Belmont School

Relationships & Behaviour Policy

September 2023

Approval confirmed:

Designation	Name	Date	Signature
Headteacher	Mr Kevin Day		
Chair of LAB	Mr Paul Tibbetts		

Date for review: September 2024

Introduction:

At Belmont School our aim is to create an environment in which everyone feels safe and where relationships between staff and pupils, between our staff community, and between pupils themselves are based on mutual respect and an understanding of the needs of all involved. We feel that when everyone feels safe and secure, are being treated with respect and are treating others with respect they will be in the right frame of mind to learn effectively.

Belmont School approaches behaviour in a positive manner establishing mutual respect, placing an emphasis on everyone taking responsibility for their behaviour and working restoratively to put things right when they have gone wrong. Staff work hard to support the building, maintaining and repairing of relationships so that everyone achieves the best possible outcomes. Through this process everyone will be supported to develop a resilient approach and to develop their responsibility and self-respect.

The implementation of this policy will support everyone to understand that their behaviour has an impact on others. They will be supported to develop the skills and knowledge of how to restore the situation and to work towards a better outcome for all. Positive behaviour will be recognised and praised and encouraged to support the development of all.

The Restorative Practice and Trauma Informed Approaches are at the heart of all we do – we believe the school can only be successful when it is a true community that provides rich relational interactions. This can only be achieved by building strong relationships, displaying good behaviour and respect for all, and accepting responsibility and an understanding of others, when resolving conflict.

We will not discriminate how we relate to the children in our care as we believe each child is worthy of our time, energy and patience. However, we will differentiate according to need.
Through consistency of implementation of interventions, training and modelling we will ensure that everyone understands that 'THIS IS HOW WE DO IT AT BELMONT, THIS IS THE BELMONT WAY'

Our Mission:

'To be the Best you can Be'

Our Values:

Relationships

Resilience

Aspiration and Determination

Community

Staff Induction, development and support

We have a duty of care to ensure our pupils and staff members are safe and, therefore, all Teaching and Learning (T&L) staff will undergo Intermediate Team Teach training (recertified every three years) which covers behaviour management and de-escalation, and learning Restrictive Physical Interventions. Additionally, T&L staff will receive training on how to use the Sleuth secure web-based platform for recording behaviour.

Ongoing development of our staff members' understanding of supporting positive behaviours and minimising behaviour that is challenging will be led by our Middle Leadership Team and scaffolded by our Inclusion Team.

The culture we adopt across the school to support our pupils, and this Behaviour Policy, is underpinned by the following legislation and statutory guidance:

The Education and Inspections Act 2006

https://www.legislation.gov.uk/ukpga/2006/40/contents

Department for Education: Use of Reasonable Force in Schools 2013

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Department for Education - Behaviour in schools: advice for headteachers and school staff September 2022

https://www.gov.uk/government/publications/behaviour-in-schools--2

The Vision is that all members of our school community:

- Achieve their best in a caring and safe environment
- Become confident individuals living fulfilling lives and having appropriate meaningful relationships
- Make successful transitions to their next step in wellbeing or education (Appendix 1)

In order to achieve this the Local Advisory Board will:

- Support and challenge school leaders to ensure this Policy and the SAND Suspension and Exclusion policy are implemented effectively
- Consider the views of children and families when reviewing this Policy
- Ensure the school leaders and DSL have the capacity and resources to effectively support behaviour and relationships at Belmont
- Consider any complaints made to the school that the headteacher has not been able to resolve. LAB members will also be available to support exclusion appeals if required.

The staff will:

- Use principles of **Restorative Practice** and **Restorative Approaches**
- **Meet and greet** to build relationships and connections
- Model positive behaviours and support the building of positive relationships through **relational interactions**
- Plan lessons to engage, challenge and **meet the needs** of all pupils.
- Provide clear and supportive **boundaries** for pupils.

- Maintain a **safe and calm** learning environment.
- Use **visible recognition mechanisms** (such as recognition boards and positive praise) throughout the day celebrating 'Above and Beyond expectations'
- **Praise** the behaviour we want to see and use positive language
- Adopt a **team approach** for all pupils and adults within the school community
- **RIP & PIP** (Restore/reprimand in private & Praise in public)
- Be calm and supportive in **reflective dialogue** with pupils to ensure everyone is socially engaged and not socially defensive.
- Take the time to go through the Restorative principles and enquiry to **resolve conflict** and negative behaviour.
- Be **consistent in their approaches** in line with the 'Belmont Way'
- Be an **Emotionally Available Adults** (EAA) for the pupils thus being physically and emotionally present; attentive; attuned and responsive.
- Support pupils and each other to **Be Respectful, Ready and Safe**
- Provide regular **circle time and check-ins/outs** to support emotional intelligence for pupils
- Engage in regular circle time and check- ins/outs to support growth and understanding of others
- **Use de-escalating techniques** to support a change in behaviour, following Team Teach or Restorative principles and approaches. (Co-regulation will lead to Self-regulation)
- **Communicate** regularly with parents / carers to ensure relationships are built and maintained effectively
- **Be compassionate** to themselves, and others, around their wellbeing and that of others.
- Address instances of bullying, harassment and violence so that they are never tolerated by adults or pupils.

(Appendix 1)

Pupils will:

- **Be Respectful** - Towards themselves, others and their environment and community
- **Be Ready-** To learn and engage with lessons, interventions and opportunities offered to them
- **Be Safe** - To keep themselves and other safe at all times
- Engage in **Restorative Practice** principles and approaches in order to build, maintain and repair positive relationships.

Approaches to ensure our Vision:

In our classrooms:

- Pupils can choose an Emotionally Available Adult that they feel they can relate to in the time of need or crisis.
- Pupils will be given the opportunity to 'check in' to discuss their current emotional state using the Zones of Regulation (Appendix 3), Emotions cards and circle times.
- Pupils will be encouraged to make positive choices and be rewarded accordingly.
- Pupils will have a clear understanding of the expectations of the school community.

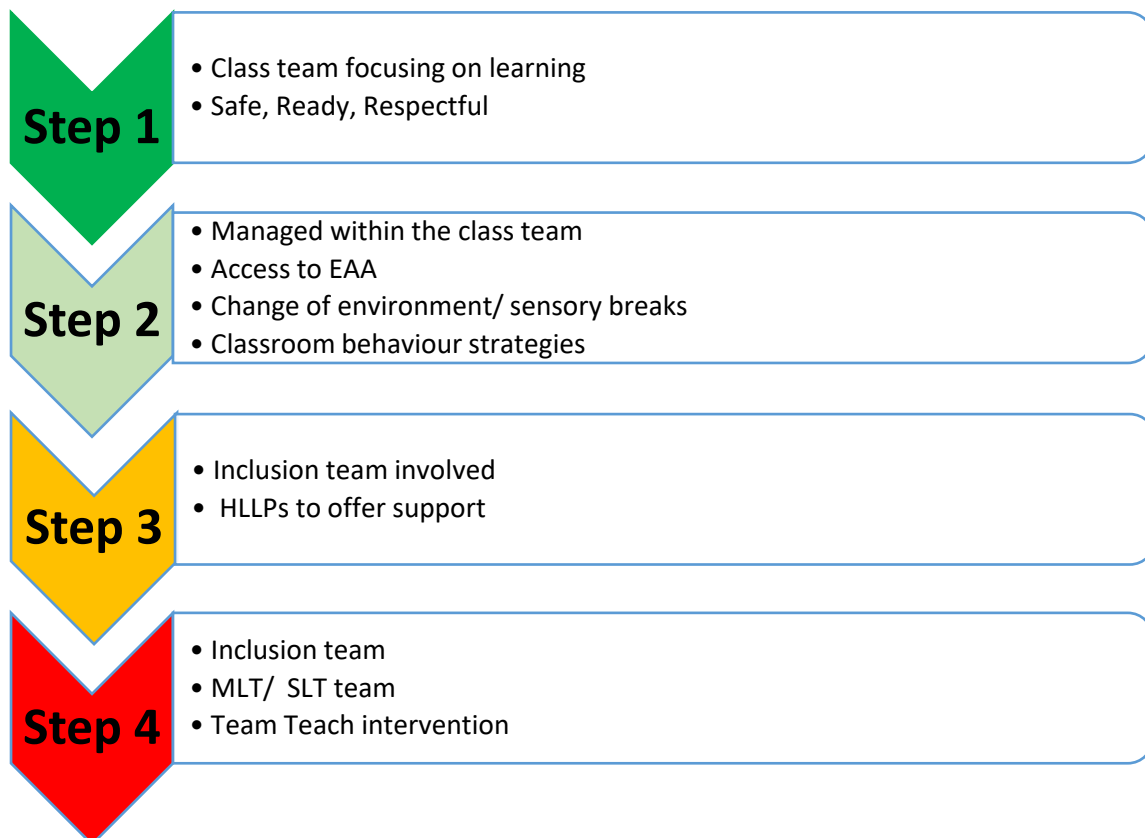**How we teach behaviour at Belmont**

At Belmont, we understand that 'good behaviour' doesn't just happen; it is something that needs to be constantly modelled and taught explicitly to our children to help them learn to make 'good choices' in a range of contexts and with a range of people, equipping them with the skills necessary to be a positive member of society. Our PSHE curriculum is designed to have an impact on both academic and non-academic outcomes for our pupils, including the teaching of behaviour at Belmont School. PSHE at Belmont is not only taught as a discreet subject but it is the core of everything we do as a relational school.

PSHE education in Belmont School is designed to support the learning of positive behaviour to:

- give pupils the knowledge and develop the self-esteem, resilience, confidence and self-awareness to enable them to make informed choices and decisions.
- encourage and support the development of social skills and social awareness to enable the children to engage appropriately in society and form relationships.
- enable pupils to make sense of their own personal and social experiences and express the emotions linked to this appropriately.
- encourage a responsibility for the well-being of others and the environment.

PSHE- and the teaching of behaviour- is further embedded via: thought of the week, assemblies, circles, careers, parts of other subject lessons and enrichment weeks such as: Anti-Bullying Week.

Stages of Behaviour at Belmont School de-escalation & how we deal with it.

Step 1
- Class team focusing on learning
- Safe, Ready, Respectful

Step 2
- Managed within the class team
- Access to EAA
- Change of environment/ sensory breaks
- Classroom behaviour strategies

Step 3
- Inclusion team involved
- HLLPs to offer support

Step 4
- Inclusion team
- MLT/ SLT team
- Team Teach intervention

Supporting our pupils

Class staff are best placed to support the day-to-day behavioural needs of our pupils. Our class structures mean that our pupils are, where possible, placed with the same staff members for the duration of the academic year. This allows our class staff to build strong, positive and supportive relationships with our pupils and their parents/carers and for us to fully understand the holistic needs of our pupils. This is essential in being able to help our pupils maintain positive behaviour.

Our behaviour support extends beyond school; where necessary a range of staff members including class staff, Inclusion Team members, the Operational Safeguarding Lead and Mental Health Co-ordinator can work with families to support our pupils' behaviour in areas outside of school, e.g. home, community or respite settings.

All rewards and consequences need to be relevant to the pupils to be effective. The effectiveness of this must be monitored over time. The emphasis should be placed on generating patterns of positive behaviour with a focus on reward in order to prevent the need for consequential sanctions.

Pupil Transition

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. To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher and Learning Partner(s). In addition, staff members hold transition meetings ensuring behaviour is continually monitored and the right support is in place. The information related to pupil behaviour issues is transferred to relevant staff.

Emotional Check-ins via Zones of Regulation

Providing regular and consistent opportunities for our pupils to share their emotions will allow our staff to be made aware of any difficulties they experience. Effectively supporting these difficulties should better help our pupils to maintain positive behaviour. Therefore, all classes will provide our pupils with, at a minimum, two formal emotional check-in opportunities throughout the day; once in the morning and once in the afternoon. (Appendix 3)

The Zones of Regulation Framework aims to upskill our students in the following areas:

- Identifying and understanding emotions
- Self-regulation
- Identifying triggers
- Coping strategies
- Expected behaviours

Due to the changing nature and needs of our pupils we will be implementing the Interoception Curriculum and phasing out Zones of Regulation over time. This curriculum will support our pupils in gaining a better understanding of their bodies, sensations, feelings and emotions that will help them become more independent in the regulation of their behaviour and expressing their needs.

Positive praise and Rewards:

Throughout the year pupils' positive behaviour will be celebrated in line with the school's values:

Relationships, Resilience, Aspiration and Determination, Community

Pupils' accomplishments will be written on the Recognition Board in their classrooms.

Pupils that have done anything exceptional will be brought to the leadership team for positive praise and a special sticker.

Each class will use individualised rewards to incentivise positive behaviours. Parents/carers should be made aware of these additional incentives so that they can support the school and their child in promoting positive behaviours.

Restorative Approaches:

Restorative Approaches work to resolve conflict between individuals to rebuild and repair any harm that may have occurred. Everyone is encouraged to acknowledge the harm that has been caused, the impact of the harm and to have the opportunity to repair the relationship. These conversations occur when everyone is ready to take part using non-confrontational language. It is essential that all parties have a voice and are heard so that all the facts can been determined.

Restorative Approaches encourage us to think about how our behaviour affects others. It helps us to develop respect, responsibility, truth telling and reflection. We believe that by using Restorative Practices we are giving pupils the skills to independently make better and more informed choices in the future.

If a pupil or member of staff in our school has been affected negatively by someone else's behaviour, we will try our best to make sure they feel that it has been put right for them and it will not happen again. If a pupil has done something wrong, they will be offered opportunities to put things right and change their behaviour so it does not happen again. Everyone needs to understand that there are consequences for their behaviour.

By using Restorative Approaches everyone is able to have their say and listen to the voice of others. The following questions are asked to establish the facts and a way forward:

- What happened? (Truth telling)
- What were you thinking/feeling? (Impact)
- Who has been affected by this? (Impact)
- What needs to happen now (Solution Focussed, Repair & Resolution)

Before these conversations can occur, everyone needs to feel calm and safe. It may be that some pupils need to be removed from the situation or classroom and taken to a safe place for this to occur. Depending on the situation Team Teach approaches or a positive handling approach may be used to remove a child from a situation. As a consequence of some behaviours a pupils may need to have reflective time to ensure they understand the impact of their behaviour. These times will be supported by a member of the inclusion team and will be conducted in a Restorative manner. Details of the incidents will be recorded on our school system (SLEUTH) and parents will be informed.

In situations where behaviour continues and any member of the community remains at risk, the Headteacher reserves the right to remove or exclude the pupil from a lesson, an activity or break/lunch.

Regarding incidents of very serious behaviour or persistently unacceptable behaviour, the Headteacher has the option to consider exclusion from school. This may be a fixed term exclusion for a number of days or a permanent exclusion. If the Headteacher decides to exclude a pupil from school they must follow the SAND Academy Trust Suspension and Permanent Exclusion Policy:

Policies & Procedures - Belmont School (sandmat.uk)

Parents/ carers will be informed of the behaviour and strategies that have been used through the stages. (Appendix 2)

There is a process of escalation regarding the management of behaviour which is as follows:

• Initial behaviour dealt with between pupil and Teacher/ Learning Partner

Escalates to

• Teacher/ Learning Partner contacting a member of the Inclusion Team

Escalates to

• Member of the Middle Leadership Team

Escalates to

• Head of Safeguarding and Assistant Head Teacher

Escalates to

•   Head Teacher/ Deputy Head Teacher

Belmont School's approach to Positive Touch

Policies & Procedures - Belmont School (sandmat.uk)

Belmont School is a Relational School with an ethos that pupils need to feel safe emotionally and physically. We create safe bases for all pupils in classrooms and around the school to help provide this feeling of safety.

The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing. To provide the best support to pupils this sometimes means physical touch is necessary, especially taking into account the varying needs of our pupils who need physical touch as part of their physiotherapy or positive and preventative behaviour strategies.

Some pupils who require emotional support from school may have been subject to trauma or distress or may not have had a positive start in life. It is with this in mind that staff seek to respond to children's developmental needs by using appropriate safe touch.

Our policy takes into account the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills.

Different types of touch

Casual / Informal / Incidental Touch

Staff use touch with pupils as part of a normal relationship, for example, comforting a pupil, giving reassurance and congratulating. This might include taking a pupil by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

General Reparative Touch

This is used by staff working with pupils who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad pupil. Touch used to regulate a pupil's emotions, triggers the release of the calming chemical oxytocin in the body. Reparative touch may include sitting on an adult's lap if written and agreed in the Occupational Therapy Plan or Behaviour Support Plan - with face to face always being avoided and always within sight of other staff. This will be age and stage appropriate. Other examples of this type of touch include patting a back, squeezing an arm, hand or foot massage.

Contact Play

This is sometimes used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the pupil has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the pupil or an adult and pupil playing a game of building towers with their hands.

This sort of play releases the following chemicals in the brain:

- Opioids - to calm and soothe and give pleasure;
- Dopamine - to focus, be alert and concentrate;
- BDNF (Brain Derived Neurotropic Factor) - a brain 'fertiliser' that encourages growth. Interactive play may include: throwing cushions to each other or using soft foam bats to 'fence' each other.

Positive Handling (calming a dysregulating child)

We pride ourselves at Belmont on providing a safe learning environment for our pupils. Sometimes, some of our children may become dysregulated – we will do our best to help pupils to regulate using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help to regulate. This can require positive handling. At Belmont, we have adopted the Team Teach approach to manage challenging behaviour. All of our teaching and non-teaching staff have been trained in the use of this approach and we have tutors in school who carry out initial training, ongoing refresher training, and advise staff on managing behaviour.

Team Teach promotes the least intrusive positive handling strategy and offers a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. It should be stressed that 95% of Team Teach strategies are about diversion and diffusion and only 5% about a physical intervention.

Following guidance and advice from Department of Education July 2013 'Use of Reasonable Force' teachers have been made aware of situations when the use of physical interventions may be necessary, they are:

- Prevent the pupil from hurting themselves
- Prevent the pupil from hurting others
- Prevent the pupil from damaging property
- Prevent the pupil from causing disorder

If a restraint is carried out then the minimum force necessary must be used for a minimum time and the restraint itself must be reasonable and proportionate to the behaviour being carried out by the pupil and in the pupil's best interest.

All incidents of restraint must be recorded on Sleuth within 24 hours (unless extenuating circumstances prevent this, such as a significant injury to a staff member) and parents/carers informed on the same day that the incident has occurred. Only staff that have completed Team Teach training will be authorised to carry out a restraint on a pupil unless in extreme circumstances.

Having too many members of staff in view during a restraint can contribute to pupils remaining in a crisis state, so if members of staff are not involved or helping it is essential that they move themselves away from the situation.

'Change of face' is an extremely important tool to use after an episode of restraint as it is very likely that in the initial period after being restrained the pupil will be very angry with the staff member/s who carried out the restraint. Therefore a 'change of face' to members of staff not involved in the restraint may help the pupil to regulate.

Team Teach techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Additionally, due to the nature of the behaviours displayed by some pupils, there will be times when staff members receive injuries themselves. Any injuries that occur to pupils or staff during a restraint or episode of challenging behaviour by a pupil must be recorded on both Sleuth and on the school accident reporting system.

Staff debrief

Being involved in a Positive Handling incident can be a very challenging experience for a member of staff on both a physical and emotional level; therefore, it is imperative that staff members are provided with adequate support from within their teams after any Positive Handling incident.

Where possible staff members should be offered a short time out so that they have an opportunity to gather themselves and reflect upon the situation. Staff teams are encouraged to reflect upon all incidents of Positive Handling to look at triggers to the events and whether the situation could have been managed differently.

Staff are welcome to discuss any concerns or feelings they have with a member of the Leadership Team if they have been negatively affected by a Positive Handling incident.

Sleuth – Recording and Monitoring Data

Belmont School uses Sleuth, a web-based system that allows us to track and record all behavioural incidents and any concerns.

Behaviour incidents are logged by the staff member involved in this incident within 24 hours of the incident occurring. All staff members will be given their own log-in details for Sleuth and it is staff responsibility, having observed the incident or if they have concerns, to log the incident. Sleuth reports will be used in informing the need for interventions being put in place to support the pupil's needs.

A Middle or Senior Leader will follow up all instances recorded on Sleuth of Verbal Bullying, Racist Bullying, Physical Bullying, Online Bullying, and Sexual Harassment and use an appropriate reflective approach for the pupil and behaviour. An individual behaviour plan will be put in place for pupils who have frequent records on Sleuth displaying the following behaviours: Physical Assault, Physical Aggression, Fighting, Unacceptable Language, Inappropriate Sexualised Behaviour, Sexual Violence, and Inappropriate Online Interaction.

All Safeguarding concerns on Sleuth are sent through to the Safeguarding and Operational Safeguarding Leads.

All reports related to a Positive Handling Incident (PHI) will be tracked, monitored and reviewed regularly by the School Leaders. Where there is an upward trend of PHI in relation to a specific pupil, consideration will be given to convening a multi-agency meeting to address this escalation in

behaviour. Pupils' risk assessments and all relevant paperwork will be updated following significant behaviour incidents.

Absconding

If a pupil is missing (not seen by any staff) a member of the Leadership Team must be notified. An extensive search of all buildings and school grounds should be made by staff. If they remain unaccounted for, the protocol below will be followed:

1. Time and place of the last sighting of the pupil to be established
2. Once the child has been known to have gone missing, the Head Teacher to call the Police to report MISPER (missing person)
3. Reception staff to prepare the photos for police if required
4. Parents/carers are informed by the Headteacher if the police are called
5. Upon return of pupil, parents/carers/Social Care are to be contacted to inform as required
6. Address issues regarding absconding, to be discussed at earliest opportunity with pupil, their family and staff
7. Pupil Risk Assessment to be updated/put in place to highlight the risk of absconding.

If a pupil is on site and threatening to abscond then the following process will be followed:

- Class LP or a member of the inclusion team should follow them to the school gate, encouraging them to return to school. If they then go past the school gate staff will take appropriate actions to keep the pupil safe.

Bullying and Child on Child Abuse

Belmont School is an inclusive school and all forms of bullying, abuse and the victimisation of others is not accepted.

When a pupil shows bullying behaviour towards others, this will be challenged and this behaviour will be addressed by including supportive measures the perpetrator requires.

The victim(s) will be offered every support to overcome the stress and trauma caused by the aggressor. Parents of both the perpetrator and the victim will be informed of incidents and actions taken.

A Sleuth log of incidents and outcomes will be made for analysis of effectiveness of action taken. If bullying becomes persistent, we will follow guidance in the Safeguarding Policy on Child on Child abuse and follow the general principles relating to this as set out in Keeping Children Safe In Education 2023.

Not all pupils may understand that the way they are behaving or treating others constitutes bullying or abuse and this may relate to in-person contact as well as interactions on-line. Therefore, our PSHE curriculum will be differentiated across our different departments to support our pupils in being able

to identify possible bullying or abuse, immediate actions they can take and who to report to if this is occurring.

Managing allegations from pupils against staff

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

The school will also consider the pastoral needs of staff accused of misconduct. The SAND Safeguarding and Child protection policy provides more information on responding to allegations of against staff or other adults.

[Policies & Procedures - Belmont School (sandmat.uk)](#)

Banned items

Pupils are forbidden to bring in any items to school that are potentially harmful to any member of the school community or to themselves.

The Head Teacher reserves the right to exclude pupils in extreme cases, or when pupils or parents have received warnings about banned items.

The list of banned items below is not exhaustive but is intended as a guide:

- Fire lighting equipment
- Drugs and smoking equipment
- Weapons, knives and other dangerous implements or substances
- Any pornography or unacceptable digital content

Mobile Phones

Pupils are allowed to bring mobile phones into school as many of our pupils will use them during their travel to and from school. However, once school starts all phones must be handed in to reception and will be locked away in a secure location until the end of the school day. The only exception to this is for pupils in Key Stage 4 (Years 10 and 11) who can who take responsibility for their own phone, but must keep them switched off and at the bottom of their bags during the

school day.

Belmont School accepts no responsibility if the equipment is damaged or stolen.

Conducting searches

Belmont School follows advice on conducting searches as per the Department of Education 2018 Guidance 'Searching, Screening and Confiscation'

[Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)](https://www.gov.uk)

School staff can search a pupil for any item should the pupil consent. If consent is not given then the Headteacher and staff authorised by them have a statutory power to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco/e- cigarettes, fireworks, pornographic images, and any article that the member of staff suspects has been used to commit an offence, or is likely to be used to commit an offence, damage to property or injury to a person.

School staff can seize any prohibited item found as a result of the search. Depending on the item and the context of the situation, the school may have to report the item to the Police.

Legal Duties

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Intent

- To understand that everyone's (staff and pupils) behaviour has an impact on others
- To create an environment in which everyone feels safe; relationships are based on mutual respect and an understanding of the needs of all involved
- Encourage pupils to think independently about their emotions and begin to understand why they feel this way.
- To be treated with respect and treating others with respect leading to being in the right frame of mind to learn effectively
- To recognise and praise positive behaviour
- Develop resilience and improve social interaction in wider community
- To further support with the development of independent skills

Implementation

Staff

- To use principles of Restorative Practice, Restorative and Trauma Informed Approaches
- To model positive behaviours and support the building of positive relationships through relational interactions
- To plan learning opportunities to engage, challenge and meet the needs of all pupils
- To provide clear and supportive boundaries for pupils
- To maintain a safe and calm learning environment
- To use visible recognition boards, positive praise language
- To be calm and supportive in reflective dialogue with pupils to ensure everyone is socially engaged and not socially defensive
- To be consistent in their approaches in line with the 'Belmont Way'

Pupils

- Be Respectful - Towards themselves, others and their environment and community
- Be Ready- To learn and engage with lessons, interventions and opportunities offered to them
- Be Safe - To keep themselves and other safe at all times
- Engage in Restorative Practice principles and approaches in order to build, maintain and repair positive relationships.

Impact

- Achieve their best in a caring and safe environment
- Pupils to become as independent as possible
- Being able to contribute to society and feel valued having a sense of self-worth
- Pupils to develop and maintain healthy friendships and know how to keep themselves safe
- To further prepare pupils to be respectful, moral and polite adults
- To be able to adapt to change and transition between different stages of their life
- Make successful transitions to their next step in their development
- To help the pupils to be the best they can be

Appendix 2:

Resource category	Criteria	Expectation	What does this look like?	Other information
Step 1	Ready, Safe, Respectful Engaged in tasks set Behaving within acceptable norms On task Following instructions Compliant Calm	Listening and responding to adult instructions and school rules Class team LP to give a short 1:1 support	Everyone engaged with learning Behaving appropriately following school rules and set expectations.	From our relationships with pupils allowing us to address their needs and wants Teacher/ LP being shadowed by apprentices looking at good practice Recognition board Recognition by MLT/ SLT
Step 2 *Low Level Behaviour*	Low level disruption Not following instructions	LP deployment Change tasks/ Refocus Time in a different space within the classroom Pupil to go to a quiet area with a LP Compromise Sensory break Movement walks	LP monitoring mood and offer level of support aiming for pupils to reengage with learning Could be at desk, quiet area if needed Older pupils might be left in a quiet room for a small period of time.	In class safe space/ individualised safe zones Dojo points/ recognition board Time with LP/ teacher/ EAA
Step 3	Unacceptable language Unacceptable action Inappropriate online interaction	HLLPs/ Intervention team to offer support Deescalate Time out/ Use of safe space: grey room, rainbow room, etc.	Body language and facial expressions, shut down, crying, fidgety Out of the classroom Hitting at things Dysregulated	Remove triggers Give space and time Safe space Check in with external teams
Step 4 *Serious Incident*	Significant harm to self or others Physical aggression/assault Sexual harassment/ violence	Inclusion Team MLT/ SLT team	Disruptive behaviour Unsafe, ripping, biting, physically aggressive to others Fights Risk to harm others or self	Inclusion team Update risk assessment Meeting with parents/ carers

Appendix 3:

Zones of Regulation

Is a concept to foster self-regulation and emotional control.

At Belmont we allow pupils to check in regularly with how they are feeling. Encouraging them to think independently about their emotions and begin to understand why they feel this way. Pupils are encouraged and supported in building up a range of strategies to support them in times of emotional deregulation.

If a child chooses to be in a zone other than green someone within the classroom will check in accordingly.