



Stopsley Community Primary School and Nursery

Relationship and Behaviour Policy

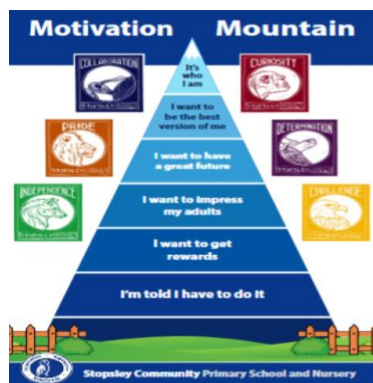
Rationale

At Stopsley Community Primary School and Nursery, we aim to create a welcoming, safe, and caring ethos, where all relationships are based on kindness and driven by our trauma informed practice, therapeutic thinking, Class Charter, Learning Behaviours, motivation mountain and British Values: (See Appendix A)

We aim for exceptional behaviour amongst our children, and we believe that this is:

Calm, polite, and courteous children who take responsibility for their own behaviour. They respect and care for the environment and others around them in all places and at all times.

Our Learning Behaviours



Everyone within our school community has rights and responsibilities to ensure that Stopsley Community Primary School and Nursery is a safe place to learn, work and play, and that parents feel welcome, informed, and confident that their children are safe and looked after when at school. Our children have respect for themselves, other people, and the school environment. We understand that behaviour is a call for attention and evidence of a potentially un-met need.

At Stopsley Community Primary School and Nursery we firmly believe in promoting our children to develop their sense of resilience and character-building foundations to become intrinsically motivated young people of the future. This is embedded in our school ethos alongside our 6 Learning Behaviours of **Independence, Collaboration, Challenge, Determination, Curiosity** and **Pride**.

These Learning Behaviours are part of the children's everyday expectation and language.

Behaviour Curriculum

Our Behaviour curriculum defines the expectations in our school. It outlines the values of the school and the intended behaviour culture of the school. It is a clear progress of the way behaviour is taught and maintained from Early Years to Year 6. As part of the behaviour curriculum, routines and rules are also embedded.

Areas of focus:

- Transition and routines
- Assemblies
- Lunch time
- Playground
- Readiness – attendance and punctuality
- Uniform
- Manners
- Respect
- Safety
- Going home

A Positive Approach

All members of the school model a positive approach and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. Parents actively support, model, and encourage positive behaviour of their child throughout their time at Stopsley Community Primary School and Nursery.

Together with external specialists, we have developed a model through which the children are taught valuable life skills that promote a secure sense of happiness. We believe that our positive approach towards behaviour management, by finding solutions, results in the best possible outcomes for our children.

Through the curriculum, along with our Class Charter, the fundamental British Values, and our Learning Behaviours, we actively promote positive behaviour and relationships.

We believe by working together in line with this policy, we can achieve behaviour which impacts positively on every child's learning, happiness, and wellbeing.

Our Trauma Informed and Therapeutic Thinking Principles

As a school, we aim for every member of the school community to feel valued and for everyone to be treated fairly and with respect. Therefore, this policy is designed to support the way in which the members of the school community live and work together. It aims to promote an environment where we all feel calm, happy, safe, and secure. We do this by being a trauma informed school and using positive therapeutic interactions.

A trauma-informed approach is a strengths-based perspective that recognises the impact of trauma and integrates this understanding into the school's provision to support recovery and prevent re-traumatisation. It changes the focus from 'What's wrong with you?' to 'What happened to you?', creating safer environments by building trust, promoting empowerment and by fostering supportive relationships for everyone involved.

We have been awarded 'Trauma Informed Schools' status. This trauma informed approach works alongside our de-escalation approach, with the first helping to stabilise and reassure children and the latter helping children make appropriate changes and get back on track.

'Therapeutic Thinking' is our approach for de-escalation. It is developed by Angela Wadham and focuses on improving children's emotional well-being and mental health by fostering an inclusive culture. It seeks to understand and address the underlying needs and experiences, such as [Adverse Childhood Experiences \(ACEs\)](#), that contribute to a child's behaviour, with the goal of reducing exclusions, improving learning outcomes and promoting a sense of belonging. The approach provides practical tools and principles for our staff to create the calm, happy, safe, and supportive learning environment where our children can overcome barriers to learning.

Therapeutic Thinking describes behaviours as valued or detrimental.

Valued Behaviour

We use the term valued behaviours in relation to behaviour which is positive, helpful, and intended to promote social acceptance. Valued behaviour is characterised by a concern for the rights, feelings, and welfare of other people. It is behaviour which benefits other people or society. Valued behaviour can be defined as the absence of detrimental behaviour.

Detrimental Behaviour

Detrimental behaviour (including dangerous behaviour) causes harm to an individual, a group, to the community or to the environment. It is behaviour that is likely to cause injury, harassment, alarm, or distress. It is behaviour that violates the right of another person.

Difficult detrimental behaviours are managed by teaching staff, the Behaviour Lead, the pastoral team, or Senior Leadership Team (SLT). Dangerous detrimental behaviour is always referred to the Headship team for support / intervention.

Depending on the needs of the child, the SENDCo may also be part of the coordinated approach of support.

Our school is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect.

Protect:

In order to protect

- Increased 'safety cues' in all aspects of the school day.
- 'Meet and greet' in the playgrounds, at the school door in the morning.
- An open-door policy for informal discussions with parents/ carers should the need arise.
- Staff trained in 'PACE' (Playful, Accepting, Curious, Empathic) modes of interaction (Hughes 2015) by being warm emphatic, playful, and curious (proven to shift children out of flight/fright/freeze positions)
- Regular CPD sessions on trauma and attachment, and the expressions of feelings too great to be held in.
- On admission, parents have the opportunity to talk about traumatic experiences (ACEs) which may have an impact on their child. These are supportive and parents are given avenues for additional support should the need arise.
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism, and shaming.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

- Vulnerable children have easy and daily access to at least one emotionally available adult and know when and where to find that adult. If the child does not wish to connect with the available adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in their classroom or break/lunch time areas, can access a calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential, and non-shaming system of self-referral for children's help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate:

All school staff trained in emotional coaching and in relating to children in terms of four key relational needs for secure attachment:

- Affect Attunement
- Empathy/validate
- Soothing/regulate
- Containment

We have a whole-school commitment to enabling children to see themselves, their relationships, and the world positively, rather than through a lens of threat, danger, or self-blame.

Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate:

Relational interventions specifically designed to bring down toxic stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed, and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions. The emotional wellbeing and regulating of staff are treated as a priority to prevent burn-out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed, or shamed. Stopsley Community Primary School & Nursery operates a Supervision programme for key members of staff to support their emotional wellbeing.

Reflect:

In order to reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions / giving lectures).
- Provision of skills and resources to support parents and staff in meaningful empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory reconsolidation. Means include the

provision of different modes of expression e.g. art/play/drama/music/sand/emotion worksheets/emotion cards.

- PSHE (Personal, Social and Health Education) and Relationships and Sex Education (RSE) are used as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships, emotions, digital and social media, and tools for how to 'do life well'. The curriculum area is focussed upon positive relationship building and all schemes address this.
- Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies, and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Bullying

We have a strict approach towards bullying - we do everything in our power to ensure that all children attend school free from fear. The school's Anti-Bullying policy should be read alongside the Relationship and Behaviour policy. We are aware that sometimes, on occasions, incidents can occur that might potentially be bullying. Such incidents will be investigated to determine whether they constitute bullying. It is the Headteacher's decision whether or not the incident constitutes bullying as defined by the Anti-Bullying policy and if it is deemed as bullying, the incident will be recorded and dealt with accordingly.

School Rules, Rewards and Expectations

Wherever appropriate, children's best efforts, including consistent valued behaviour, good manners, particular helpfulness, and acts of kindness will be celebrated through instant recognition and praise, house points and our weekly celebration assemblies. All members of staff recognise and celebrate appropriate behaviour at all times around the school.

At Stopsley Community Primary School and Nursery we take every opportunity to promote, recognise, praise and reward effort, achievement, good manners, and thoughtful behaviour towards others. Children may be praised by any member of staff and are often referred to senior staff for additional recognition.

Reward Time

Reward time is included in children's curriculum. It is our expectation that all children will behave well, and reward time offers a weekly/fortnightly reward for this. In planning reward time, the activities are chosen by the children in each class so that there is a greater emphasis on behaving positively and providing fun times. The aim is to include children in a social time that promotes positive behaviour and offers relationship building time in line with our Class Charters.

Our Class Charters are based on these expectations:

- we are gentle and kind
- we listen to others
- we are honest
- we always do our best
- we look after property

These are displayed in pictures and texts around the school and around the school environment.

As part of our valued behaviour, every member of the school community should apply the following principle:

'If you fail to stop any inappropriate behaviour, you are condoning it.'

Securing Consistent Consequences

An essential part of our relationship and behaviour management is that each child knows that consequences will be imposed for detrimental behaviour. Consequences should be:

- logical
- protective
- educational
- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act, not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating for the child or the adult
- sufficiently disagreeable to discourage repetition
- involving parents where appropriate

Stage 2, 3 and 4 behaviours are all recorded on CPOMS (see Appendix B)

Parents of the children involved in any incident of physical aggression, which results in an injury, must be informed on the day prior to the child leaving the premises, unless there are extenuating circumstances about which the Leadership Team must be consulted.

When a child demonstrates detrimental behaviour regularly or their behaviour pattern has changed significantly, we believe it is important to try to work out what may be causing this change. This is important for all children to feel heard in the school. Staff may talk to the child to establish what might be happening to make them have these emotions, in line with good therapeutic and trauma informed practice.

Restorative Process

We believe in restoring the situation so that children can move forward and have a fresh start.

- As part of the process of managing misdemeanours, children will be required to apologise for actions / words. Apologies may be verbal or written.
- All adults then use the phrase, 'We're starting again' and start afresh. No further mention is made of the incident thereafter.

There may be consequences after the event, but the child is able to have a sense of fairness and closure.

Pre-empting Detrimental Behaviour

There are four clear stages to remember. These are:

- Assumed co-operation – We use the term 'thank you' rather than 'please'; we don't reason or beg; the child is expected to do as is asked
- Limited choice – When children are heightened and need more directional support about their choices. We say to the child, 'It is certain that you will do X. You can do it by Y or by Z.'
- Deescalate the behaviour – We have a relentlessness approach to noticing all things, including low-level behaviours
- Logical consequence – A sanction that should 'fit' the behaviour. It is protective and educational. The plan is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours

If a child is off task during a lesson or in a mass gathering, our main tactic is to return their attention to the task before they actually become disruptive. We always deal with children calmly. Staff will give consideration to the position of the class and the proximity of the adult to the child/children. Staff will communicate confidence at all times.

Sanctions

Despite positive reinforcement as a means of encouraging valued behaviour, it may be necessary to employ a number of sanctions to ensure a safe and positive learning environment for all. Boundaries are essential in order to promote children's sense of justice. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

It is imperative that any sanction is applied fairly, and the consequences are explained. All stage 2 to 4 behaviours (see Appendix B) are recorded in CPOMS to enable careful monitoring of individuals. Most problems are dealt with on the spot, with the child being reminded about expectations and the agreed rules. Staff are always expected to explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to.

Positive Handling

In very rare situations, it may be necessary for adults in school to physically intervene through 'positive handling' (physical restraint). If this is necessary, the behaviour immediately becomes stage 4 (See Appendix B) and is dealt with accordingly. We use the Therapeutic Thinking approach for this and make adaptation for the context of our school. All staff are trained appropriately in 'positive handling'.

Suspensions and Exclusions

At this school there are certain behaviours that are not tolerated. These are stage 4 behaviours (see Appendix B), and all stage 4 behaviour **must** be reported to the Leadership Team immediately. For stage 4 behaviours, a phone call is likely to be made to the parents, and a meeting may be arranged. For continued dangerous detrimental behaviour or in a case of such extreme behaviours, the child may be suspended from school. This could take the form of an internal seclusion, a lunchtime suspension, a fixed-term suspension, or on rare occasions, may take the form of an exclusion which is permanent (Government guidelines will be followed in the event of a suspension or exclusion taking place). We also do not tolerate bullying of any kind. If we discover that an act of bullying has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

Only the Headteacher, or a Senior Leader on their say so, has the power to exclude a child from school. The Headteacher will establish the facts in relation to the suspension / exclusion and the decision will be taken on a balance of probabilities and only in response to breaches of the school's Relationship and Behaviour policy. They will make the decision to suspend / exclude in line with the principles of administrative law, ensuring that the decision is lawful; rational; responsible; fair and proportionate.

In the instance of suspension or exclusion, the school will review the child's needs and behaviour to identify any additional provision that may be necessary in an attempt to avoid any subsequent suspensions / exclusion. This may take the form of a multi-agency meeting. If the Headteacher suspends or excludes a child, he informs the parents immediately, giving reasons for the suspension / exclusion. The parent must organise for their child to be collected immediately. Any suspension / exclusion given cannot be appealed at the time. The process to appeal is explained within the notification letter and this can only be started once the child has left the school starting the suspension / exclusion. Parents will be expected to attend a reintegration meeting at the end of the period of suspension. The purpose of this is to discuss provision and to agree ways forward in managing behaviour to avoid future suspensions. Parents must attend this meeting before their child returns to the school.

Children with Special Education Needs and Disabilities (SEND)

All children are expected to abide by the Class Charter. As much as possible, we want to keep children with SEND within whole school relationship behaviour management systems. However, this will be more difficult for some children at certain times. Reasonable adjustments will be made in line with the Equality Act 2010.

They may include:

- have regular meetings with their teacher and parents
- Involve outside agencies/pastoral support plans
- have targets for improved behaviour on their learning plan/ IEP

- have an individual learning plan IEP / IBP
- meet regularly with the SENDCo to discuss progress

Children who have SEND may require whole school behaviour management systems to be modified to manage their behaviour. Some children may not understand the rules or structures of the school and be unable to meet expectations without additional support.

Model Valued Behaviour

Staff will model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact. No further reference should be made by an adult to any past misdemeanours or wrong choices.

Catch Them Being Good

Noticing and acknowledging personalised valued behaviour for each individual child, will support the positive direction the adult is encouraging the child to take, which will reinforce that positive expectation.

Recording, Monitoring and Evaluating Behaviour

Classroom

Each class is required to display the Class Charter; in addition to this each class may create their own class rules. These class rules will be signed by the children during a specially planned PSHE lesson. The school has a clear 'Lines of Referral' system, and this is strictly adhered to:

Class teacher and **Behaviour Lead** to **Assistant Headteacher** to **Deputy Headteacher** to **Headteacher**.

Playground

Incidents of disruptive behaviour on the playground are to be dealt with immediately by the adults on duty. At the end of break the class teacher must be informed of any significant / ongoing behaviour incidents. Stage 2 to 4 (see Appendix B) incidents must be entered into CPOMS.

Rights, Roles, and Responsibilities

The Role of Pupils

We expect children to treat one another with respect, including respecting the rights that other children have to learn. As a result, children are expected to listen to adults and each other and ensure that their behaviour choices do not disrupt the learning of others. It is expected that children will respect themselves and others by following school rules, all school policies and be positive role models for each other. Children will be encouraged to recognise the positive behaviours in each other and understand that all behaviours have a consequence.

The Role of Parents

Parents have a vital role to play in their children's education, so it is vital that school works collaboratively with parents. It is very important that parents support their child's learning and co-operate with the school, supporting and following all school policies. We are very conscious of the importance of having strong links with parents and good communication between home and school. The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported immediately to the Headteacher who will take appropriate action. Parents will be banned from site if continuing to behave aggressively.

If the school has to use reasonable sanctions with a given child, we expect parents to support the actions of the school and support our policies. By sending their child to the school, we expect parents to adhere to and support

our approaches set out in all our school policies. If parents have any concern about the way that their child's behaviour has been managed, they should initially contact the class teacher.

The Role of All Staff

All school staff have a responsibility to uphold the Relationship and Behaviour policy.

All staff should be positive, enthusiastic and have high expectations of both learning and behaviour. They must foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere. Staff make it their priority to develop a good relationship with every child in their care.

We are aware that good classroom organisation is a key to valued behaviour and that the provision of a high-quality curriculum, through interesting and challenging activities, influences positive and engaged behaviour.

Teachers contribute to the 'open door' approach for all families. They deal with parental concerns in a timely, respectful, sympathetic, and professional manner, involving senior staff as appropriate. Teachers can expect that parents will behave in a reasonable manner towards them and that issues will be dealt with in an atmosphere of trust and mutual respect.

The role of the Leadership Team

Senior leaders will uphold the Relationship and Behaviour policy within their own class in order to set high standards for behaviour across the school. In addition to those indicated for all staff, senior leaders have additional responsibilities. These include:

- implementing the policy consistently throughout the school
- establishing and maintaining age-appropriate reward systems which meet the requirements of the policy
- supporting other staff in managing behaviour, particularly for Early Career Teachers or teachers new to our school
- keeping the Headship team informed as appropriate
- ensuring the recording of stage 2 to 4 behaviours (see Appendix B) on CPOMS

The Senior Leadership Team (SLT) will support the culture of the school by expecting everyone to be positive, enthusiastic, and nurturing, and to set high expectations of all children with regards to learning and behaviour.

It is the responsibility of the SLT and the Headteacher to implement the school's policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety, and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy and setting the standards of behaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for stage 4 behaviour (see Appendix B). For repeated or very serious acts of detrimental dangerous behaviour, the Headteacher may need to permanently exclude a child. All suspensions and exclusions are reported to Governors and the Local Authority.

The role of the Governing Board

The Governors have the responsibility of setting down general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy and Governors support the Headteacher with this, ensuring that decisions are fair and reasonable.

All suspensions and exclusions will be reported to the Governors. This is carried out on a termly basis except in the case of permanent exclusions, suspensions lasting more than five days in a term and any suspensions which would result in a child missing a National Curriculum test. In these cases, the Governing Board would be notified without delay. The Governing Board has a duty to consider parent's representations about a suspension /

exclusion. They would then follow the procedures outlined in the DfE document 'Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement.'

Date: May 2026

Review date: May 2027

Appendix A

British Values	Motto
The Rule of Law Democracy Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs We understand right from wrong We listen to and respect other people's opinions and beliefs We respect the culture and beliefs of others We know that we are all special We understand and respect others We understand the consequences of our actions We treat everybody equally We try to help other people	Inspiration Aspiration Excellence

Appendix B

We have divided detrimental behaviour into four categories. Behaviours (non-exhaustive) are as follows:

Stage	Examples of behaviour	Consequences
Stage 1 Yellow (Low-level detrimental behaviour)	This is day-to-day classroom or playground behaviour that would be handled by the class teacher and Teaching Assistants. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language and stopping others working / playing, not following the Class Charter, being unkind to or hurting others, not sharing/taking turns, name calling, not lining up when required to, use of bad language.	Conversation with/ by the staff member to discuss/understand the behaviour & how this is not valued behaviour. 'Time out' for young children; using a puppet or picture to explain feelings or poor choices. 'Time out' during playtimes – standing with a member of staff on duty discussing the reasons why this is not part of valued behaviour.
Stage 2 Amber (Difficult detrimental behaviour)	This is day-to-day classroom or playground behaviour that would be handled by the class teacher and Teaching Assistants and could lead to involvement of Behaviour Lead. Examples would be: continually behaving in any of the above ways and/or continually drawing others into detrimental behaviour, arguing and/or answering back.	Children will be offered a clear choice to help them take responsibility for their behaviour. The adult states what the child has done and what the consequences will be if they continue with that behaviour choice. The child is then encouraged to make positive choices and they are supported to demonstrate valued behaviour. During playtime a child may be allocated a different area to play in. A personalised behaviour plan may be used (led by the teacher with Behaviour Lead involvement). A loss of breaktime/s may be necessary. Parents will be consulted with.
Stage 3 Amber/Red (progressive from)	This is day-to-day classroom or playground behaviour that would be handled by the class teacher and Teaching Assistants and could lead to involvement of Behaviour Lead and/or SLT. All of the above, swearing hitting/verbal aggression, hurting others, throwing, or kicking equipment in anger, deliberately damaging the school environment, breaking property on purpose, stealing and being deliberately rude to adults, running away. If behaviour continues, the child is told that, as they have made a poor choice, this now results in a sanction of time out/being moved away from other children. This is behaviour that could lead to involvement of the SLT.	Teachers may send their pupil/s to another class. Children should take work with them that they are able to complete independently and the. Children will complete any missed work. A personalised 'behaviour plan' may be put in place and shared with parents. Behaviour Lead will be informed.
Stage 4 Red (Dangerous detrimental behaviour)	This is serious behaviour that would lead to involvement of the Headship Team and that could put a child at risk of exclusion. Examples would be: continually behaving in any of the above ways and/or violent dangerous behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or	If there continue to be frequent examples of dangerous detrimental behaviour, it is the teacher's responsibility to alert the Behaviour Lead and appropriate members of the Leadership Team to this. At this point a support meeting may be arranged to offer clear procedures and support for the child's specific circumstance. Following this discussion, it may also be decided for

	property, walking away or out of the classroom/school, refusing the member of staff, running away, hiding and racism. Every effort is made to understand the message behind the behaviour and identify and remove barriers to help the child to achieve success	the class teacher to meet with the child's parent to share strategies and inform parents of ways to support their child and the next steps. A date for a review meeting will be agreed with an appropriate timescale.
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