

ILLUMINATE MINDS TRUST RELATIONSHIPS AND BEHAVIOUR POLICY



Introduction

Our primary schools in the Illuminate Minds Trust aim to create happy, safe, caring, stimulating and inclusive environments for all. We believe everyone is able to achieve and become the best versions of themselves where the adults value them as individuals and adopt a restorative approach, where children are given agency to make informed decisions and to own their behaviours, recognising the consequences of choice within the framework of high expectations within our school communities.

Illuminate Minds Trust is committed to developing and sustaining positive relationships. We believe that these relationships are central to the success of our schools. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic.

Everyone in our schools understands that they have a responsibility to support the growth and maintenance of positive relationships and that there will be times when relationships rupture but that we all have a duty to help repair these. Our strategy for behaviour is blended with our valuing of strong relationships which is the foundation on which our policy is built. Adults know that behaviour is a means of communication and that poor behaviour is as a result of an unmet need. The role of adults in our organisations is to create a culture where we all work together in a positive and productive way to support the emotional needs of our children and nurture positive behaviour.

Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). It is underpinned by educational practices which '**Protect, Relate, Regulate and Reflect**'. This approach has been developed in our schools through our encouragement of self-regulation, self-reflection and reparation. We aim to keep rules simple and easily understood, encapsulated in the following four pairs of words:

READY and **REGULATED**

RESPECT and **RELATE**

REFLECT and **REPAIR**

SAFE and **PROTECT**

We expect our children to be **READY TO LEARN, READY TO LISTEN AND READY TO BE CHALLENGED**. Being able to **SELF-REGULATE** is central to being ready.

We recognise that positive relationships are built on respect, kindness and effective communication which means that we expect our children to be **RESPECTFUL** of themselves, their peers and the adults that work with them as well as visitors to our schools through showing consideration and kindness towards others, using appropriate language and thinking about how their attitudes and interactions make others feel. We connect through our mutual respect and this allows us to **RELATE** in a meaningful way to each other.

For everyone to become better at managing their own and others' behaviour and ensuring that the school community is a happy place where everyone can flourish, both pupils and staff need to be willing to **REFLECT** on their own actions, attitudes and communication. It is

only through reflecting that we can then identify where and what has gone wrong and what needs to happen to ensure the relationship is **REPAIRED**. Relationships are two-way. As a family of schools, we value positive, supportive relationships and we are not afraid to tackle difficult conversations, Adults are caring supportive and emotionally available (**EAs-Emotionally Available Adults**). **Asking –Listening – Accepting**, show humility and be honest – in other words, to own our behaviours – in our overriding intention to resolve conflict and repair relationships. **One adult can make a difference to a child’s life and a school of EAs would provide the safety and structure that pupils’ need to thrive and learn.**

In order to learn and succeed, everyone in our school communities need to feel **SAFE**. All members of our community have a responsibility to keep themselves and others safe through their behaviours and the choices they make. This is how we **PROTECT** everyone. Again, enabling children to self-regulate means teaching them strategies, talking through issues so they can keep themselves safe, keep relationships intact and protect our school communities.

Children need support and guidance to regulate and keep themselves safe and ready to learn. Staff maximise safety cues through how they present themselves and how others then “read” them:

- **FACE – what is our facial expression saying about how we feel towards the other person?**
- **VOICE – tone of voice is registered at least equally if not more than the words spoken.**
- **BODY – an open, welcoming stance which is non-threatening and relaxed.**

Promoting a culture of good behaviour and developing effective communication skills is a shared responsibility. All members of the school community: staff, trustees, local governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with one another. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that is intrinsic to our culture of “Excellence Every Day”.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. Pupils are supported to learn from their mistakes, own their behaviour and repair relationships. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

Our Commitments:

- **To develop positive relationships** through a restorative approach, which promotes self-esteem, self-discipline and establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach, we aim **to promote a harmonious working environment** where all pupils can develop their skills of working both independently and co-operatively and all members of the community can thrive.
- By **creating a safe, sensitive and supportive ethos**, we want all children to be happy and confident, take risks in their learning and know how to keep themselves and others safe, establishing a learning environment in which everyone can flourish.
- **To establish a partnership approach** which draws on all those involved with the school because everyone shares responsibility for creating and maintaining positive relationships.
- **To provide systems** which promote positive behaviour and which support all members of the school community.
- **To recognise the importance of effective teaching and learning** in the promotion of positive behaviour – Quality First Teaching to engage and enthral (Illuminate Minds Teaching and Learning Philosophy)
- **To monitor and evaluate** the effectiveness of our relationships and behaviour policy and procedures.
- **To seek to understand** where behaviour challenges and recognise behaviour as a means of communication, taking the time to monitor and analyse in informing our practices and providing the right support for everyone.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative Framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Practices (RP). We understand the importance of using positive language, modelling behaviour and taking time to develop meaningful relationships with colleagues and pupils, ensuring that we always maintain "positive regard" for every child in our care. When positive relationships are developed and connections are formed, individuals are less likely to cause harm to others or choose to damage relationships because they recognise and appreciate the value of relationships and each other.

Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce

positive behaviour with descriptive praise and recognition through rewards, as identified on the Restorative Ladder (see Appendix 1).

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

- Parents /carers will be informed of achievements so they can share in their child's rewards (this may be by email or through letter communication).
- Staff will ensure high visibility and actively seek to connect with parents / carers through the use of an informal 'chat at the gate' approach or contact parents/carers by telephone to provide an overview – we aim to provide balanced feedback and not connect only to focus on what has not gone well, sharing positives at every opportunity.
- Reading records or home-school books may be used to send messages home or into school.
- The Parents' / Carers Open Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour and / or attendance at school or where there are concerns as part of our partnership approach between home and school.
- Year group, phase or whole school assemblies, celebrating behaviour and achievements.
- Certificates and stickers that children take home.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. Where rules exist in our school communities, it is expected that these apply to both children and adults as we are all responsible for the four areas of **READY, RESPECT, REFLECT and SAFE** in enabling our pupils to achieve and experience "Excellence Every Day".

All staff are expected to avoid:

- using humour in a negative manner – it can be distressing and or misunderstood breeds resentment;
- shouting – it diminishes us and makes dialogue difficult to open up;
- over reacting – the problem will grow;
- blanket sanctions – this is unfair towards the innocent and creates confusion;
- harsh sarcasm – this makes the individual feel small and uncomfortable;
- threatening children with someone else's discipline – this disempowers the staff member and goes against our ethos of owning our own actions and behaviours;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.) – we are educators so why would we withdraw education or give out the message that some subjects are more enjoyable than others?

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- Special class helpers e.g. register, lead the line, small jobs, fruit, handing out books, etc
- School Ambassadors – showing visitors around our school
- Pupil Leadership Team / School Council Representatives
- House Captains
- Digital Leaders
- Reading Ambassadors
- Subject Ambassadors
- Fire Marshals
- Play Leaders
- ‘Can I help you?’ helpers
- Climate Changers
- Junior Road Safety Officers
- Line Leader
- Back Stop
- Helpers at Snack time
- Daily Helpers
- Good Tidiers
- Buddy check in
- Wellbeing Ambassadors
- Sports Leaders
- Peer Mentors

The Restorative Approach – Building a positive community including rules and high expectations.

Illuminate Minds Trust schools are consistently aspirational for their pupils and staff and work towards achieving an offer which promotes “Excellence Every Day”. The two schools in the Trust have their own values – “We Dream Big” (Pelham) and “Happy and Bright” (Fairford) – but share one vision. Our vision is clear in its ambition for our staff and our pupils:

“Our people will light the fire of ambition and create a safe, stimulating educational environment where talents grow and pupils thrive, developing a love of learning which will sustain them throughout their lives whereby everyone in our school communities gets better and better every day and in every way.

Our pupils will be equipped with the beliefs and attributes to develop a personal moral compass which supports them in making good choices, understanding right from wrong and showing respect and consideration for others. Reaching for the stars, dreaming big and always happy and bright, our pupils will make a positive impact on society and leave our schools well rounded, thoughtful individuals who work hard and want to achieve their best.”

The restorative ethos underpins **READY, RESPECT, REFLECT, SAFE (RRRS)**. In our schools, we expect our children to know and help define this ethos within their class in order for it to be meaningful and effective. Each teacher works with their class to formulate a **class charter**, detailing a shared set of rights and responsibilities for all members of the class

community, based on the UN Convention on the Rights of the Child. This creates a reference point for both children and adults to adhere to and will be displayed in every classroom.

Every class takes part in **circle time** on a regular basis, twice per week (at the start of Monday and end of Friday) and in response to issues as they arise or useful learning points. These are known as **Reflection Time**. During Reflection, expectations of behaviours are taught and reinforced but the purpose is mainly to build connections and relationships within the class and collaboratively resolve any issues arising.

Children are therefore encouraged to take responsibility for their own actions and behaviour, as well as to consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and recognised. Those who do not follow the rules need to know that their actions will not be ignored. We do not use language of rewards and sanctions but instead of consequences as we are teaching children that choices made have to be owned and have both positive and negative outcomes for which the person is responsible (consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced - Appendix 1 provides an overview of the kinds of behaviour that would warrant different levels of consequences within the policy).

What are our expectations for pupil and adult conduct?

All staff are expected to address negative behaviours if they see it or become aware of it. Staff share responsibility for managing behaviour and dealing with it promptly will prevent unnecessary escalation. Only serious incidents need to be communicated to a senior leader and these should still be addressed in the moment but referred for further action rather than ignored or pending as pupils need to see all staff working together and consistently dealing with issues that arise.

Each school will have different routines and rules which are relevant to their pupils, the operational arrangements for the running of the school and the environment. However, the common expectations can be summarised as follows:

- Everyone speaks politely and we don't shout!
- Everyone works hard and tries their best at all times.
- We never waste learning time.
- We listen and show consideration and kindness to others at all times.
- We keep our hands and feet to ourselves – aggression is not okay and we never engage in playfighting.
- Everyone takes care of the school environment.
- No one has the right to make anyone else feel uncomfortable.
- Our corridors are quiet places so that everyone can do their work without disturbance.
- We walk, not run, around the school building.
- Every class has an agreed Code of Conduct which everyone agrees to follow.
- Staff who choose to work in our schools adhere to the Staff Code of Conduct in the Staff Handbook.
- We value strong working relationships and we understand why we have to make reparation when things go wrong.

How do we ensure children know they belong? – our “Meet and Greet Protocol”

For children to be ready to learn and engage in positive relationships with adults, they have to feel they belong. This is a key reason why we will make every endeavour to avoid permanent exclusion as this is in opposition to our culture of positive relationships and belonging.

A secure attachment to another person has a significant impact on self-esteem and our physiology – contingent touch, warm tone of voice and eye contact where comfortable and welcomed and strengthen our connection with each other. For children who have not yet established a secure attachment, being seen, heard and responded to grounds them and gives them a sense that they matter. Our schools build these connections from the start of each day with our “Meet and Greet Protocol”. This applies to everyone in our organisation including staff and parents / carers and begins with the arrival of pupils at the gate or door every day.

“a meet and greet protocol that is planned for and embedded into practice has been shown to increase academic attainment, decrease disruptive behaviour and as a result adds over an hour of learning a day (Cook et al, 2018). Adults also report an uplift in their wellbeing” (“Trauma Informed Schools”).

In Illuminate Minds schools:

- All children should be greeted at the point they enter the school grounds by the Head or a member of the senior leadership team.
- A member of staff should also be positioned at the point of entry to the school building.
- On entry to the classroom, at the door, children should be greeted by their class teacher or in their
- absence a familiar adult – ideally a teaching assistant who is consistent in their presence in the
- classroom.

Our expectations are that staff.....

- Greet the child using their preferred **NAME**
- Establish **EYE CONTACT** with the child, where it is comfortable for the child to do so
- Offer the child some form of non-verbal, friendly, appropriate **HUMAN CONTACT**
- **CONNECT** to the child on a personal level with a comment or question

School uniform

Children are expected to wear correct school uniform at all times, as it gives the children a sense of pride and purpose and creates a cohesive community that encourages good behaviour. Guidance for school uniform is detailed on the school website and reminders included in half termly Parent Newsletters. All members of staff are expected to enquire into incidences of children not wearing correct school uniform and challenge this where appropriate.

The Restorative Approach – Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the **Restorative Ladder** to consider how they can make appropriate amends within the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting

them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use **active listening skills** when dealing with a conflict. This enables them to draw out more from those involved.

How do we use active listening skills?

- be attentive.
- ask open-ended questions.
- ask probing questions.
- ask for clarification.
- paraphrase.
- acknowledge feelings
- summarise what the situation is and who and how it will be repaired.

The listening process involves **receiving, understanding, evaluating, and responding**.

Practicalities – Implementing the restorative approach

The stages of the Restorative Approach underpin our methods of dealing with behaviour. Alongside this, we adapt our approaches to the age and understanding of the children involved in order that any issues are resolved and addressed in a way which is appropriate to the child / children. We promote ownership and community by ensuring that we fully involve our children in determining the **Restorative Ladder** for their class.

Each class has a clear display of awards, behaviours and potential consequences (see Appendix 1: Restorative Ladder), so that it may be referred to as part of a restorative discussion. All classes in Early Years and KS1 also have a 'Restoration Station' which visually displays the restorative conversation in language that is accessible to young children. We aim to help the children look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

When working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources / cues are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed by the class teacher and the SENCO in the first instance as part of consistently

applied individualised programme which may include specific interventions to support understanding. Visual cues, social stories and PECs may also be used to support pupils with additional needs.

The Illuminate Minds Primary Curriculum

Personal Development of pupils is a high priority delivered through both our explicit and implicit curriculum model. In our everyday interactions, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated. Using strategies and systems within our schools to “catch them being good” puts the emphasis on reinforcement of positive behaviours rather than over focus on negative behaviours with adult attention being earned for doing the right thing.

Personal, Social, Health, Citizenship and Economic education (Character Education), Circle Time, school assemblies, out-of school experiences, unstructured time and after school clubs also contribute to the pupils’ understanding and competency in managing conflict. Discrete Character Education lessons are taught every week to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

The Restorative Approach and use of consequences

When using consequences for negative incidents or issues the child(ren) should always be involved in a **Restorative Conversation** and be an active part of deciding upon any consequences, ensuring they are constructive, linked to the issue and the resolution or act of repair and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions. By owning their behaviours and being responsible for repairing harm caused, our children are learning valuable life lessons and recognising that they have responsibilities rather than seeing themselves as being “done to”. Sanction without conversation does not promote higher level emotional learning and it is the dialogue which promotes emotional development and improved emotional regulation.

Some children with additional needs (specifically social, emotional or mental health difficulties, ASC, ADHD and speech, language and communication needs) require time to calm down and be able to listen and process information, particularly where they are experiencing sensory issues or feeling overwhelmed or overloaded by information and language. Every classroom has a quiet area where a child can take themselves and use time away to calm, self soothe and self-regulate. This offer is an important part of the restorative process as it allows a child to be ready, respectful and safe (RRS) to engage in the restorative process and to self-reflect before engaging in solutions. **‘Time outs’** are not a punishment but an opportunity to take control and reduce anxiety and distress. Encouraging children to be able to identify when they need this time away from the main class activities and their peers is essential in the process of owning behaviour and recognising how

emotions drive behaviours, breaking the negative cycle and using personal space to “re-group”.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may use a dynamic risk assessment to remove the pupil from an activity or class group, sending out a clear message that the child is not welcome at this point to participate in an activity or interact with their peers because they are not safe to do so and they can only rejoin once they have made repairs and recognised what they need to do if the situation were to occur again. In these circumstances, the consequences would be negative because of the distress or harm caused, ranging from loss of privileges to reporting to the Deputy Headteacher or Headteacher for a temporary internal withdrawal from the class or activity which may extend up to one whole day or, on occasion, placement for a period of time (up to 5 days) in another Trust school with a 1:1 member of staff to undertake focused intervention work related to the incident alongside core subject studies. This strategy is an **alternative to exclusion** external exclusion (see **Exclusion Policy**). Where the pupil is exhibiting behaviours which are repetitive and demonstrate self-sabotaging or destructive behaviours, frustration or work avoidance, the SENCO should ensure that a programme of interventions are put in place and external assessments undertaken to identify any unmet needs. External agencies may need to become involved for behaviours linked to trauma, undiagnosed but obvious SEND traits and family / home issues. However, in all situations, pupils will be treated within the Restorative Framework so that when they are calm their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused. The important element here is that every child is an individual and comes with their own personal challenges and experiences which need to be taken into account when determining interventions and consequences which go beyond the **Class Restorative Ladder**.

Restrictive Physical Intervention (Positive Handling)

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may be used as a last resort. Any approved form of positive handling is embedded within a system which focuses 95% on de-escalation, de-briefing and repair. Only where all other strategies here have been exhausted, staff may use positive handling to prevent a pupil from doing, or continuing to:

1. Cause significant damage to the school environment or property.
2. Cause harm to others.
3. Cause harm to themselves.
4. Prevent the smooth operational running of the school.

The decision to physically intervene in any situation where all other options have been exhausted or there is a risk of immediate harm remains the responsibility of the supervising members of staff. Our policy for RPI is the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. Identified staff have attended Restrictive Physical Intervention training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property. However, **ALL** staff have a responsibility to protect the welfare of children and have the right to physically intervene where there is a risk of harm and the response is assessed to be reasonable and proportionate to the situation. It is the

responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved.

RPI will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force. Where there has been RPI, a record must be made in the Bound Book (kept in the Headteacher's office) and parents must be informed as soon as practical after the incident. Any staff involved in an RPI must be provided with the opportunity to undertake a debriefing and leaders must check in with them in relation to their physical and emotional wellbeing. Any child involved must also be offered the chance to be debriefed at a time where they are calm and able to listen and engage productively in the process. The outcome of any RPI must always be to repair relationships and work with the child or young person to restore the situation and move on positively.

This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents/carers and are monitored through EHCPs or individual Support Plans. It does not cover emergency situations which cannot reasonably be planned for in advance which is covered in detail in the **Illuminate Minds Trust Positive Handling Policy**.

The DfE is clear in its guidance to schools that a “**no touch**” policy is inadvisable and prevents robust safeguarding of children. Although it is preferred that staff involved in any positive handling incident have undertaken approved training, any member of staff is able to make a decision to physically intervene where any of the above criteria have been met and the use of force is reasonable and proportionate to the behaviours being displayed to ensure the safety of the child, the child's peers and the adults working with them.

For more information about RPI in general, please refer to ‘**Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties**’ (DfE), ‘**Guidance on the Use of Restrictive Physical Interventions for Staff Working With Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders**’ (DfE), ‘**Use of Reasonable Force**’ (DfE). All of these documents can be found on the DfE website.

For more information within Illuminate Minds Trust, refer to the **Trust Positive Handling Policy**.

Behaviour and Safeguarding – Child on Child Abuse (refer to **Illuminate Minds Safeguarding Policy**)

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of peer on peer abuse, the procedures and guidance in **Illuminate Minds Safeguarding Policy** will be followed, in the same way as if the matter was in respect of abuse by an adult.

Illuminate Minds Trust will have regard to **DfE Guidance on Searching Screening and Confiscation** when considering where they may need to search for and/or confiscate items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage.

Behaviour and Safeguarding - Mobile phones and technology

Children are not permitted to have mobile phones in school unless they are an independent traveller and this is then agreed with their parent / carer. Any child who brings a mobile phone to school must hand them to their Class Teacher at the start of the day and collect them at 3.30pm. Mobile phones which are found in school will be taken to the office for collection by the parent / carer at 3.30pm or at a time convenient to both parties. This will also be the case where any phone is confiscated during the school day. Where children make their own way to school in Upper KS2, the child themselves may collect the phone at 3.30pm. The exception to this will be where the child has had the phone confiscated more than twice in one half term and parents will then be asked to collect the phone and a discussion had with the pupil and parents about bringing mobile phones into school.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL (refer to **Illuminate Minds Safeguarding Policy**).

When and how should behaviour incidents be logged?

Behaviours which are within Stages 3,4 and 5 on the Restorative Ladder (see Appendix 1) should be logged on the Trust's behaviour monitoring system. These will include:

- When a pupil damages property on purpose (belonging to school or to another individual in school).
- Racist incidents (these also need to be reported separately to the HT).
- Severe swearing/verbal abuse.
- Incidents in which another individual (child or adult) has been injured/assaulted with proven intent.
- Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved.
- Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).
- Lower level behaviours should only be logged where a child has been identified as needing assessment or review in relation to SEND to (a) inform behavioural plans and / or (b) provide evidence to support statutory assessment.

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

Final reflective point for staff and pupils....

Behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may signal a need for support and it is essential to understand its underlying causes. It may, for example, be the result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. It may reflect the challenges of communication, or the frustrations faced by children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties, who may also have little choice and control over their lives. These factors may result in behaviours that are challenging.

How the Trust makes reasonable steps to address potential discrimination or disadvantage – Equality and the Relationships and Behaviour Policy

Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to disabled pupils caused by the school's policies or practices under the Children and Families Act 2014. Illuminate Minds Trust Relationships and Behaviour Policy recognises the importance of contextual information and the individual needs of pupils, promoting consistency within a framework where adaptations are made to ensure that pupils are not disadvantaged.

Risk assessments and Positive Handling Plans ensure that there is adequate planning and strategies are put in place which reduce disadvantage and increase pupils' abilities to be successful. This may mean an individual or bespoke timetable where interventions provide focused support for pupils in managing their own behaviour. The objectives and support outlined for pupils with Education, Health and Care plans is outlined in the pupils' individual SEND Pupil Passports and this is also the case for pupils identified with additional needs through the SEN Register.

Positive Handling Plans and Pupil Passports anticipate potential triggers of misbehaviour and put in place support to prevent these. This information is drawn from CPOMS data and staff knowing the pupils. Preventative measures must take account of specific circumstances and staff are provided with training on understanding different types of need as well as specific adaptations for pupils with social, emotional or medical needs.

For pupils with SEND, the Trust is committed to using "best endeavours" to fully include all pupils and ensure they are able to be successful and experience a sense of belonging to the school and the Trust. This may be actualised through uniform adaptations for pupils with sensory needs, planned movement breaks where required and careful use of seating plans as well as using both scheduled and ad hoc Circle Time to prepare pupils for any changes to normal routines as and when required.

APPENDIX 1 – The Restorative Ladder

PUPIL NEGATIVE BEHAVIOURS	PUPIL NEGATIVE CONSEQUENCES / ADULT RESPONSE
<p>STAGE 1</p> <p>Not on task</p> <p>Avoiding work</p> <p>Drawing on books, desks or furniture / walls</p> <p>Disrupting others (eg. talking loudly; out of seat and wandering; making noises; etc.)</p> <p>Shouting out</p> <p>Accidentally hurt someone</p> <p>Not following an instruction</p>	<p>REMINDER / REDIRECTION</p> <p>Stay in at breaktime / lunchtime to catch up on work or take work home to complete.</p> <p>Clean it off!</p> <p>Adult reminders on expected behaviours and the effect on others' learning.</p> <p>Adult reminder of potential consequences related to poor choices.</p> <p>Sitting away from peers for a short period of time (use egg timer or clock)</p> <p>Stay back at break or lunch to talk about effect of poor choices on others.</p> <p>Say sorry and mean it.</p> <p>Adult support to make the right choice.</p> <p>Stay back at break or lunch to talk about effect of poor choices on others.</p> <p>Repair relationship and agree next steps.</p>

STAGE 2	CAUTION / PREVENTION
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Repeatedly disrupting others	Time in the quiet corner to calm down and reflect, engage in conversation with adult in the room.
Inappropriate conversation or words	A reminder of how to behave and restorative conversation about time and place.
Running in the school building	Time to calm / reflect and restorative conversation to repair relationship.
Making others feel uncomfortable (teasing / name calling)	Say sorry and mean it.
Accidentally hurt someone through carelessness	Say sorry and perform a kind act.
Lack of respect for others' possessions	Engage in a social story and agree better choices (parents / carers told for information only)
Making an unsafe choice	Conversation in break or lunchtime about why this can cause issues between pupils and shared agreements
Play fighting	Thinking / calming time away from the class (in / out of classroom)
Being rude, disrespectful or shouting at others	

STAGE 3 (logged)	REFLECT / REPAIR
Swearing (repeated) or verbal abuse directed at others	Thinking / calming time away from the class (in / out of classroom)
Constant disruption to others' learning either in or out of class	Thinking / calming time away from the classroom and working immediately outside the SLT Office for an agreed period of time until reparation is made.

Refusing to follow an instruction or not making a good choice with reminders and support	Miss breaktime to talk through the incident with a member of staff and make amends.
Causing damage or mess deliberately	Tidy up, repair the damage or work with the caretaker for an agreed time at break or lunch (NOT in lesson time!)
Making threats to others	Engaging in a restorative meeting to repair the relationship at break or lunchtime
Behaving poorly in public and causing embarrassment to the school community.	Write a letter to apologise and / or meet with neighbours facilitated by school to put things right!
	All Stage 3 behaviours will mean the pupil HAS TO talk it through with a teacher!

<p>STAGE 4 (logged)</p> <p>Hurting another child or adult deliberately</p> <p>Being repeatedly unkind to an adult or child (bullying)</p> <p>Behaving dangerously (including leaving the school site)</p>	<p>PAUSE / RESTORE</p> <p>Time out of the classroom for an agreed time and reflective conversation, no mixing with peers at break / lunchtime until restorative conversation has taken place and repair been made.</p> <p>As above – if continues, formal restorative meeting to be held with all parties. Intervention work to be initiated around relationships (SENCo).</p> <p>Make safe, conversation involving other appropriate adults (parents / carers / social care / Family Wellbeing / police) to support reflection and impact on self and others.</p>
<p>STAGE 5 (logged)</p> <p>Repeated episodes of significant behaviours:</p> <ul style="list-style-type: none"> ● Hurting others physically 	<p>FORMAL SUPPORT AND INTERVENE</p> <p>Restorative plans put in place by SLT and overseen by SLT.</p>
<ul style="list-style-type: none"> ● Hurting self or putting self in danger ● Hurting others verbally ● On-going racism, homophobia, sexism and other prejudiced behaviours ● Damaging the environment ● Preventing others learning 	<p>Meeting with parent / carer / SLT / teacher / pupil. Fine to cover costs of repair.</p> <p>Agreed work schedule after school with the caretaker.</p> <p>Time spent working 1:1 on specific issues related to behaviours in another Trust school.</p>