



Frome Valley CE First School

Behaviour and Relationships Policy

September 2026

*“Together, with God’s love,
we learn, nurture and grow, without limits.”*

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Behaviour at Frome Valley is Everyone's Business

‘Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.’

Paul Dix, ‘When Adults Change, Everything Changes’

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1. Introduction

At Frome Valley CE First School we are an inclusive community of respectful, collaborative learners who are encouraged to constantly achieve their very best. Our school ethos is founded on our values which are lived out in our work and play. These enable every member of our community to live out our School Motto “Together, with God’s love, we learn, nurture and grow, without limits” - The three core values are: Respect, Compassion, Perseverance.

As a school we are passionate about inclusion and ensuring that every pupil, no matter what their starting point or background, is supported to be the best that they can be. Our core principle as a school is to manage behaviour positively so that our pupils feel valued, successful and prepared. We expect all of our staff and volunteers to share our belief that every pupil in our school matters and that we will expend every ounce of effort in order to support them to engage and be successful in their time at Frome Valley.

In order to achieve this and our statutory expectations as a school, we have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. This policy sets out the behaviour expectations of all pupils at Frome Valley CE First School and aims to explain to staff the powers, duties and responsibilities they have in respect of pupil behaviour. This policy also sets out our behaviour expectations and responsibilities for our pupils and parents. This policy is for all staff and volunteers at Frome Valley CE First School and is compliant with the relevant statutory guidance.

This policy will enable staff to understand the need to educate pupils about behaviour and to support their growth as respectful, kind and caring members of the school and the wider community.

At Frome Valley CE First School, ensuring good behaviour is [everyone’s business](#).

2. Aims

We recognise that high standards are best promoted when everyone (staff, pupils and parents) have a shared understanding of what is acceptable and unacceptable behaviour. This behaviour policy aims to support staff, pupils and parents to create an environment that encourages and reinforces good behaviour in line with our school rules, values and expectations.

The aims of this policy and the accompanying **Behaviour and Relationships Toolkit** are to:

- Define the standards of behaviour we expect at Frome Valley CE First School
- Define and encourage a consistent approach to positive behaviour management
- Define and formalise a consistent approach to recording and managing antisocial behaviour and serious behaviour incidents
- Demonstrate our recognition of the link between mental health, wellbeing and behaviour
- To ensure that the School's expectations and strategies are widely known and understood by all members of the school community
- Define our approaches to bespoke arrangements for children with SEND or other additional needs
- Define and formalise our approaches to rewards and sanctions

3. Policy, research and legal frameworks

This policy embodies our school culture and ethos of inclusive, positive behaviour management with relationships at its core. It has been developed through a 'Trauma Informed Schools' approach where relationships are at the heart of every interaction. We are committed to ensuring that our school develops a trauma and mentally healthy informed approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Adverse Childhood Experiences (ACEs) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

Furthermore, a variety of research has been used to inform this policy, including, but not limited to the EEF guidance report on 'Improving Behaviour in Schools' and DFE advice on Behaviour in Schools. In addition, Frome Valley CE First School is a Rights Respecting School with the UN Convention on the Rights of the Child underpinning our work.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2026) 'Restrictive interventions, including use of reasonable force, in schools'
- (2024) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2026) 'Keeping children safe in education 2026'

The above policies are used to define our definitions of both positive behaviours, which we foster and promote as a school, as well as unacceptable behaviours which we are committed to address as a matter of urgency whenever they may occur. Unacceptable behaviours include all relevant forms of child-on-child abuse as outlined in Keeping Children Safe in Education (DfE, 2026), in particular paragraphs 191 on p.50.

https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026.pdf

Further positive and unacceptable behaviours have been identified and agreed on a whole-school basis and derived from the legislation and guidance listed above.

The policy should be read in conjunction with other school policies. It aims to ensure that the pupils at our school feel safe and secure and learn to modify their behaviour to what is socially acceptable according to pupils' individual levels of understanding and ability.

4. Responsibilities

We believe that Behaviour at Frome Valley CE is [Everyone's Business](#) and support all staff to be positive in their management of behaviour but also feel empowered to address any behaviour that does not meet our high standards.

The Role of the Head of School

It is the role of the Head of School, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. The Head of School will ensure that all new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all the children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head of School has access to records of all reported incidents of misbehaviour on Arbor or MyConcern.

The Head of School has the responsibility for suspensions of individual children for serious acts of anti-social behaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. The Head of School must publicise the school Behaviour Policy, in writing, to staff, parents and pupils at least once a year.

The Local Governing Committee play an important part in the development and monitoring of this policy.

The Role of Class Teachers, Teaching Assistants and Support Staff

All school staff have an equal responsibility for the welfare and discipline of children in school and must lead by example at all times. A full list of our expectations of class teachers and teaching assistants can be found in our *Managing Behaviour and Relationships Toolkit*, and includes:

- To embed the agreed aims and values of the school among the children and across the school community
- To actively establish positive relationships with pupils and families and treat them with respect and understanding in a fair and just manner
- To make proactive adaptations, with the support of the SENDco and other members of SLT for children with additional needs
- To develop and maintain a positive learning environment where children are taught and understand the school rules, the choice pathway and support children to learn to manage their own emotions and behaviour

- To develop a class charter which is then displayed and referred to throughout the year
- To consistently follow the school behaviour policy including the consistent use of rewards and consequences
- Meet the educational, social and behavioural needs of each individual.
- To provide an exciting, stimulating curriculum that meets the needs of all children
- It is the responsibility of the class teacher and/or teaching assistant to record significant incidents of inappropriate behaviour on Arbor.
- Class teachers are always willing to meet with parents/carers to discuss any behaviour related concerns that they might have.

The Role of Non-teaching staff

Frome Valley CE First School staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All non-teaching staff will regard children fairly and enforce the school rules consistently and treat all children that they work with or come across with respect and understanding. It is the responsibility of non-teaching staff to also record significant incidents of inappropriate behaviour on Arbor that they are involved in or witness or to pass these concerns onto a member of school staff if not set-up on Arbor.

The Role of Parents and Carers

Staff will welcome early contact if parents and carers have a concern about their child's behaviour or are concerned about their emotional wellbeing. If parents and carers and school work together we believe that the behaviour of pupils will be of a high standard. Parents and carers can help in the following ways:

- By supporting the school in teaching pupils that they are expected to follow our school rules and as such behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By ensuring that pupils have appropriate dress for school and PE to enable them to take part in all school activities.

5. Our Behaviour Management Ethos

At Frome Valley CE First School our approach to behaviour management is underpinned by the Dorset Therapeutic Thinking approach. Dorset Therapeutic Thinking is based upon the principle that if you can teach someone a more effective and more acceptable behaviour than the challenging one, the behaviour of concern will be reduced. Therapeutic Thinking suggests that behaviours that challenge are learned, and so are open to being changed. A number of key staff at Frome Valley CE have been trained in the Dorset Therapeutic Thinking approach and all staff have then been trained in key elements of the Therapeutic Thinking approach by these fully-trained members of staff. However, in order to make the approach work best for our pupils and our community, this behaviour policy uses many of the elements of the Dorset Therapeutic Thinking approach whilst adding some of our own, bespoke arrangements for behaviour management.

We have high expectations for all of our pupils in terms of their ability to learn and everyday is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be pupils' difficulty to self-regulate. Access to the curriculum can be hindered by a pupil who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated pupil is more inclined to make progress due to their readiness to learn and engage. Frome Valley CE First School aims to truly understand pupils and their behaviour, implementing research-based strategies with one aim in mind; to improve the quality of life for all of our pupils and their families through;

- Clearly defined routes for behaviour support
- Behaviour practice which encompasses the whole-child, including sensory strategies
- Positive reinforcement that is clear and presented at a level that pupils understand
- High expectations
- Consistency in response
- Bespoke plans that support individual behaviour where required
- A multi-agency approach where required
- Relationships that nurture, built on trust and mutual respect
- Increasing meaningful participation
- Increasing choice and control for our pupils
- Reducing risk and promoting safeguarding of pupils and staff

Some pupils who attend Frome Valley CE First School have complex needs and/or an Education Health Care Plan. Research suggests that when children experience more severe difficulties, the more likely it is for difficult behaviours of concern to occur. These behaviours may be more likely in children who have communication difficulties, such as autism, sensory impairments, sensory processing difficulties and physical or mental health problems (NICE guidelines 2015). This means that there is a likelihood that some

pupils may display some form of concerning behaviours during a typical school day. This policy, therefore, seeks to provide staff, and other key groups, with clear guidelines for positive behaviour management.

At Frome Valley CE First School, we believe that:

- Every pupil is unique, and that a 'one size fits all' approach to behaviour management may not work for all pupils and that we will adapt our approach where necessary
- All behaviour serves a function for the individual
- All behaviour is a form of communication
- Pupils should not be blamed for their behaviour
- Pupils do not generally behave randomly, sometimes it might be hard to see the reason behind the behaviour, but it is always there
- Staff must use fair and consistent vocabulary when describing a pupil's behaviour
- Pupils who are motivated, and whose personal interests are incorporated into their daily school lives, are less likely to exhibit concerning behaviour
- Restrictive Physical Interventions (RPIs) should only be used as a very last resort
- All behaviour management strategies ought to be in the best interests of the pupil
- The attitudes, perceptions and values of the staff working with pupils can have a dramatic effect on the incidence of behaviours that challenge and the effectiveness of how it is managed.

We take into account individual pupil needs. Pupils may at some point require the adults in school to take account of their individual needs and protected characteristics. Staff receive training in, and are aware of, their obligations in relation to the Equality Act 2010.

Protected characteristics and/or circumstances may need to be considered include but are not limited to:

- Pupils with disabilities
- LGBT Pupils
- Pupils from ethnic minority backgrounds
- Pupils in religious groups
- Pupils who are travellers, asylum-seekers and/or refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with Special Educational Needs (SEN)
- Pupils looked after by the local authority (CIC)
- Pupils formerly looked after by the local authority (PLAC)
- Pupils with medical conditions
- Young carers
- Pupils from families under stress.

6. Our School Rules

At Frome Valley First School we have three fundamental school rules. These enable every member of our community to live out our School Motto **“Together, with God’s love, we learn, nurture and grow, without limits”** - The three core values are:

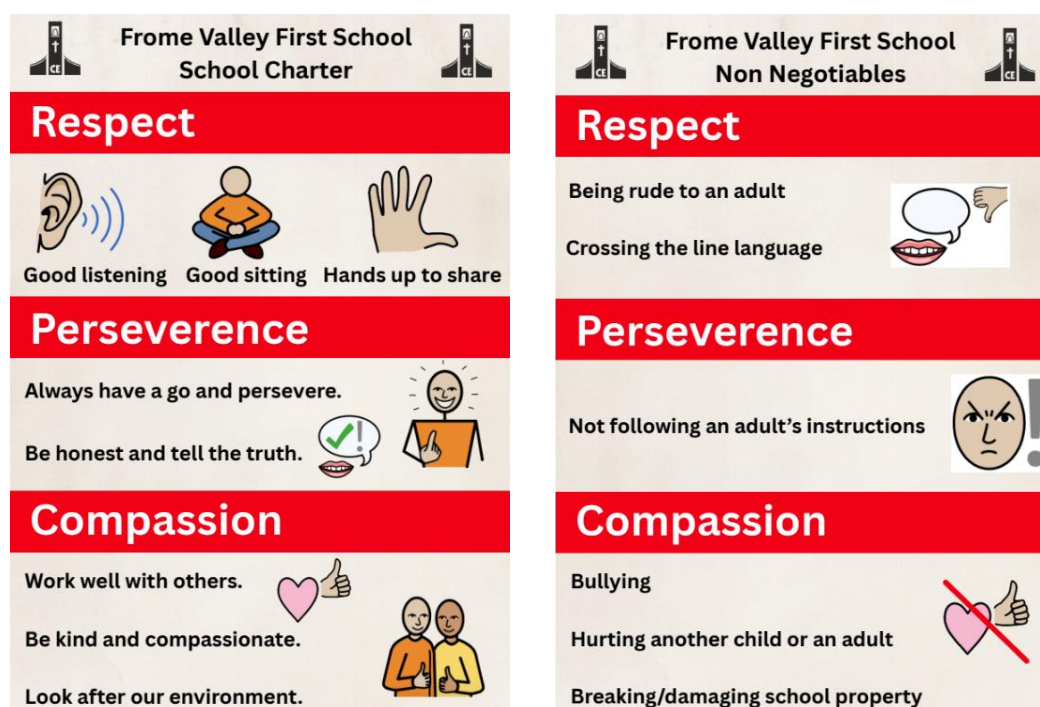
Respect, Compassion, Perseverance.

At Frome Valley CE First School, we expect our pupils to be **Respectful**. This means we expect our pupils to be ready to learn, and show this by sitting well, listening to whoever is speaking and remembering to put their hands up to share their thoughts. This means we expect our pupils to have excellent manners, to communicate effectively with their peers and adults and to treat everyone with respect and tolerance.

We encourage pupils to show **Compassion** by being kind and considerate of others. This includes showing empathy, supporting their peers and using positive communication at all times. Pupils learn to understand how their actions affect others and to contribute to a caring and inclusive school community where everyone feels valued and safe.

We expect pupils to show **Perseverance** by always having a go and approaching their learning with determination and resilience. This means being prepared for learning, trying their best even when things feel challenging and continuing to make positive choices. Pupils are supported to build confidence, independence and a strong sense of right and wrong through their actions.

Please see the following image which illustrates our School Charter and Non-Negotiables.



7. Guidelines

The key to good behaviour is excellent relationships underpinned by high quality teaching and learning. To ensure that Frome Valley CE is a happy and safe environment there are consistent and well-managed classrooms underpinned by whole school systems and procedures that make school expectations explicit. Clear consequences are identified and shared with the school community - such as our *School Charter* Display and *Non Negotiables* Display - setting out our expectations of excellent behaviour throughout the school. They also set out how issues can be dealt with effectively. Ongoing training, performance management and observations provide ongoing feedback and professional development for all staff to ensure behaviour is managed well by all staff.

8. Implementation: Positive Behaviour Management

Our primary focus as a school in delivering our Behaviour and Relationships policy is to be relentlessly positive. The emphasis throughout the school is on supporting pupils to behave in a pro-social way: to encourage them to develop internal controls rather than punish them for getting this wrong. As such, we focus first on positive behaviour management, through the following activities, interventions and mindsets.

Kindness and mutual respect

Staff empathy and understanding of each pupil's perspective and experience of the world is seen as central when considering how best to support and encourage appropriate behaviours. The most commonly used form of encouragement in the school is kindness. All staff must consistently model positive behaviour and language, including body language.

Class charters

All classes work together to produce Class Charters that outline expected pro-social behaviours. These are on display in every classroom and used to set classroom level expectations of positive behaviour.

Positive reinforcement

Staff use positive and adapted reinforcement as a celebration of pro-social behaviours (we focus on '*catching them getting it right*'). Staff use special interests and motivating activities to make tasks intrinsically motivating rather than 'dangling carrots' for pupils to work towards. Pupils will use strategies such as:

- a smile or thumbs up
- mutual respect, including using manners
- acknowledge of appropriate behaviour
- enthusiasm for learning
- positive comments specifically about behaviour or effort
- highlighting children to the whole class who have been noticed for their behaviour.

Proactive adults

At all times our staff are proactive - getting involved and engaged with pupils - rather than being passive observers of activities, learners or lessons.

Proactive strategies

Proactive strategies are intended to ensure that the pupil has access to strategies and approaches that are suitable and support self-regulation that in turn, lessen the likelihood of escalation. Examples of proactive strategies include:

- Regular sensory breaks in class or in one of our sensory spaces
- Structured/predictable daily routine for all children with more bespoke routines for others where appropriate
- Using our in-depth knowledge of our pupils to plan for positive behaviour

Start everyday afresh

We expect all staff to treat every day as a new start and treat all children equally, fairly and with respect regardless of any historic behaviours or incidents.

Behaviour displays and clear choices

Pupils at Frome Valley are taught about managing their emotions and behaviour in a variety of ways, including but not limited to specific behaviour teaching in a class setting based on PSHE sessions, whole school assemblies and Wellbeing, behaviour afternoons at the start of every term. Where required, pupils are taught about managing emotions and behaviour in smaller group settings or on a one-to-one basis through a variety of different methods. As part of this teaching, pupils are taught about our School Charter display. This is on display in every classroom in the school. This display visually illustrates our approach to positive behaviour management in school and how the children always have a choice to stop and change their behaviours in order to do the right thing and avoid any negative consequences being put in place.

Rewards

Rewards can be a powerful motivator in positively reinforcing children's behaviour. Some pupils will make the association between their behaviour/completing their work and the receiving of a reward. For others, the reward of simply completing a task might be sufficient. Whatever reward system is used, it must be meaningful to the pupil, and where a reward is used, it must be used consistently by all members of staff in order to have the desired effect.

Rewards and celebrations - whole school

Rewards may be in the form of positive praise, or tangible and are always designed to motivate positive behaviour. The practice of removing rewards once achieved is not used.

At Frome Valley CE we have a range of ways to celebrate good behaviour, these include:

- **Verbal praise**
- **The Kindness Tree** (for kind words and kind hands)

- **Termly Citizenship Certificates** (chosen by the children)
- **Class Dojos** to reward and encourage positive behaviour. Children earn Dojo points for such areas as: good listening, good citizen, ready to learn, demonstrating our school values or being on task. Children can cash in their Dojo points for a variety of prizes or rewards.
- **Jigsaw Certificates**
- **Star of the Week**
- **Marble Time** is used for a specific class behaviour focus. When children earn enough marbles, they receive whole class marble time.
- **Head of School** stickers
- **Postcards home**
- **Communicating praise to parents and carers**

In addition, there are further celebrations and rewards presented in assemblies or in other forums on an ad-hoc basis, i.e. Sharing assembly rewards

Classroom management and organisation

At Frome Valley CE First School we have identified classroom management, organisation and procedures lie at the heart of developing and maintaining good behaviour. Together, we have clearly defined what we do every day in our school to promote good behaviour, in addition to the above. These classroom expectations can be found in our staff **Behaviour and Relationships Toolkit**, which is a toolkit of essential actions which make up the first step in our behaviour management provision. These include, but are not limited to:

- Greeting pupils in the morning of each day
- Establishment of clear routines
- Communication of expectations of behaviour through modelling and through visual representation
- The highlighting and promotion of good behaviour

9. Implementation: Prevention

The next step in our behaviour management approach is focused on preventing behaviours of concern from happening in the first place. This means being aware of anything that might cause a pupil to become dysregulated, and which might then act as a trigger for behaviours that challenge. It also means putting into place a range of proactive strategies that are known to assist pupils in staying regulated.

We believe that a certain behaviour is generally a rational response to adverse circumstances. Rather than view the behaviour as part of the person, we need to change what goes on around the person, such as their environment or how adults support them. In order to anticipate and prevent anti-social/challenging behaviour from occurring we do the following:

Intervene early / distract

As soon as a pupil starts to show signs of dysregulation, that's the time to act or step back and wait until the pupil has self-regulated. There is still time at this 'trigger' phase to prevent the pupil's dysregulation from escalating. Sometimes, providing a distraction at this point can prevent behaviour from escalating. This might include: doing something unexpected, asking for help to complete a job around the classroom or fabricating a need to have something delivered to the front office. 'Time-away' is used for a pupil who is given a break from an activity or setting because they are beginning to show signs of dysregulation. The sole purpose of 'time-away' is to de-escalate signs of dysregulation before they trigger behaviour that is potentially concerning.

De-escalate

When pupils become dysregulated, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state. Wherever possible, the pupil ought to be involved in decision making about what they do or where they go. This might include: going for a walk, bouncing on the gym ball, biting on a chewy tube or jumping on the trampoline, or to be given some time and space in a clutter free space.

Proper Planning

All staff at school are reflective professionals who question their practice constantly. As such, any negative behaviours that occur will be properly discussed on a class team basis or wider as each case requires. As a result of these professional discussions formal and informal plans will be put in place to avoid or prevent a repeat of behaviours taking place. This may take many different forms, from simple responses such as presenting work in a different way or walking a different route to the more formal creation of Risk Reduction Plans or other formal approaches.

Reactive strategies

Reactive strategies are designed to keep the pupil and those around them safe from harm. They provide a way to react quickly in a situation where the pupil is distressed or anxious and putting themselves or others at risk. Examples of reactive strategies include:

- Diversion / distraction
- Humour as de-escalation

- Not responding to, or 'ignoring' the behaviour

It is likely that these strategies will be in place on a child's Risk Reduction Plan or have already been discussed by the staff working with the pupil or pupils and the Senior Leadership Team.

Risk Reduction Plans and Preventative Activities

Some pupils, who have SEND or additional needs, may have adapted behaviour expectations in Pupil Passports or Risk Reduction Plans in place. The staff working with these pupils will be aware of these children and the adapted provision in place in order to prevent anti-social behaviour or crisis behaviours from occurring and will look to step in early in order to avoid this. Some pupils will also have additional support from our pastoral teaching assistants, intervention activities from both internal and external staff and access to a range of sensory activities or interventions, such as sensory circuits, outside time, sensory room time or regular sensory breaks amongst other activities.

Adapted timetables and approaches

For some of our children with SEN or with additional needs, in order to be successful we have to adapt our strategies, including those for behaviour, to the individual needs of each pupil. Individual risk reduction plans may be written for those pupils who require a specific response that might be different to the majority. Individual approaches to support pro-social behaviour are as many and varied as the pupils themselves, but can include the following:

- alternative seating arrangements
- additional support with an adult
- additional time to regulate before, during or after a session
- fit or sensory breaks built into a timetable
- specific, individual visual timetable
- use of social stories

10. Implementation: Managing Challenging Behaviour

We recognise at Frome Valley CE First School that children and young people need boundaries and to understand that there are consequences for anti-social behaviour. We will always give three choices to pupils and refer them to our *School Charter* and *Non-Negotiables Display* before taking any actions which involve consequences.

We have graded our response to behaviours into three tiers, where tier one behaviour is to be managed on a classroom basis, tier two to be managed on a classroom basis or with the support of the Senior Leadership Team and tier three with the support of the Senior Leadership Team. We recognise that behaviour is not a binary issue and does not easily fit into a category and as such we support all staff to be flexible when dealing with behaviour, their responses and to rely on their professional judgement, the support of other staff and the content within this policy, the Behaviour and Relationships Toolkit and other supporting documents.

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- alternative seating arrangements
- additional support with an adult
- additional time to regulate before, during or after a session
- fit or sensory breaks built into a timetable
- specific, individual visual timetable
- use of social stories and widgets.

Debriefing/repair work is always carried out after any consequence is put in place and is done so at an appropriate level for each pupil. Debriefing is used to explain the protective consequence and to support understanding and future learning - the educational consequence. Debriefing sessions will follow positive listening principles:

- Take time to listen
- Listen to the pupil's perspective first
- Try to understand how all those involved felt and why they did what they did
- Explain why staff took the actions that they took
- Try to connect feelings with behaviours

- Talk about future strategies, using visual prompts as appropriate, that the pupil can use when they are feeling anxious, angry or upset
- Talk about how staff will help the pupil to respond with more pro-social behaviour in the future.

Some pupils may not have the expressive or receptive skills to fully engage in debriefing sessions. Where this is the case staff will explore alternative strategies such as social stories in order to explain why certain actions are taken and teach prosocial skills for the future.

Any anti-social behaviour that takes place off the school site will be responded to in the same way; pupils are representing the school when off site and expectations remain the same as in school.

Frome Valley CE First School has a zero-tolerance approach to any forms of sexual harassment and sexual violence and will ensure that any incidents are met with a suitable response and never ignored. As a school we follow the guidance as set out in Keeping Children Safe in Education and within associated policies which can found at: <https://www.frome.wessex.ac/key-information/policies>

In the event that staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging. Staff will be expected to follow the approaches as set out in our **'Behaviour and Relationships Toolkit'**.

As a last resort, and only when all of the previous graded steps have failed, it might be necessary to physically support a pupil in order to keep everyone safe. This must involve the minimum amount of force necessary for the minimum amount of time and must be done in line with the guidance in our **'Behaviour and Relationships Toolkit'**. and with statutory guidance.

Any challenging behaviour, unless already subject to a risk reduction plan, would be a tier three focus for school staff and treated as such with follow up actions, including consequences, communication with parents and reintegration into the classroom led by the class teacher and senior leadership team.

11. Implementation: Shared Vocabulary

At Frome Valley CE First School we believe that language is important and that certain words, or descriptions, can be unhelpful and potentially misleading when used to describe the behaviour of pupils. For this reason, Frome Valley CE First School is very prescriptive about the terminology that staff are using. This relates to all forms of spoken and written communication. A shared language is used to discuss and manage behaviour and this is included in our **'Behaviour and Relationships Toolkit'** which all staff use as an operational tool in promoting good behaviour. .

12. Implementation: Professional Support & Challenge

Behaviour management at Frome Valley CE is everyone's business and a team effort. As such, all staff are advised to offer support to any staff member that might be dealing with a dysregulated child. This offer of help will be subtle but will act as an option of help for the staff member to call upon if the situation requires it.

At Frome Valley CE First School, every member of staff has a duty of care to act in the best interest of pupils, especially if they have reasonable grounds to suspect that a colleague is operating outside the parameters laid down in this policy. Frome Valley CE First School wants to give a voice to any member of staff in this type of situation by encouraging a culture of 'professional challenge'. In the context of this policy, the action would relate to any aspect of behaviour management. If a member of staff felt unsure or concerned about how a pupil was being supported or managed, they should speak to a member of the Senior Leadership Team at the earliest opportunity.

13. Implementation: Suspensions

We do not believe that suspension or exclusion is an effective way to support learners especially those with SEND and we will always try to adapt and personalise the provision for all of our pupils in order to ensure that they are able to access education. However, in extreme and exceptional circumstances, the Head of School may need to suspend a pupil temporarily or permanently - this will be considered very carefully. It is also possible for the Head of School to convert a suspension into a permanent exclusion, if the circumstances warrant this. A decision to exclude a pupil permanently from Frome Valley CE First School will be taken only in response to serious breaches of the school's behaviour policy, a significant risk to themselves or others or if allowing the pupil to remain in school would not be in the pupil's best

interest. Where pupils are at serious risk of exclusion, the Local Authority, Wessex MAT and all relevant external agencies will be involved and an urgent meeting will be called. Exclusion will be the last resort after all other steps have been exhausted.

14. Implementation: Recording & Monitoring

All Safeguarding concerns about a child are recorded on My Concern and Behaviour concerns are logged on Arbor. These online recording systems report immediately to the members of staff responsible for safeguarding or Behaviour at Frome Valley First School.

In the event of an accident or injury to a pupil or adult an Accident/Incident Form is completed and a copy of the form is sent to the Local Authority.

All MyConcern or Arbor Behaviour logs should be completed using precise, factual and non-judgemental language and include precise timings and duration of any incident. Full names of staff and pupils involved are recorded on all documentation. A member of the Senior Leadership Team will review these and they will be followed up on a case-by-case basis. A weekly meeting of the Senior Leadership Team focuses on the review and analysis of completed MyConcern and Behaviour logs in order to ensure an appropriate follow-up has been made and that any patterns or common threads are identified early in order to address them.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will always consider whether a change in a pupils' behaviour may be linked to them suffering or likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policies.

15. Monitoring & Evaluation

The local governing committee (LGC) is responsible for monitoring this policy's effectiveness and holding the Head of School to account for its implementation. The Head of School/LGC is responsible for reviewing and approving this policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy. This policy will be reviewed by the Head of School and the LGB annually.

This policy is on the school website and hard copies are available to parents and carers from the school office.

1. Scripts

Shared Language

At Frome Valley First School we believe that language is important and that certain words, or descriptions, can be unhelpful and potentially misleading when used to describe the behaviour of pupils. For this reason, Frome Valley First School is very prescriptive about the terminology that staff are using. This relates to all forms of spoken and written communication. A shared language is used to discuss and manage behaviour. We also endeavour as professionals to discuss behaviour on a one-to-one, discreet basis rather than discussing things aloud in front of a child or children.

The following terms are **acceptable**:

detrimental/dysregulated/distressed/anxious/unhappy/ unsettled.

The following terms are **to be avoided**:

naughty/bad/kicking off/melt down/awful/terrible/ nightmare.

We follow a simple shared script when a child is in a crisis situation, this is designed to be non-confrontational and de-escalate the situation returning to calm as quickly as possible and preventing any further difficulties:

-Child's name

-I can see something has happened

-I am here to help

-Talk and I will listen

-Come with me and ...

We also follow a simple script for restorative questions and follow up after any incident, for de-escalation and for disempowering behaviours. These are available as physical lanyard script reminders to attach to ID badges .

Repairing and the debriefing phase

Debriefing/repair work is always carried out after **any** consequence is put in place and is done so at an appropriate level for each pupil. Debriefing is used to explain the protective consequence and to support understanding and future learning - the educational consequence. Debriefing sessions will follow positive listening principles:

- Take time to listen
- Listen to the pupil's perspective first

- Try to understand how all those involved felt and why they did what they did
- Explain why staff took the actions that they took
- Try to connect feelings with behaviours
- Talk about future strategies, using visual prompts as appropriate, that the pupil can use when they are feeling anxious, angry or upset
- Talk about how staff will help the pupil to respond with more pro-social behaviour in the future.

Some pupils may not have the expressive or receptive skills to fully engage in debriefing sessions. Where this is the case staff will explore alternative strategies such as comic strip conversations or social stories in order to explain why certain actions are taken and teach prosocial skills for the future.

Our Lanyard Scripts and examples of shared language used at Frome

POSITIVE PHRASING • "Stand next to me, thank you" • "Put the pen on the table, thank you" • "Walk in the corridor, thank you" • "Walk with me to the library, thank you" • "Stay seated in your chair, thank you"	DE-ESCALATION SCRIPT Child's name I can see something has happened I am here to help Talk and I will listen Come with me and...
LIMITED CHOICE • "Where shall we talk, here or in the library?" • "Put the pen on the table, or in the box, thank you" • "Are you going to sit on your own or with the group?" • "Are you starting your work with the words or a picture?"	DE-ESCALATING BODY LANGUAGE • Outside of an outstretched arm • Good distance • Standing to the side • Relaxed hands • Managing height
Therapeutic Thinking describes: • Behaviours as valued or detrimental. • Feelings as helpful or unhelpful. • Experiences as positive or negative.	Restorative Debrief: • Identify who or what has been affected and how. • Consider how we can repair harm to people or property. • Plan for a different response to the same experiences or feelings re-occurring. • What would you like to happen next? • How can we make things better for you? • How can you help to put this right? • How can we make it ok for you to go back to class? • What do you think others might need?

2. School Charter: School Rules



Frome Valley First School School Charter



Respect



Good listening Good sitting Hands up to share

Perseverance

Always have a go and persevere.

Be honest and tell the truth.



Compassion

Work well with others.

Be kind and compassionate.

Look after our environment.



3. School Charter: Non-Negotiables



Frome Valley First School Non Negotiables



Respect

Being rude to an adult

Crossing the line language



Perseverance

Not following an adult's instructions



Compassion

Bullying

Hurting another child or an adult

Breaking/damaging school property



We identify behaviour and our response to behaviour using a graduated three-tier approach with different approaches and consequences for different actions. All staff will follow our behaviour management policy and will be relentlessly positive in their approach to managing behaviour.

All staff will provide three clear warnings with choices to children who may be exhibiting signs of disruptive behaviour or anti-social behaviours using the School Charter and other displays before resorting to any consequences. Children are never blamed for the behaviour and when using any consequences, repair and restorative conversations must take place to explain to the pupil what went wrong, the choice they made, why the consequence was put in place and how to reduce the chance of the behaviour happening again.

- **Tier One** - Low level disruption that can be managed within the classroom by the class teaching team
- **Tier Two** - Medium disruption and more serious anti-social behaviour that is not so easily managed within the classroom and will need the involvement of the class teacher and potentially the senior leadership team (SLT)
- **Tier Three** - Serious anti-social behaviour, crisis level behaviour or persistent level two behaviours. This will need intervention and formal involvement of the Head of School or other member of the Senior Leadership Team. This may involve specific plans being put in place to protect the pupil in question, the involvement of external agencies or more formal sanctions such as fixed-term or permanent exclusion.

We recognise that behaviour is not a binary issue and does not easily fit into a category and as such we support all staff to be flexible when dealing with behaviour, their responses and to rely on their professional judgement, the support of other staff and guidance from senior leaders. It is also important to note that for some of our children with SEN or with additional needs, in order to be successful we have to adapt our strategies, including those for behaviour, to the individual needs of each pupil.

4. Tiers of Behaviour

Tier One Low Level Disruption Generally managed by the class teaching team	
Examples of Tier One behaviours:	
■ Not on task ■ Interrupting ■ Telling lies / getting other children into trouble ■ Unsafe behaviour ■ Annoying other children or using unkind words ■ Poor manners ■ Not walking around school carefully or quietly	■ Careless damage ■ Not being ready to learn ■ Distracting or disrupting another pupil's learning ■ Isolated playtime incidents This list is indicative and not exhaustive.
Examples of strategies to challenge Tier One behaviours:	
■ Proximity praise (praising a child nearby who is behaving well) ■ Tactical / proactive ignoring ■ Waiting and scanning ■ A firm look from a member of the class teaching team ■ Moving toward the pupil or group, using non-threatening body language ■ Restatement of request in a calm manner, with 'thank you' at the end of the request rather than 'please'	■ Use of individual pupils name within sentence to remind them of the acceptable behaviour you want to be displayed ■ The use of humour (but never sarcasm) to defuse or deflect challenges ■ Reminders of behaviours expected at Frome Valley ■ Reminding the child of the consequences, if they continue to show inappropriate behaviour, and the opportunity using the School Charter to make a good choice and get back on track
Consequences for Tier One behaviours:	
■ 3 X verbal warnings with mention of the School Charter. ■ Repositioning of children within the classroom (work with an adult, work with different people, work by themselves for a while in class) ■ Time out from activity before being reintroduced (if undertaking an activity such as PE) If consequences are introduced these should always be followed up by a debrief / repair conversation with the pupil to discuss with the pupil what went wrong, the choice they made, why the consequence was put in place and how to stop it happening again.	
MyConcern reporting advice:	
In general, behaviour at this level will not require a MyConcern to be completed unless the child is known to DSL/SLT and having detailed records taken. If ever unsure please discuss as a class team before seeking advice from a DSL/SLT member.	

Tier Two | Medium or Persistent Disruption | Generally managed by the class teaching team, Year Leaders & Senior Leaders (if required and appropriate)

Examples of Tier Two behaviours:

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|--|---|
| <ul style="list-style-type: none"> ■ Persistent level one behaviour ■ Ongoing refusal to work or complete work ■ Significant defiance or rudeness ■ Minor vandalism ■ Persistently not walking around school carefully or quietly ■ Persistently leaving the classroom without consent | <ul style="list-style-type: none"> ■ Undirected racist, homophobic or discriminatory language ■ Isolated aggressive or intimidating acts (kicking, hitting, etc) ■ Persistent or serious online issues <p>This list is indicative and not exhaustive.</p> |
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Examples of strategies to challenge Tier Two behaviours:

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|---|--|
| <ul style="list-style-type: none"> ■ Tier One approaches ■ Staying calm and not catastrophizing event ■ Speaking quietly, calmly and assertively ■ Refocusing on the task, asking if the child needs any help ■ Continuing to use the language of choice. Being clear with the pupil that they are able to make choices in managing their behaviour. Refer to the School Charter Display. ■ Allowing take-up time. Move away in the expectation that the pupil will do as expected. Label emotions and describe the behaviour, not the child, as the problem. | <ul style="list-style-type: none"> ■ Giving the pupil time to calm before following up the incident with a debrief/repair discussion ■ Diversion and distraction techniques to de-escalate the behaviour ■ Tactical ignoring (if appropriate) ■ Not making the pupil the centre of attention, where possible, moving with them calmly to someone quieter ■ Restorative conversation and appropriate follow-up actions ■ All staff involved to discuss pupil's challenges and potential new plans or amendments to practice to avoid it happening again |
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Consequences for Tier Two behaviours:

- 2X verbal warnings with mention of the School Charter and school rules (as tier one)
- Discussion with Class Teacher making clear behaviour expectations and setting verbal improvement targets
- Loss of playtime/rewards/privileges as decided by the Class Teacher.
- Persistent time outs will result in an **Arbor behaviour log** being completed by the Class Teacher and contacting parents and a final verbal warning.
- If there is no improvement a **Cause for Concern** form should be completed and sent to the SENDco. The pupil will then be discussed in the weekly SLT behaviour / safeguarding meeting. From this a decision will be made about how best to support the pupil to improve their behaviour. This may involve parental meetings with a member of SLT and the class teacher and/or the creation of both formal and informal behaviour management approaches and plans to support the pupil improve their behaviour.

If consequences are introduced these should always be followed up by a debrief / repair / restorative conversation with the pupil to discuss with the pupil what went wrong, the choice they made, why the consequence was put in place and how to stop it happening again.

MyConcern reporting advice:

If a behaviour is persistent at tier 2 an **Arbor behaviour log should** be completed detailing the behaviours and actions to date. If a behaviour at this level is significant enough to warrant a conversation with parents or carers should be recorded on Arbor. If ever unsure please discuss with a SLT member.

Furthermore, if you are concerned about the persistent behaviour of a child then complete a **Cause for Concern form** and send it to the SENDco who will then follow it up in the weekly SLT meeting.

Tier Three | Very Serious Anti-Social or Crisis Behaviours | Generally managed by the Head of School, SLT and other school staff and external agencies as required

Examples of Tier Three behaviours:

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| <ul style="list-style-type: none"> ■ Persistent level two behaviour ■ Consistent, persistent and major disruption of class activity, refusal to work or complete work ■ Serious vandalism of school property or equipment ■ Persistent stealing ■ Repeated incidents of bullying ■ Persistent use of bad language | <ul style="list-style-type: none"> ■ Directed racist, homophobic or discriminatory language ■ Aggressive violent behaviour causing deliberate injury ■ Significant verbal abuse ■ Abusive/threatening behaviour towards adults or children ■ Persistent, intimidating acts ■ Any sexual harassment or sexual violence ■ Leaving school premises without consent |
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This list is indicative and not exhaustive.

Examples of strategies to challenge Tier Three behaviours:

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|---|---|
| <ul style="list-style-type: none"> ■ Staying calm and not catastrophizing event ■ Speaking quietly, calmly and assertively ■ If required, staff to support the pupil to leave the classroom, first with verbal instruction to a safe space to calm and regulate. If not possible, the rest of the class will be removed for the safety of all pupils, including the pupil in crisis. A member of SLT will be called to support and assist. | <ul style="list-style-type: none"> ■ Parents or carers will be contacted to discuss behaviours ■ Welfare check of staff by SLT ■ Consequences to be shared and discussed by team involved around the child ■ Debrief, repair and reintegration plan in place to ensure child can successfully rejoin class post-crisis (this does not have to be written) |
|---|---|

Consequences for Tier Three behaviours:

- The Head of School / SLT member will work with relevant staff to agree an appropriate consequence or protective action, this could include but is not limited to:
 - loss of rewards or privileges
 - Removal from class for part/all of the day
 - Loss of playtimes and lunchtimes
 - Alternative arrangements for playtimes and lunchtimes
- The Class Teacher/Head of School/SLT member will contact and/or meet with parents to discuss the issue and agree a risk reduction plan (if appropriate) with a clear focus for reducing crisis behaviours through preventative actions. The actions taken and progress will be kept under review at the weekly SLT behaviour / safeguarding meeting.
- Where damage to property or equipment has occurred parents or carers may be asked to support the school, by making a contribution towards the cost of the damaged item

- Removal from class, from a half-day to five full days dependent upon the nature of the incident. Removal from class is supervised by the SLT with work provided by the class teacher.
- In the most extreme cases the child, will be excluded in line with our behaviour policy.
- Where pupils are at serious risk of permanent exclusion, the Local Authority, Wessex MAT and all relevant external agencies will be involved and an urgent meeting will be called. Exclusion will be the last resort after all other steps have been exhausted. Exclusions will follow the most recent DFE guidance, 'Exclusion from maintained schools, Academies and pupil referral units in England.'

MyConcern reporting advice:

Any behaviour at this level should be recorded on [Arbor behaviour log](#) as soon as possible with clear actions taken identified. If ever unsure seek advice from a SLT.