



# **Park Spring Primary Relationships and Behaviour Policy**

**Approved by:**

Park Spring Primary  
Governing Body

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## Contents

|  |    |
|--|----|
| Aims.....  | 3  |
| School Rules.....  | 4  |
| Legislation, statutory requirements, and statutory guidance..... | 5  |
| Definitions.....   | 5  |
| Bullying.....  | 7  |
| Roles and responsibilities.....                                  | 7  |
| Relationships.....   | 9  |
| Zones of regulation.....   | 10 |
| Responding to behaviour.....                                     | 11 |
| Responding to unexpected behaviour.....                          | 13 |
| Responding to unexpected behaviour from pupils with SEND.....    | 18 |
| Pupil transition.....  | 21 |
| Monitoring arrangements.....                                     | 22 |

## Aims

At the heart of our school is a commitment to **achieving together** and **being inspired to be successful**. We believe that every child deserves the opportunity to thrive academically, socially, and emotionally. Our aims for the children are:

- **Being Happy** in all our interactions
- **Being Caring** for ourselves, others, and our environment
- **Being Confident** to be the best we can be
- **Being Resilient** in the face of challenges

We strive to foster a school ethos and environment based upon positive relationships and mutual respect so that children and adults can work together co-operatively, in safety and enjoyment. We want our school to be a place where children build positive relationships and where children behave in the right manner because they know that's the right thing to do as well as having respect for those around them.

### **Relationship and Behaviour Principles**

We believe that positive relationships is essential for a harmonious school community and effective learning. Our relationship and behaviour principles are rooted in mutual respect, consistency, and high expectations. We aim to:

- Promote a calm, purposeful learning environment
- Encourage self-discipline and personal responsibility
- Celebrate positive behaviour and achievements
- Address misbehaviour with fairness and restorative approaches
- Ensure that all pupils feel safe, respected, and included

Our relationship and behaviour policy supports pupils in developing the social and emotional skills they need to succeed in school and beyond.

## School rules

To promote our aims, ethos and relationship principles we have the 3 simple School rules which we are achievable for our pupils and supports the success of our school.

They are

- Be Kind
- Be Safe
- Be Ready



## **Legislation, statutory requirements, and statutory guidance**

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online [https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

## **Definitions**

**Unwanted behaviours** are behaviours is defined as:

- Low- level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Non-engagement in learning
- Non-cooperation with instructions/ routines

**Serious breach of behaviour policy** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, 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
- Unprovoked assault of pupils or adults
- Inappropriate language and verbal abuse towards adults/peers
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - 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)

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our Anti Bullying Policy.

## **Roles and responsibilities**

### **The governing board**

The **Park Spring Primary School Governing Body** is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this Relationship and behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the **Park Spring Primary School Governing Body**
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour and relationships
- Ensuring that staff deal effectively with unexpected behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural and relationship expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's relationship and behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **Teachers and staff**

Staff are responsible for:

- Creating a **calm and consistent** environment for pupils
- Building positive relationships with the children based on unconditional positive regard
- Meeting and greeting learners at the beginning of the day
- Being a visible presence to encourage expected behaviours
- 'Catching' and celebrating positive expected behaviours displayed by the children
- Establishing and maintaining clear boundaries of expected pupil behaviour
- Communicating the expected behaviours clearly to children through use of recognition boards in class.
- Using a range of positive classroom management strategies to encourage children to follow the values and rules of the school.
- Implementing the Relationship and Behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships by being calm and consistent
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on school management system
- Challenging pupils to meet the school's expectations

### **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's Relationship and Behaviour policy and reinforce it at home where appropriate
- Support their child in following the school's relationship and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any pastoral/behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unexpected behaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to support their child further if needed.

### **Pupils**

Pupils are expected to follow the school rules- Be kind, Be safe, Be Ready which means:

- Be kind towards others and display mutual respect.
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the school's active uniform.

## **Relationships**

At Park Spring we use a relational approach to support pupils. Knowing individual pupils well and the factors which might affect their behaviour is key therefore building positive relationships, underpins our school ethos and approach to supporting pupils. Our approach is focused around building connections, establishing trust, understanding children as individuals, and supporting children in understanding what makes a positive relationship. Children will often respond more positively if the adult has taken the time to build a purposeful relationship

with them and they have a sense that the teacher/adult supporting and working with them cares about them.

At times, heightened or challenging situations may occur. Staff understand the importance of these situations being dealt with in a calm manner; they will also seek to understand the cause of triggers of the behaviours being displayed. This will then enable the adults to look at ways in which a reoccurrence could be prevented as staff understand that displaying unexpected behaviours is a way of a child communicating their needs. When situations are challenging, it is important that staff offer support to each other, this may include offering a 'change of face'. As a staff team, it is our role to act as critical friends to each other and there may be times when someone can see that changing the adult may help in de-escalating the situation.

## Zones of regulation

Zones of Regulation is a framework that uses four color-coded zones (Blue, Green, Yellow, Red) to help children and adults understand and manage their emotions and alertness levels, teaching them self-regulation skills for different situations like learning or socialising. The aim of this approach is to move children towards independent regulation.

Zones of Regulation is an agreed language adults use when talking to children. It is important to teach the concepts of the zones when children are in a regulated state so that it supports them with choice making and regulation strategies when dysregulated.

There are 4 Zones to use:



### **Red Zone**

Extremely heightened state of alertness and intense emotions. For example, elated, anger, rage, devastation, or terror.



### **Yellow Zone**

Heightened state of alertness and elevated emotions, but you have more control. For example, stress, frustration, anxiety, excitement, silliness, or nervousness.



### **Green Zone**

A calm state of alertness (optimal learning). For example, happy, focused, content, or ready to learn.



### **Blue Zone**

Low states of alertness and down feelings. For example, sad, tired, sick, or bored.

Staff will support children in understanding:

- There are no bad Zones.
- All zones are natural feelings or states.
- Different situations will have different Zones that are more appropriate.
- How to manage our own emotions and regulation based on the environment is the focus.
- That behaviour does not determine your Zone.
- Behaviour is a by-product of how we manage our Zone.
- You can be in more than one Zone at a time.

Responding to behaviour –recognition and consequence

## **Responding to behaviour**

As mentioned previously building positive relationships underpins our school ethos and responding to behaviour. Our approach is focused around building connections, establishing trust, understanding children as individuals, and supporting children in understanding what makes a positive relationship. When incidents of unacceptable behaviour do occur, a restorative approach is taken by all members of staff.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school and creating a calm and safe environment for all pupils.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's behaviour curriculum including school rules and recognition boards
- Develop a positive relationship with pupils, which include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's unexpected behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. This will be discussed with parents if needed.

Please refer to our child protection and safeguarding policy 25-26 for more information.

### **Responding to expected behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos as well as further develop the relationship that they have with the child. As a school, we have many interventions in place to give further support to children who are finding this difficult such as, Alternate Learning Provision Space, Nurture, Little voices, Drawing and Talking and inclusion support.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise with parents/carers via a phone call or text
- Certificates, prize ceremonies or special assemblies such as celebration assembly or recognition assemblies.
- Positions of responsibility, such as school council
- Whole-class or year group rewards such as our attendance award.
- Whole school reward system of dojos where points can be used to earn prizes or experiences
- The pupils name being put on the class recognition board

## **Responding to unexpected behaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them and positive reinforcement is not effective, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unexpected behaviour.

Staff will endeavour to create a predictable environment by creating positive relationships and always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unwanted behaviour will consistently be addressed.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is required. Staff will initially continue to use positive reinforcement to support the child in correcting their behaviours such as proximity praise and praising the behaviour they want to see. Although there are occasions when it is necessary, steps will always be taken with care and consideration, taking individual needs into account where necessary.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving a behaviour consequence, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future through reflective practice.

### **Regulate, Relate, Repair**

At Park Spring we understand that behaviour is a form of communication. The 3 R's model for behaviour management is used because it provided a clear, proactive, and holistic framework that fosters positive long-term behaviour and a supportive learning environment, rather than relying solely on reactive punishments.

#### **Regulate**

The pupil can't learn or reflect when they are in the 'red' zone, so their psychological stress responses need to be calmed before the staff attempts to support the unwanted behaviours being displayed. Help them calm/gain control over their emotions using a variety of activities. It may be useful to use playful approaches to bring down emotional distress.

#### **Relate**

Connection and trust will help to calm the pupil's emotional state. Validate the child's emotions but not the behaviour. This step is supported by building trust with the pupil, creating an ethos which recognises the importance of mistakes for learning.

## **Repair**

Once calm pupils can 'learn' new ways to manage their behaviour when they have strong feelings. We can support the pupil to explore strategies that may help them find calm and display expected behaviours in the future. Help them to recognise that all emotions are normal but there are ways of expressing them that don't harm others or themselves.

## **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious unexpected behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an allocated adult. This maybe a member of the teaching staff, support staff, inclusion or leadership team. The member of staff allocated will be allocated on a case-by-case basis.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom. This is the responsibility of the class teacher (or member of staff leading the class) unless a member of leadership team specifies otherwise.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans

- Use of the regulation room
- School's Learning Zone (in house alternative provision)
- Alternative provision provided by the West Area Inclusion Partnership
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school's management system.

### **Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our suspension and exclusions policy for more information.

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a restrictive physical intervention report and letter to parent)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Searching, screening and confiscation**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Details of our school's approach is set out in our Screening, searching and confiscation policy.

### **Off-site behaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means unexpected behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the unexpected behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour consequences to pupils for online unexpected behaviour when:

- It poses a threat or causes harm to another pupil or staff member
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- An AIM checklist will be completed by two CP officers if deemed necessary
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy and child protection policy for more information on responding to allegations of abuse against staff or other pupils.

## **Responding to unexpected behaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of unexpected behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of unexpected behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of unexpected behaviour will be made on a case-by-case basis.

When dealing with unexpected behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take careful considerations and adaptations when making decisions about enforcing the Relationship and 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 unexpected behaviour, 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.

Our approach anticipating and removing triggers of behaviour include strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for extended periods
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of quiet spaces where pupils can regulate their emotions

### **Adapting consequences for pupils with SEND**

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes,' it may not be effective for the school to consequence the pupil for the behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may monitor and 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.

Local Authority Contact

SENSAP (SEN Statutory Assessment and Provision) Leeds - 0113 378 5256  
[sensap@leeds.gov.uk](mailto:sensap@leeds.gov.uk)

### **Supporting pupils following a consequence**

Following a consequence, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

If a pupil has required time out of the classroom, a restorative meeting will take place with the relevant staff member or pupil, prior to the pupil rejoining.

If a pupil has spent time out of school due to a suspension or exclusion, a reintegration meeting will take place with the pupil, parent/carers and a senior member of staff.

Where necessary to support success in the classroom, amendments will be made to a pupil's provision or timetable. Graduated timetables may be used for fixed periods of time to support a pupil's transition back into the classroom.

Where additional provision is required, this will be documented on a pupil's Individual Provision Map (IPM) or Individual Pupil Risk Assessment (IPRA).

## **Pupil transition**

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Relationship and Behaviour policy and the wider school culture.

### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

As part of their induction and throughout their time at Park Spring, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- The proper use of restraint (identified staff will receive Team Teach training)

Behaviour management will also form part of continuing professional development.

## **Monitoring arrangements**

### **Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Hate Incidents
- Use of restrictive physical intervention
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders.

The data will be analysed every term by Senior Leadership and the governing body

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **Monitoring this policy**

This Relationship and Behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

### **Links with other policies**

This Relationship and Behaviour policy is linked to the following policies

- Written statement of governor behaviour principles
- Suspension and Exclusions policy

- Safeguarding and Child Protection policy
- Anti- Bullying Policy
- Physical restraint policy/ Care and Control
- Mobile phone policy
- Online safety policy
- Searching, Screening and Confiscation policy