Behaviour Policy

Audience	Classroom based staff Visiting teachers and student teachers Volunteers Lunchtime Supervisors Greswold Greyhound Childcare staff Walking Bus staff Parents Governors
Co-ordinated by	K Scott
Date written / reviewed	July 2025
Date of next review	July 2026
To be reviewed by	K Scott (annual)
Associated Governing Body Committee	Inclusion

School Vision Statement

To provide an inclusive learning community where every child really does matter

Aims and Expectations

Our school aims to embed the principles of BRICKS:

- Belonging
- Respect
- Independence
- Curiosity
- Kindness
- Success

It is the aim of Greswold School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Positive behaviour is based on respect for the individual, a balance of rights and responsibilities together with fostering a sense of community.

Greswold has a number of school expectations, but the primary aim of the Behaviour Policy is a means of promoting good relationships, so that every member of the school community can work together with the common purpose of enabling everyone to learn: it is not just a system to enforce rules This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Behaviour Policy

Our vision is to create and inclusive environment where every child matters.

School aims

- To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;
- To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline;
- To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;
- To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;
- To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;
- To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.

We have high expectations of pupils' conduct and behaviour which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.

This Policy must be read in conjunction with our Written Statement of Behaviour Principles.

What We Do to Create and Maintain High Standards of Behaviour

We acknowledge good behaviour and clearly communicate our expectations and values across all aspects of school life and the school day, including lunchtimes, walking bus and Greyhounds Childcare. All pupils, including those with SEND, will benefit from calm environments.

Examples of how we encourage good behaviour:

- All members of the school community are seen as positive role models
- Staff work together to ensure consistency of approach
- Positive application of our BRICKS values of Belonging, Respect, Independence, Curiosity, Kindness and Success
- Visual reminders of our values and behaviour
- Clear expectations outlined in class charters, phrased positively, devised by each class
- Promotion of British values and tools such as Skills Builder
- Actively encourage a Growth Mindset
- Positive attitude that celebrates good behaviour through affirming language
- Designated and planned class time to discuss and explore issues related to behaviour
- Encouragement of self-regulation in all pupils - that is taking responsibility for their own actions and understanding and respecting others
- Communication through Zones of Regulation in KS1 and KS2
- A curriculum designed to motivate and engage each child
- Learning areas organised strategically in order to facilitate independent working
- Pupils involved in decision making by holding regular class and school council meetings
- Consistent application of lunchtime charters designed by children for children
- Understanding that all behaviour is communication
- Pro-active approach to change in routines
- Defining a behaviour curriculum for the school (see Appendix 1)
- Use of Jigsaw scheme of work for PSD
- Transition days in July and Induction Week in September
- Encourage children to take responsibility and accountability for their choices

How do we respond to good behaviour

The use of praise, positive recognition and rewards reinforces our culture and ethos. Our whole school approach meets the needs of all pupils, including pupils with SEND, so that everyone belongs.

Examples of rewards to motivate and celebrate good behaviour:

- A smile
- Non-verbal acknowledgements or encouragement
- Positive verbal feedback
- Instant praise
- Acknowledgements of good behaviour for groups/classes as well as individuals
- Children receive stickers for learning and/or good learning behaviour and/or good behaviour
- Wow walls or proud clouds or similar in classrooms to celebrate success
- House points (See below)
- Class points. Groups and whole classes can earn points which are counted towards a class total (100 in FKS/KS1 and 50 in KS2). These can be given by any member of staff; the children of the class can then agree a suitable class reward with their teacher;
- Weekly Star Pupil certificates (celebrating BRICKS, Jigsaw, Growth Mindset and Skills Builder)
- Children can bring their external awards in to their class assemblies: celebrating their own success
- Children can be sent to subject leaders and/or the Deputy Head in order to be praised for specific behaviours for learning;
- Children can also see the Headteacher or relevant member of staff
- In Nursery, children who demonstrate BRICKS or good behaviour are chosen to put a little monster in a jar (a woo hoo moment). If the jar is full by Friday they earn a mini class reward.
- Each week Reception has a Well Done assembly, based on children's personal achievements which parents are invited to attend.
- Reported in Latest News on the website
- Specific to each class, staff may have a personal, varied reward system e.g.: names drawn for rewards, sticker charts etc;
- Half termly HeadTEAcher event
- Selection for positions of responsibility such as Year 6 tour guides on Open Morning

Sticker charts for Foundation Key Stage and Key Stage 1

Number of stickers	Badge
1st sticker chart	Bronze badge awarded by Headteacher & recorded on roll of honour
2nd sticker chart	Silver badge awarded by Headteacher & recorded on roll of honour
3rd sticker chart	Gold badge awarded by Headteacher & recorded on roll of honour

House points for Key Stage 2

Children receive house points in Key Stage 2. As well as responding to good behaviour, house points can be given for effort, attitude and learning (work). House points are accrued and once set targets are reached, a bronze, silver or gold badge is awarded by the Headteacher or a member of senior leadership team.
Each half term a house point assembly for Key Stage 1 and 2 takes place where children can receive HP certificates for the highest number of house points for a boy and a girl.

Number of House points	Badge
100	Bronze badge awarded by Headteacher & recorded on roll of honour
+150 (250 in total)	Silver badge awarded by Headteacher & recorded on roll of honour
+200 (450 in total)	Gold badge awarded by Headteacher & recorded on roll of honour

If a gold badge is achieved before the end of the year, children can continue to collect house points and can choose something from the School Prize Collection for every subsequent 100 house points.

How do we respond to misbehaviour

School staff will respond predictably, promptly and assertively in accordance with the policy. The first priority is always to ensure the safety of pupils and staff and to restore a calm environment. As an inclusive school, we consider behaviour in relation to an individual child's needs, although it is accepted that it does not follow that every incident of misbehaviour will be connected to a child's individual SEND. If a pupil is identified as having SEND, a graduated approach of assess, plan, do, review will be used.

Our response to misbehaviour has three purposes: improvement, protection and deterrence.

Restorative approach (purpose of improvement)

A restorative approach is not just a behaviour management tool but supports the school's ethos and values of BRICKS. The goal is to place value on establishing, maintaining and restoring relationships (Appendix 6). Those involved have the opportunity to share with one another how they were harmed or how they will work to resolve the harm caused. The focus is on mutually respectful relationships. A restorative approach allows individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual(s) affected by the behaviour. Taking responsibility requires understanding how the behaviour affected others, acknowledging that the behaviour was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behaviour in the future. As part of this, children will engage in a reflection process, using prompts to aid their thinking and discussion.

De-escalation techniques (purpose of protection)

Staff will respond in a consistent, fair and proportionate manner so pupils know that misbehaviour will always be addressed. De-escalation techniques are used to help prevent further issues arising. Identified staff are trained in the Team Teach Approach and use pre-agreed scripts and language. Physical intervention is seen as a last resort. All members of staff are aware of the regulations regarding physical intervention by staff (please refer to Use of Physical Intervention Policy).

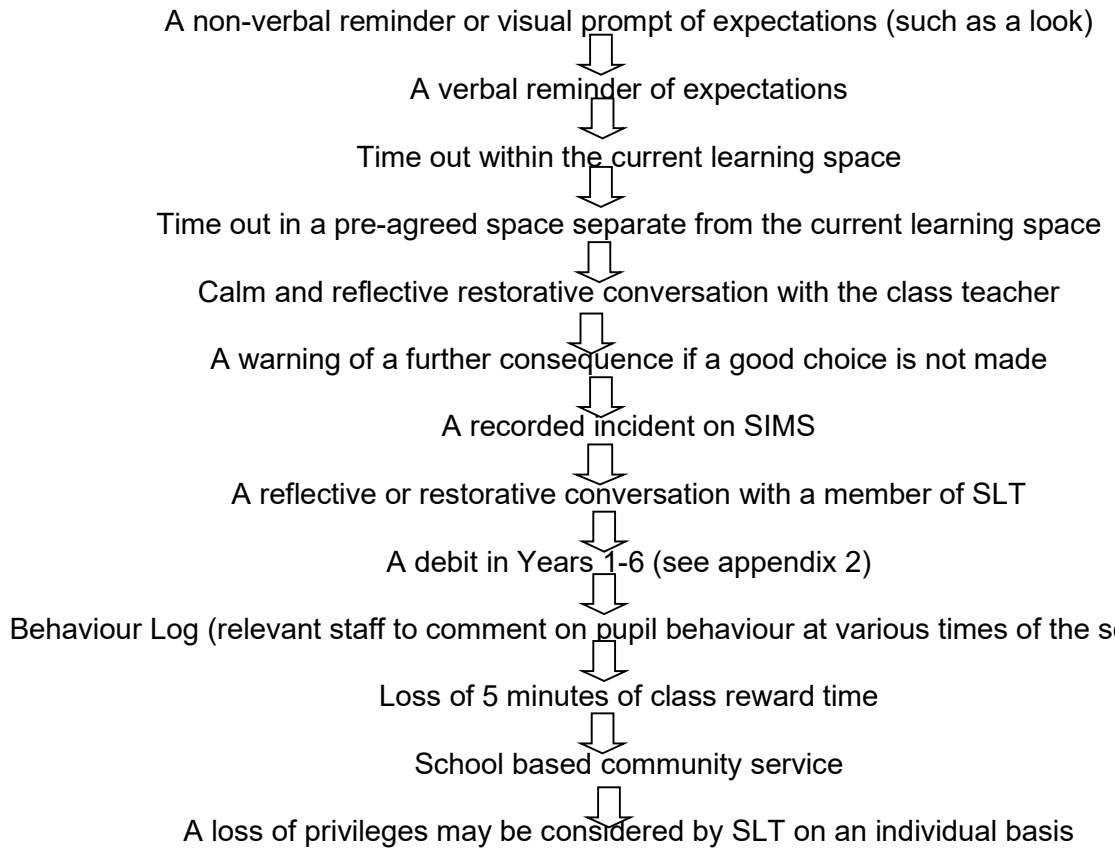
Where necessary, a co-regulation plan is developed for individual children.

Sanctions (purpose of deterrent)

In the first instance, all staff will ensure the children receive regular reminders of values and expectations. It is vital that, when dealing with unacceptable behaviour, all staff focus on the action, not the individual, so that all pupils understand that it is the behaviour not the child that is unacceptable. The school employs a number of sanctions to enforce the school expectations, and to ensure a safe and positive learning environment.

We employ sanctions appropriately to each individual situation. Parents may be informed / involved at any point in the process.

Agreed approach to sanctions:



In most cases, the above list is seen as an ordered, agreed approach, led by the class teacher However, a child may be referred immediately to the Headteacher for serious breaches of the policy. A child may also be referred to a member of SLT (or Headteacher depending on severity) for physical aggression, bullying and swearing. Behaviour such as bullying, racism and homophobia must be reported to the Headteacher.

The safety of the children is paramount in all situations. If a child's behaviour endangers themselves, others or property, the member of staff stops the activity and assesses whether it is safe to continue.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If a child demonstrates bullying behaviour towards another pupil, the class teacher records the incident on SIMS database and follows the school Anti Bullying policy, including completing an Anti-Bullying log. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti Bullying Policy).

The school records all incidents of racism, homophobic and transphobic bullying. See Appendix 3. Greswold actively supports the Equality Act and addresses all incidences where a protected characteristic is denigrated / or abused as part of a behavioural incident. The 9 protected

characteristics of the 2010 Equality Act are Age, Disability, Gender reassignment, Marriage or civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.

Recording behaviours on SIMS

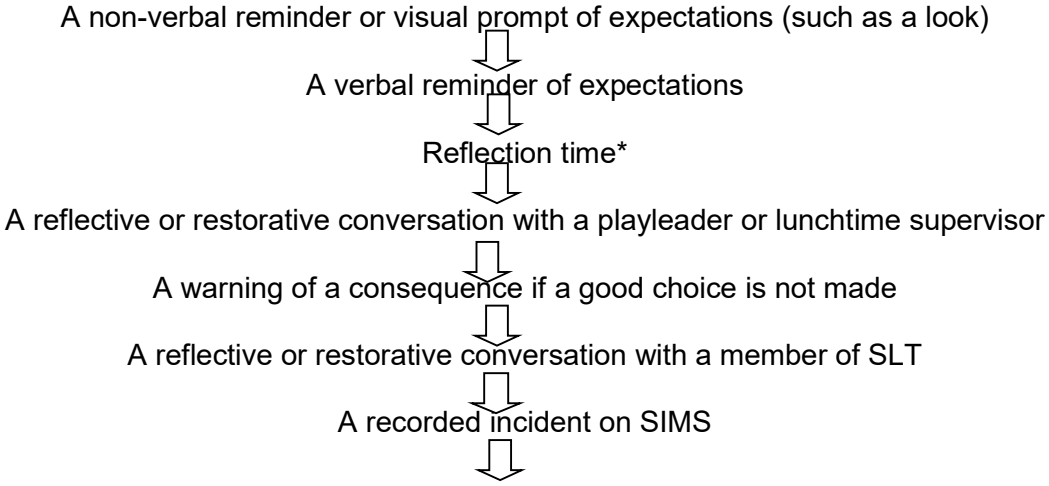
It is important that up to date records are kept on SIMS. This enables SLT to track patterns in behaviours so that effective strategies to target these can be put in place and their impact monitored. A cumulative picture of each child over time can also be established.
All behaviours listed below must be recorded on SIMS in Section 3.

- Unkindness to other children
- Bullying
- Rough play
- Physical aggression/fighting
- Swearing/inappropriate language
- Racist or homophobic language or incidents
- Persistent low-level disruption
- Persistent lack of effort
- Lack of respect/damage to property
- Lack of respect/rudeness to staff
- Dishonesty/lying
- Bringing prohibited items to school
- Other including not following instructions

Lunchtimes and breaktimes

Although this policy applies to all aspects of the school day, it is acknowledged that due to the number of transitions and freedoms, we sometimes see an increase in unwanted behaviours at lunchtimes. All staff and pupils should follow the lunchtime arrangements/rotas and promote the Lunchtime Charters which are displayed prominently. Class teachers regularly remind children of expectations at lunchtimes as they are responsible for promoting positive behaviour and addressing any misbehaviour for the children in their class.

A member of SLT is on duty each lunchtime to support staff working at lunchtime to apply the policy consistently and fairly, including the recording on SIMS. Those on duty at lunchtime report any significant misbehaviour to the class teacher. Liaison between those on duty at lunchtime and class teachers occurs daily before the end of lunchtime and before children start afternoon lessons.



A debit in Years 1-6 (see appendix 2)

⇩

Behaviour Log (relevant staff to comment on pupil behaviour at various times of the school day)

⇩

Loss of 5 minutes of class reward time

⇩

School based community service

⇩

A loss of privileges may be considered by SLT on an individual basis

*A Peace Pole provides a quiet focal point for children in Y3-6 to reflect on behaviour at lunchtimes and breaktimes.

Pastoral support

As we recognise that all behaviour is communication, our Pastoral Team meets half termly. They oversee the behaviours of our more vulnerable pupils and are able to identify issues, suggest strategies and monitor and evaluate the impact of these. As our Extended Services Manager is part of this team, there is good liaison to ensure consistency both in before and after school club and during the school day itself.

SLT will offer support to staff who may be impacted negatively by any misbehaviour.

Suspensions (fixed-period exclusions) and permanent exclusions

Only the Headteacher (or acting Headteacher) has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the local authority and the Governing Body about any permanent exclusion, and about any suspension beyond five days in any one term.

Sexual harassment

In the 'Review of Sexual Abuse in Schools and Colleges' (Ofsted 10th June 2021) it has revealed that sexual harassment and online sexual abuse are prevalent among children and young people to the point that 'it needs addressing for all children and young people. It recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.'

The review recommends that all children need support to understand about puberty, healthy sexual development and healthy relationships; to recognise harmful sexual behaviour; to learn about consent, and to feel confident that their school is a safe environment where they can confidently share any concerns.

Schools have a legal duty* to create an environment where sexism is not tolerated; where personal space of students and staff is respected; where sexist language and comments are challenged; and where students and staff feel empowered to say no to any unwanted touch.

**6 - Under the Equality Act 2010 schools as public bodies must eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.*

Child on child abuse

All staff are aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school and online (extra familial harm). It is important that all staff recognise indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff understand that even if there are no reports of this type of harm, it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important that if staff have any concerns regarding child-on-child abuse they will speak to their Designated Safeguarding Lead (or Deputy).

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. No victim should ever be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should they ever be made to feel ashamed for making a report.

See appendix 5 for examples of child on child abuse.

Educational visits

If a child's behaviour poses a potential risk to themselves and/or to other members of the party and if the circumstances are such that the assessment is that the risk cannot be managed to a reasonable level, then the Team Leader will consult with the Headteacher to decide if the child can be included on the visit. Parents will be kept informed of any such development.

Roles and responsibilities

A pupil's responsibilities are:

- To know and follow the class charter;
- To demonstrate our values of BRICKS
- To be organised – for example, wear necessary kit and uniform correctly, take letters home promptly, return reading books regularly, complete homework on time, keep homework in good condition;
- Increase responsibility, independence and organisation for their learning as they get older;
- Understand and regulate their own responses to their environment and relationships;
- Develop and use skills to manage their feelings and emotions in an age-appropriate way:
- Agree with pupil code of conduct prior to educational visits and residential visits

The role of parents

- Get to know the Behaviour Policy
- Show an interest in how your child engages with, enjoys and behaves at school
- Take part in the life of the school and its culture
- Reinforce the Behaviour Policy at home as appropriate

- Keep school updated with any changes to personal circumstances which could affect behaviour
- Work in partnership with the school by attending meetings, ensure good attendance and punctuality
- Engage with any pastoral support
- Appreciate the investigative processes that go into making behaviour decisions and support the subsequent actions of the school, including any sanctions
- Raise any concerns directly with the school. If the concern remains, the Complaints Policy should be employed
- Agree with pupil code of conduct prior to residential visits
- Understand that staff cannot discuss the behaviour of other pupils or any sanctions that have been applied to others

The role of the Governing Body

- Responsibility for agreeing the written principles and the general guidelines on standards of discipline and behaviour within this policy
- Review the effectiveness of the policy
- Support the Headteacher in the policy's implementation
- Ensures the Behaviour Policy promotes and achieves positive behaviour
- Give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour
- Monitor the rare cases of suspensions and exclusions

The role of the Headteacher

- Ensure all staff implement the Behaviour Policy consistently throughout the school
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Support the staff with the implementation of the policy and by setting the standards of behaviour
- Keeps records of all reported serious incidents of misbehaviour. Staff record all unacceptable behaviour judged to be significant on SIMS
- Responsibility for giving suspensions to individual children for serious acts of unacceptable behaviour

The role of all staff

All staff have a duty of care around the school for all pupils – a corporate responsibility. All staff are role models and treat each child fairly, with respect and understanding, and apply the behaviour expectations consistently.

The role of the class teacher

- Specific responsibility for their own class of children and is responsible for creating a consistent, calm, safe learning environment.
- Ensure that the school expectations are promoted in their class, and that their class behaves in a responsible manner in and outside school (i.e. during educational visits).
- Have high expectations of the children in terms of behaviour, and they strive to ensure that all children learn to the best of their ability. If a child chooses to behave in a way that does not demonstrate our school values of BRICKS, it is the class teacher's responsibility to address those behaviours and to implement strategies that will support the child. A restorative approach can be a useful vehicle in this instance.

- Treat each child fairly, with respect and understanding, and apply the classroom expectations consistently.
- Use and record consequences and sanctions clearly and consistently.
- Together with the Senior Leadership Team or Pastoral Team, liaise with external agencies, as necessary, to support and guide the progress of each child.
- First point of contact for support staff, including lunchtime staff, and parents.
- Contact a parent if there are concerns about the behaviour or welfare of a child.

Monitoring

The Headteacher has responsibility to monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Behaviour Policy is reviewed annually.

Appendix 1

Greswold's Behaviour Curriculum

We demonstrate Belonging by:

- Looking smart
- Making 'smart' choices about my behaviour and learning
- Looking after our school – inside and out
- Taking pride in my learning
- Looking after myself and others
- Making everyone in our school feel welcome
- Being in the right place at the right time
- Knowing where/who to go to for help

We demonstrate Respect by:

- Remembering manners – 'Please', 'Thank you' etc.
- Treating people how they would like to be treated
- Listening to others – adults and children
- Being honest
- Following instructions
- Looking after belongings, both inside and outside the classroom
- Looking after our school, both inside and outside
- Keeping the classroom and cloakroom tidy
- Remember that we may all be different but we are all equal

We demonstrate Independence by:

- Listening carefully so that I understand the task
- Growth Mindset/positive attitude
- Taking responsibility for my actions
- Realising that it may be hard at first but that doesn't mean it's impossible!
- Being resilient and persevering
- Using resources in my classroom e.g. learning walls etc.
- Thinking about things that I have already done which can help me today
- Breaking tasks down into smaller tasks
- Trying to solve my own problems first without relying on my teacher

We demonstrate Curiosity by:

- Keeping an open mind
- Not taking things for granted
- Asking thoughtful questions
- Thinking carefully about my learning
- Admitting when I don't know or understand something
- Taking a risk with my learning
- Trying something new
- Not labelling things as 'boring' – you get out of things what you put into them
- Seeing learning as something fun

We demonstrate Kindness by:

- Smiling!
- Saying please and thank you – remembering my manners

- Making everyone in our school feel welcome
- Helping someone in need
- Respecting people for who they are
- Celebrating our similarities and our differences
- Looking after myself and others
- Listening to the person who is speaking to me

We demonstrate Success by:

- Having a Growth Mindset
- Being resilient
- Believing in myself
- Having a go!
- Persevering
- Setting myself targets and working to achieve them
- Putting effort into my learning
- Encouraging and helping others
- Realising that goals can be achieved through lots of small steps which should be celebrated

Appendix 2

Key stage 1 & 2 Debits

With effective learning challenges, appropriate pupil management and strategies put in place by class teachers it is envisaged that few debits will be given. Targeted support at break & lunch times may be given by our Mental Health Lead and our Learning Mentors to pupils identified by the Pastoral Team, however they are not responsible for addressing and following up on the general behaviour of pupils: that responsibility lies with the class teacher. Parents/carers can be reassured that any behaviour that may result in a debit will be thoroughly investigated and careful consideration is given prior to issue.

The behaviours below will automatically result in a debit:

BRICKS value	Behaviour	Sanction
Belonging	Racist or homophobic incidents	Debit and complete log
Belonging	Physical aggression or fighting	Debit
Respect	Bullying	Debit and complete Anti-bullying log
Respect	Lack of respect/rudeness to staff	Debit
Independence	Bringing prohibited items to school	Debit

Depending on the severity of such inappropriate actions, the class teacher will use their professional judgment when necessary in interpreting the table below. All behaviours listed below must be recorded on SIMS.

BRICKS value	Behaviour	Sanction
Belonging	Use of racist or homophobic language	Restorative approach Debit dependent on severity Complete log
Respect	Swearing/inappropriate language	Restorative approach Debit dependent on severity
Respect	Damage to or lack of respect to property	Restorative approach Debit dependent on severity
Independence	Persistent low level disruption	Restorative approach
Curiosity	Persistent lack of effort	Restorative approach
Kindness	Unkindness to other children	Restorative approach
Kindness	Rough play	Restorative conversation
Kindness	Dishonesty or lying	Restorative approach
Success	Other, including not following reasonable instructions	Restorative approach Debit dependent on severity

Each debit is communicated to parents via email from the school office and logged on SIMS. The email will detail the behaviour and the sanction; it may also identify next steps referring to our behaviour curriculum. It is expected that the parents acknowledge receipt of the debit email.

If 5 debits are issued to one child, the class teachers set up a meeting with the child and the parents. It is likely that a behaviour log will be put in place.
If 8 debits are issued to one child, the class teacher will liaise with a member of SLT to set up a further meeting with child and parents.
If more than 10 debits are issued, further action will be taken on a individual basis.

Appendix 3

Reporting Racial and Homophobic/Biphobic/Transphobic Incidents

Date:

Victim (teaching staff/non teaching staff/pupil - year group and gender)	Ethnicity of victim	Perpetrator (teaching staff/non teaching staff/pupil - year group and gender)	Ethnicity of perpetrator
Nature of incident			
Action taken regarding			
Victim		**Perpetrator**	

Appendix 4
De-escalation & Team Teach Principles

The aim is for calm, not compliance. Compliance comes later.
The key elements of de-escalation are as follows:

- Relationship with child – what works for them
- Body language
- Time
- Space
- Change of environment
- Reassurance
- Positive physical contact
- Visuals v words

With de-escalation, a consistent approach is the key as the routines, responses and relationships should be predictable. These all help to create a positive and supportive environment. A pro-active approach is most likely to be successful.

CALM approach – Self-control Crisis Checklist
When in a situation that requires de-escalation, it is important that adults are self-aware and are able to exercise self-restraint. Be aware of behaviours that you find challenging and remember that all behaviour is communication. Be 'curious' not 'furious'. What function does this behaviour serve?

The 'CALM' approach is a useful checklist for adults to ensure that their behaviour can de-escalate a situation.

C: Communication (stance, posture, gesture, facial expression, intonation, scripts)
A: Awareness and assessment (reading behaviour, anticipating what might happen next, knowledge of co-regulation plans)
L: Listening and learning (give time and space, allow pauses for take up time, give them a way out)
M: Making safe (objects, spaces, hotspots, safety responses)

Stages and levels of a crisis
The different stages and levels of a crisis are listed below. It is important to be as pro-active as possible in the early stages (1 & 2) of a crisis to avoid reaching stage 3 where the child is in crisis.

1. Anxiety/Trigger
2. Escalation
3. Crisis
4. Recovery
5. Depression
6. Restoration

Possible scripts
I care too much to let you be out of control.
I can see that something is wrong.
I am here to help.
Talk and I will listen.
Come with me and we can…

'My voice' – that person is leading the situation and communicating with the child. Other verbal interaction should be minimised.

'Do you need any help?' – an offer to help the person which can be refused or accepted

'I can take over now.' – someone can see that the person needs to be away from the situation – cannot be refused

Appendix 5

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

• bullying (including cyberbullying, prejudice-based and discriminatory bullying);

• abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse);

• 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);

• sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);

• sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

• consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);

• Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm and

• Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

(KCSIE 2024)

Appendix 6

Guidance to staff on the effective use of 'Establish – Maintain – Restore'

An overview

Establish-Maintain-Restore (EMR) is a research-based system for building healthy student-teacher relationships. It has been found to be effective when implemented and has proved to be successful in supporting building positive teacher-student relationships. This method encourages the use of intentional language to ensure positive relationships are formed and maintained.

It consists of three stages:

Establish: This first stage focusses on what we can intentionally do to build trust, connection and mutual understanding. An example of this would be finding out a child's specific interest to support building the relationship. In addition, positive communication is crucial to the development of establishing a relationship.

Maintain: The second stage focusses on making a proactive effort to prevent relationships diminishing. Ongoing positive interaction is crucial at this stage. An example of this would be providing pupils with check-ins, such as how our Nest staff do with some of our more vulnerable pupils. In addition, teaching or support staff making follow up phone calls home would be a good example of being proactive and ensuring relationships are maintained.

Restore: The final stage regards intentionally repairing any harm to the relationship after a negative interaction. Staff should be aware of when a negative interaction has occurred and be prepared to take steps to repair the damage that may have been caused. Communicating empathy, letting go and starting a fresh each day or after break / lunch times can help to restore relationships.

Intentional language

Intentional language keeps a person in a conversation. It can pull people in rather than pushing them away. The choice of words used are crucial in ensuring the three stages of the EMR are followed effectively.

For example:

I hear you and I am listening.

We will figure this out together!

I know that you love…

I know you often find this hard but…

Would you like me to offer support or just listen?

What do you need help with?

Would you like a chat or do you need some time to yourself?

Why use EMR?

The EMR approach has many positives. This approach helps break the art of relationships down into manageable steps, which can be followed easily using this guidance. People with healthy, positive and supportive relationships are more likely to be happier and healthier, NHS (2023).

https://www.nhs.uk/every-mind-matters/lifes-challenges/maintaining-healthy-relationships-and-mental-wellbeing/

This method aligns with many of the statements that the Education Endowment Fund (EEF) (2021) Guidance report for Improving Behaviour in Schools suggests. For example, 1 'Know and Understand Your Pupils'. This links to the first stage of establishing a good student-teacher relationship by being proactive and understanding their influences in and out of school. In addition, it relates to number 2 'Teach Learning Behaviours Alongside Managing Misbehaviours' here, intentional language can be used to maintain positive relationships, by again being proactive to promote desired outcomes of pupils and prevent the need for the restore stage. It also allows pupils to learn from choices that they make and prevent wrong choices from being displayed again. Finally, it relates to number 6 'Consistency is Key'. If all staff follow a desired method, then positive relationships can be effectively established, maintained and restored. It gives teachers and non-teaching staff the scope to promote high expectations which are necessary for pupil attainment. It allows the school to promote a 'way we do things around here' approach which should lead to higher social and academic achievement.

More information from the Education Endowment Fund can be found by clicking the link below:

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1688983284

Challenges and strategies to overcome them

Enabling this system to be consistent in a large 3-form entry Primary School may present a challenge. To overcome this challenge, training on the benefits will be provided to all staff. This will enable staff to ensure the EMR system is understood and recognised as a useful tool for maintaining healthy relationships to prevent behaviour incidents and promote high expectations.

An additional challenge may be presented by pupils with SEMH or SEND. It may take pupils longer to build a relationship that is maintained or to restore that relationship if it has been damaged. We must understand that for some pupils there may be barriers to building relationships such as lack of time, an emotional reaction or a past event. Staff must be patient and be prepared to take the time necessary to restore relationships with individual pupils. Understanding individual pupils and their interests may support the process of building initial relationships or restoring damaged ones.

Additional resources
https://www.edpsyched.co.uk/blog/EMR-model-building-relationships

file:///C:/Users/s25kceillam/Downloads/ARC-Module%205-Establish-Maintain-Restore%20Guide%20Intro%20(1).pdf

https://classteaching.wordpress.com/2019/06/12/improving-behaviour-strategies-for-teachers/