen for particular focus – the use of name in lights is used when this learning behaviour is spotted.

ROAR: Every week each class nominates a child to receive Roar (a soft toy Lion) to take home – they are chosen for showing resilience and a can do attitude.

Class rewards: mascots, certificates, class reward systems

These are issued as decided by individual class teachers on a daily/weekly basis. They include reward teddies and certificates, selection from a 'treat tin' (not sweets), and responsibility rewards (e.g special class jobs for children who display excellent behaviour).

House points – linked to 'Name in Lights' board

Each child is placed within one of four teams (Bootle, Halsall, Molyneux, Tatlock). Children earn house points for following the 5 expectations in the code of conduct etc. These encourage the idea of collective effort and responsibility. The winning team across the school gains a weekly cup; the termly and annual winning team receives a special reward at the end of the term/ school year.

Courtesy, Cullen, Apter, Gem of a Reader, Sports Champion Cups

To encourage children to display good manners, consideration and courtesy, the Courtesy Cup (manners and courtesy), Cullen cup (awarded for effort with presentation and handwriting) and the Apter Cup (for Friendship and kindness to others) are awarded on a weekly basis. Any member of staff (teaching and non-teaching) can nominate a child to receive the cup. The cups are awarded during Friday assembly; winning children also receive an individual medal which they can keep, the cup remains in their classroom for a week. Parents are always invited to watch their child receive the cups.

Head teacher Stickers and Golden Text

Children can be sent directly to the Headteacher to share an exceptional piece of work/progress/behaviour/community spirit/service to others etc. They will receive a Head teacher Sticker to take home that evening. The child will receive a golden ticket prize and a 'golden' text will sent home that day in order that parents are able to celebrate their achievement too on the day it was awarded.

Termly behaviour raffle

Behaviour of all children is monitored throughout each term. At the end of the term those children who have consistently shown positive behaviour throughout the term are entered into a raffle.

7. DEALING WITH BEHAVIOUR ISSUES

Level 1 Low level disruption - No shouting stepped/scripted approach

- i) Praise and acknowledgement of wanted behaviour VERBAL AND NON VERBAL (see above)
- ii) Non-verbal **CHECK 1** eg gesture related to the desired behaviour 1 finger – signal for desired behaviour eg 4 fingers pointing down shows child to put four legs of chair down (other behaviour signals for: talking; turning around; getting on with work; out of place)
- iii) Non verbal **CHECK 2** – 2 fingers to show to the child that is the 2nd time of telling
- iv) **CHECK 3** Drive-by one to one – I have noticed that (state facts) I wonder why that is - quiet word in

- ear (are you ready, respectful, safe questions...encouragement to get back on track)
- v) **Check 4** Behaviour noted for purposes of reflection (start of play or start of lunch) – talk with teacher about unwanted behaviour: I noticed...we tried...I wonder why...ready respect safe...how did that affect others and yourself...how might you...how can we help you... if teacher can't do it sent to Head/Assistant Head office/classroom allocated
 - vi) If this type of behaviour is regular and frequent during a week – the Headteacher and child's parents/carers will be informed. Check ins will take place by a member of SLT in following days.

Level 2: Behaviour when support and/or sanctions might be necessary

Some behaviour may require an immediate support, consequence and reflection: Level 2 Behaviour – Being overtly disrespectful (answering back to an adult, insolence, defiance, refusal to follow instructions), swearing, deliberately hurting another pupil, inappropriate comments/name calling/gestures that could be considered as sexualised behaviour towards another pupil/adult

Prevention – knowing our children – helping them to maintain a feeling of calm

In Melling we know our children well and our first intention would be to ensure that the classroom culture and any adaptations needed for children who may struggle with meeting expectations of behaviour are already in place. The following are examples of strategies that may be used as part of the classroom toolkit of ensuring all children are supported to meet expectations of behaviour:

- Seating plan with pupil in mind (avoid unwise combinations)
- Visual: Low sensory workstation – remove visual clutter/noise, natural lighting if possible (privacy screen?)
- Auditory: away from noise if sensitive to noise (ear defenders when working) use of symbols for common classroom instructions to reinforce spoken instructions
- Taste: chew/bite bar
- Feel: blu-tac; bands around bottom of chair, wobble cushion; wall push time
- My Happy Mind – Happy Breathing reminders (mindful walking, mindful sitting, body scans)
- Secure routines and predictability
- Use of visuals – for timetable of the day, for emotions, to express need
- Feelings check-in during the course of a lesson
- Someone – something – somewhere
- Safe place in class eg relaxation zone/reading area
- Exit strategy (regulation station (fidgets, colouring in, ear defenders, journal writing for emotions, fluency practice eg Hit the Button – Maths), go for a walk, go on a message, work at the quiet table, work outside class, work with a chosen adult/class
- Regular sensory/brain breaks (this could benefit the whole class as well as individuals)
- Sensory circuit – sessions during the day or when needed
- When...then (avoids the use of the word 'No' eg When you have finished the first 3 questions, then you can go on the ipad)
- Regular emotions work: visuals of emotions, colour emotions, social stories
- CALM emotion coaching 1:1: **connect** (recognising and naming emotion...sounds like...empathise), **affirm** limit (it's ok to feel angry, and we know in this school we don't...) **make a plan** (how can we change this next time)

Responding and Calming

Unhelpful, harming or challenging behaviour is usually the result of strong emotions. When we notice that a child is overstepping a boundary we are mindful that we continue to present with a warm, friendly and open manner. This can be difficult if we ourselves are irritated or frustrated. If we approach the child with cold or

cross tones we run the risk of pushing them into higher levels of stress which will trigger their defence response. It is helpful to think about how our faces, voices and body language continue to provide a sense of safety and warmth to the child. It is possible to be firm without being cross and such an approach is more likely to get the child back on track. Using a storytelling tone of voice, an attuning facial expression and coming alongside them, mirroring their body language will help to keep a sense of calm and safety. We recognise that going 'head to head' with a child in a dysregulated, high emotional state can lead to further difficulties and heightened dysregulation.

Keeping Things Calm : SEA

SEA is a helpful acronym for adults to have in mind for responding to students to help them to remain calm, feel understood/listened to and refocused on what they should be doing.

S – Safety cues – think face, tone of voice, body language.

E – Empathy – be curious and understanding. Respond empathically.

A – Agreements – remind or re-set.

When behaviour reflects strong emotions, stress, crisis = dysregulation

Once a child is dysregulated (mobilisation or immobilisation) their social engagement system has shut down and attempts at social interaction will be met with a defence response. It is therefore important that at this time social demand is reduced. We endeavour to de-escalate by:

- remaining present and provide the child with attunement and safety cues through expression, movement, and tone.
- reducing language demand and should not ask questions or give lots of choices.
- giving directions that are clear and not overly wordy.
- use routines
- soothe

If a child is in crisis and other children are being affected, if the child can be removed from class then this should be done. However, if the child refuses to leave the classroom, then the rest of the children should be removed from the situation for learning to continue to prevent other children being harmed or distressed.

Use of PACE principles (connection before correction)

It is recognised that in these incidents, support rather than challenge may be the right approach to take:

Playfulness: lightness, warmth, sense of safety, tackle from the side not head on, we are saying the situation is safe, we need to be approachable

Acceptance: showing we can handle feelings without judgement...I can see you're really upset. Opening the door to a productive conversation

Curiosity: helps us to stay out of reaction mode – I wonder what has happened to lead to this.

Empathy: meeting the child emotionally where they are...sit alongside them in the feeling 'That must have been hard for you...' This is about connecting not resolving.

Empathy: the concept that we understand a child's emotional state and that we can support them in this state of emotional dysregulation.

Connection before correction is important, however we will support children who have reached this level of dysregulation to accept consequences/sanctions that are appropriate and relevant to the situation. It is important to note that such consequences can only be implemented once dysregulation has stopped. For example:

-A child whose dysregulation has led to them hurting another child, will miss some of their playtime in order to

reflect on the impact of what they did and also to provide that child with a feeling of safety and security that such incidents will be dealt with.

-If a child has refused to do their work, due to dysregulation, they will need to complete this work at another time eg in a playtime or taken home

Consequences & Sanctions

We believe it is very important that children have a clear understanding about what constitutes acceptable and unacceptable behaviour – only then can they make informed choices about how to behave. This policy sets out levels of unacceptable behaviour along with the consequences that may accompany them. This ensures that the whole school community is fully aware of the consequences of making poor behaviour choices and ensures that our approach to support and discipline is fair and consistent. A degree of flexibility will be built in to the system for children with additional needs and/or vulnerability that may lead to negative behaviour choices.

The class teacher/Headteacher will inform parents of any deterioration of behaviour, to avoid escalation of situations. The head teacher will contact parents regarding specific incidents as deemed appropriate.

Reflection time: Repairing and restoring

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.” Daniel Siegel and Tina Payne Bryson - The Whole-Brain Child. (2012)

In Melling reflection time is used after an incident has occurred and will form part of the consequence/sanction to ensure that quality behaviour coaching can take place. This takes the form of structured reflection, a restorative conversation between the appropriate adult and child, it can also take place in an adult-supported conversation between child and child.

Reflective and restorative framework

Restorative approaches are important in Melling because they encourage a culture that focuses on building and maintaining positive relationships, as well as repairing harm when conflicts arise (between child and child; between staff and child).

Restorative approaches can support children and young people to:

- Feel heard and understood whilst avoiding criticism or blame
- Understand the impact of their behaviours whilst separating their behaviours from who they are as an individual
- Find ways to repair harm and restore relationships
- Learn new ways to regulate their emotions
- Develop empathy and understanding of others' perspectives
- Develop intrinsic motivation and connect their feelings and thoughts with their behaviours.

Restorative conversations use key questions to support a child or young person to reflect and repair harm.

- What happened? This is a chance for the child or young person to feel understood and heard.
- How were you feeling? This helps to raise self-awareness and lets the child or young person know that it is okay to have uncomfortable feelings.
- What were you thinking? This question helps the child or young person to express their perspective.

- Who has been impacted? How do you think they might be feeling? This question focuses on impact, not blame and helps to develop empathy towards others.
- How can we make things better? This question promotes responsibility for behaviours.
- What will you do differently next time? What would help you? This supports the child or young person to identify strategies to help them behave in more positive ways

The CPOMs secure recording system is used to record reflections and behaviour incidents of a more significant nature. When recording on CPOMs, staff are able to identify the type of behaviour, this enables tracking of specific behaviour.

Removal from classrooms – internal exclusion

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal from the classroom is considered to be a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability and a climate conducive to learning following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

The Headteacher/Assistant Headteacher will:

- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with
- e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

8. REASONABLE FORCE & RESTRICTIVE PRACTICES (DFE RESTRICTIVE INTERVENTIONS, INCLUDING USE OF REASONABLE FORCE APRIL 2026)

What is reasonable force: Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or

Otherwise

All staff have accessed training (TEACH+) on such practices and strategies used in order to avoid the use of reasonable force – so that this is seen as the last resort.

Determining when use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

- Is it necessary?
- Is it proportionate?
- Has the child's welfare and safety been considered?

Incidents requiring use of reasonable force will be recorded and parents/carers will be informed.

9. POWER TO SEARCH WITHOUT CONSENT

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Head teacher or Assistant Head teacher, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

10. CONFISCATION OF ITEMS

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the head teacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

11. WHEN BEHAVIOUR MAY BE LINKED TO SEND, TRAUMA, VULNERABILITY

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND or other additional need. Decisions on whether a pupil's SEND/vulnerability had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account 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 pupils 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 co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND, vulnerability, trauma

When considering a behavioural sanction for a pupil with additional needs, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time because of their additional needs
- The pupil was likely to be dysregulated because of their additional need

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

It is recognised that for some children who are evidencing dysregulation, that sanctions and consequences may not be appropriate until later on that day or the next day.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) 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 that child. 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

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.

Behaviour Support Plans & positive handling plans

In Melling we have a graduated approach to SEND and this is resourced and supported by Sefton's own provision map and graduated approach for SEMH. It may be identified that a child requires more support than the universal offer to have their behaviour needs met. A meeting will take place between class teacher, a

member of SLT, the pupil and parent/carer). A Relational support plan will be agreed (see appendix) – this will be reviewed on a regular basis. On occasions due to significant behaviour dysregulation that may lead to self harm or harm to others (peers and staff) a positive handling plan will be drawn up.

12. THE BEHAVIOUR CURRICULUM (see appendix)

PSHE and Circle Time

An important part of our approach to developing children's awareness of appropriate behaviour is the use of curriculum sessions in PSHE and circle time. These opportunities provide a structured approach to discussing feelings, relationships, what being part of a community means and offers suggestions/ advice when learning how to deal with problem situations that may arise. During these sessions a range of strategies will be used to help children develop the skills to deal with difficult situations.

Our PSHE curriculum is taught using our outstanding My Happy Mind Programme (NHS backed) which has the following themes

My Happy Mind:

1. My Amazing Brain
2. Celebrate
3. Gratitude
4. Relate
5. Engage

Explicit routines for all children in all classes (see classroom toolkit):

Behaviour protocols and expectations of behaviour are based on Be Safe Be Ready Be Respectful and Be Kind. The behaviour curriculum is specific and also hidden with the intention of staff being relentless in reinforcing and promoting how those expectations look like across the school day:

Learning time

Stop signals

Arriving and leaving school

Playtimes and relaxation time

Lunchtime

Moving around school

Transitions

Use of school facilities and resources

Pupil to pupil support

In this school we have the following systems of pupil to pupil support:

- Buddies – all Year 6 children are paired with a Reception child, to offer support and social guidance.
- Restorative practice between children

13. PARTNERSHIP WITH PARENTS

Close partnership with parents over every aspect of the children's education is crucial, but it is particularly important with regards to behaviour. In this school, we keep parents informed of any concerns regarding their

child's behaviour, as early intervention will often stop poor behaviour before it becomes problematic. When necessary, we work closely with parents to develop strategies to support children who are presenting challenging behaviour in school and we liaise with appropriate outside agencies/experts should further support be necessary. It is essential that children see school and home working together to support them in improving their behaviour.

In return parents must:

- sign, return and support all aspects of the home-school agreement
- allow the children to see clear boundaries of acceptable behaviour within the home
- share concerns about the children's welfare and behaviour with the class teacher as early as possible
- share information, in confidence, with members of staff with regard to changes in the home or family circumstances that may affect the child's learning, concentration or behaviour.
- take an active interest in the child's work and achievements, especially with regard to basic skills practice (reading, tables etc.) and homework completion
- Never use social media to discuss behaviour issues and the school's approach for their own or other children.
- Work with school on a behaviour support plan where deemed necessary

14. WHEN SUPPORT IS IN PLACE BUT BEHAVIOUR IS A CAUSE FOR CONCERN

For some children, their behaviour can become a cause of concern, even when all support is in place. Parents will be informed as soon as this happens and will be asked to actively support the strategies put in place to enable their child to improve their behaviour. In the vast majority of cases the intervention may be sufficient to get a child back on track. However, there may be instances when a child's behaviour does not improve sufficiently:

- additional support may be deemed appropriate from one of our partner agencies
- in some instances a fixed term exclusion of ½ day or more days may be deemed appropriate (see exclusion below)
- in extreme circumstances permanent exclusion may be the only option

15. SUSPENSION AND PERMANENT EXCLUSION FROM MAINTAINED SCHOOLS, ACADEMIES AND PUPIL REFERRAL UNITS IN ENGLAND, INCLUDING PUPIL MOVEMENT (JULY 2026)

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. Where approaches to behaviour management have been exhausted, then suspension may sometimes be necessary, with permanent exclusion only to be used as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

Suspension

-A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

-A pupil may be suspended for one or more fixed periods¹⁷ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

-A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

-It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons should always be recorded as a suspension.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Off-site direction

Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. A governing board is responsible for arranging off-site direction under the law. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests.

Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings⁴⁰ must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

16. SPECIFIC BEHAVIOUR ISSUES

Safeguarding children

Where a behaviour suggests a child may be subject to, or likely to be subject to the threat of significant harm, the school will follow its Safeguarding Policy.

Child on child abuse

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

All staff understand that even if there are no reports of this it does not mean it is not happening, it may be the case that it is just not being reported.

In Melling the staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” 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.

Child-on-child abuse is most likely to include, but may not be limited to:

- * bullying behaviours (including cyberbullying, prejudice-based and discriminatory bullying)
- * physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- * verbal abuse and name calling
- * sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

17. BEHAVIOUR OUTSIDE OF SCHOOL

The school has been given the legal power to sanction children for unacceptable conduct outside of school. In this school, for non-criminal bad behaviour that is witnessed/reported, the school may apply sanctions when the incident:

- occurred when travelling to or from school
- could upset the smooth daily running of the school
- involved the pupil wearing the school uniform
- poses a threat to another pupil/person
- could adversely affect the reputation of the school
- social media/gaming/internet

18. MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF:

In line with DfE guidelines, pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). Counselling or pastoral support maybe required in some circumstances for the pupil concerned. If an allegation is determined to be unfounded or malicious, the

local authority designated officer (LADO) will be informed and the matter may be referred to local the authority children's social care services.

Staff maliciously accused will be supported through the school's health and well being pastoral system.

19. THE ROLE OF THE GOVERNING BODY:

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

In Melling the Governing Body will support the principles and actions referenced in the Relational Behaviour Policy and support the Head teacher and staff in implementing and reviewing the policy.

The Governing Body monitor the policy in a variety of ways:

- i) In half termly Full Governing Body meetings, the Head teacher presents a report on the most recent behaviour log analysis;
- ii) When Governors carry out a school visit, the recording form always requires a comment to be made about behaviour and conduct observed;
- iii) Governors attend reward assemblies as often as possible to ensure the message about high standards of behaviour are conveyed to pupils and staff.
- iv) Governor reward letters at the end of the year

Associated resources for Governing Bodies:

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

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Behaviour Levels

Level 1 Behaviour – Consequences of Breaking Class/School EXPECTATIONS/low level disruption –Each day

See SCRIPT AND STEPPED APPROACH

1. Non-verbal check 1
2. Non verbal check 2
3. Check 3 – Drive-by (I have noticed that...is there a problem I can help you with...are you safe, respectful, ready)
4. Check 4 – record child's name in relevant column (ready – respect – safe) in order to reflect on their behaviour at playtime/lunchtime (reflection with teacher)
5. If the behaviour was deemed to be more serious (other than low level disruption a reflection with the Head/Assistant Head will be implemented – Parents will be informed of this level of reflection

Level 2 Behaviour – Being overtly disrespectful (answering back to an adult, insolence, defiance, refusal to follow instructions), swearing, deliberately hurting another pupil, inappropriate comments/name calling/gestures that could be considered as sexual harassment

Consequences

Time out/removal may be needed in another classroom/separate table in class

Instant break-time reflection with class teacher/Head/Assistant Head – Parent informed

If this continues to be the case a behaviour report card/support plan may be implemented

Level 3 Behaviour – (this is not an exhaustive list)

Verbal/Physical aggression to others (pupils or staff) / Acts of Vandalism / Bringing into school prohibited items: substances, weapons (or objects that could be used as a weapon), stolen goods /Repeatedly breaking Level 2 behaviour; problematic sexual harassment of other children eg upskirting, touching, directly sexual comments/sexualised behaviour to others

Consequences - Dependent on severity – consider appropriateness of Level 2 or Level 1 response, then:

Immediate removal from class/playground to Headteacher/DHT

Instant reflection Parents Contacted

Supervised Isolation from the class

Removal of privileges (including representing the school in out of school events)

Creation of an Individual Behaviour Plan with accompanying behaviour observation card

Possible Suspension

Possible Permanent Exclusion