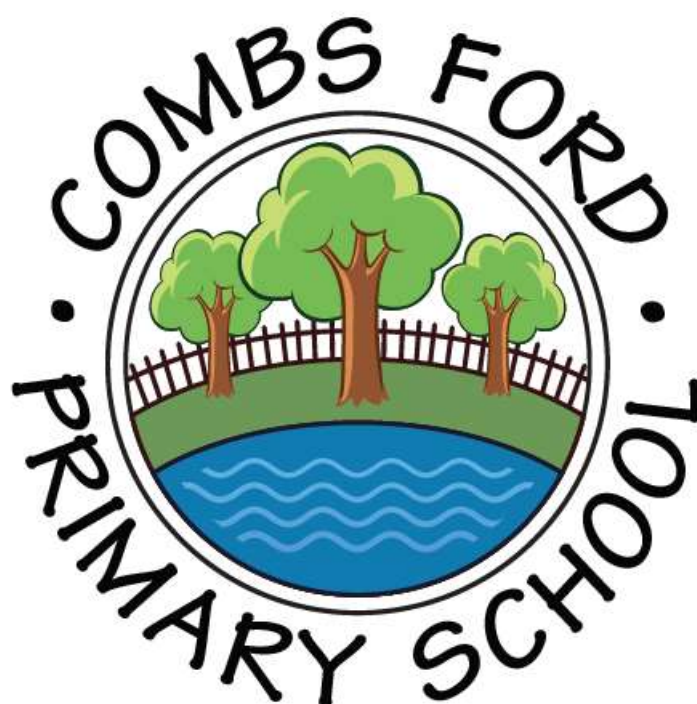


Combs Ford Primary School

Relationships Policy



Prepared By:	Matt Wesley (Headteacher)	Date:	June 2025
Approved By:	Governing Body	Date:	July 2025
Review Cycle:	Annually		
Next Review By:	July 2026		

1. Rationale

At Combs Ford Primary School we believe that all members of the school community feel valued, safe and secure at school and every person is treated fairly and according to their needs. To ensure this happens, as well as teaching our curriculum, we feel that it is important to teach all members of the community to work, play and learn alongside each other. This should result in a community based on mutual respect and trust where we are able to live and work together in a supportive way. All members of our school community need to be aware of issues of right and wrong, fairness, justice and tolerance. This is to be achieved through restorative practices and conversations (see APPENDIX 1 RESTORATIVE APPROACH).

Through our Relationships approach, we create an environment where positive behaviours are more likely by proactively supporting our children to behave appropriately:

- We teach and model to our children what good behaviour looks like.
- Our staff are trained to uphold the school's Relationships Policy at all times and to respond to misbehaviour consistently and fairly.

In some cases, usually when a child is persistently disruptive and support or sanctions are not deterring misbehaviour, we may need to take further action. In serious cases, a child may need to be excluded. Our process for exclusions follows the [Children's Endeavour Trust \(CET\) Exclusions Policy](#).

Our Core Values:



2. Aims

At Combs we aim to:

- Promote the highest standards of behaviour amongst all members of the community.
- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Celebrate successes and good choices, and where behaviour is inappropriate, to challenge that choice positively through the restorative approach and language.
- Make sure that rewards and sanctions are applied fairly and consistently throughout the school.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidents are not necessarily referred to and gives more focus towards the way forward.

- Support the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and wellbeing of all members of the community and the environment in and out of class (including transitioning around the school)
- Be fully inclusive. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

3. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on

- The [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Policy](#).
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

4. Roles, Rights and Responsibilities

We believe that:

- All members of the school community have the right to feel safe at all times.
- All members have the right to be treated with respect, to be cared for and be happy in school.
- We will teach children how to build positive relationships that enable and empower them. If a relationship breaks down, we will support and teach the children how to repair that relationship through the restorative approach.
- Any inappropriate misbehaviour will be addressed and all parties involved will be given the opportunity to correct the situation.
- All members of the school community have the responsibility to treat others as they wish to be treated.
- All members of the school community will make the most of opportunities given to them.
- It is the responsibility of all staff to help the children develop into outstanding citizens and act as positive role models.

As a school that respects the rights of the children and adults in our school family, community and beyond, it is important to us that this policy adheres to articles from UNICEF's Convention on the Rights of the Child (UNCRC):

- Article 2: We have the right to be treated equally (no discrimination).
- Article 3: We have the right to decisions being made in our best interests.
- Article 12: We have the right have our views respected.
- Article 13: We have the right to share our thoughts freely.
- Article 19: We have the right to be protected from violence.
- Article 24: We have the right to the best health possible.
- Article 28: We have the right to education.
- Article 31: We have the right to play and relax by doing things we like.

5. Governors

The Trust and the governing body has the responsibility of setting guidelines on standards and 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 relationship policy.

6. Headteacher and Senior Leaders

In addition to the responsibilities of teaching staff, it is the responsibility of the Headteacher, Deputy Headteacher and Assistant Headteacher to:

- Support the staff by implementing the policy and by setting the standards of behaviour
- Ensure the school rules (The Combs Code) is displayed around school



- Report to governors on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Monitor records of all reported serious incidents relating to behaviour
- Support staff by providing strategies and interventions which will support more challenging behaviours
- Liaise with outside agencies for guidance on reasonable adjustments for individual pupils where applicable
- Meet families of pupils with complex needs to discuss concerns and together set an agreement to improve behaviours in a 5As Behaviour Plan (APPENDIX 3). This may include an adapted timetable to meet the needs of the pupil.
- Offer all staff, including support staff, appropriate training to meet needs when dealing with behaviour problems
- Issue fixed-term suspensions/permanent exclusions to individual children for serious acts of misbehaviour. (More information of fixed term suspensions is provided in APPENDIX 4)

7. Classroom Based Staff (Teachers, HLTAs, LSAs)

With the principles above in mind, specific responsibilities for teaching and learning staff are to:

- Create and sustain strong and positive relationships with children
- Teachers to greet the children at transition times, such as the end of breaktime and lunchtime, as well as first-thing in the morning
- **Moving around the school:** staff ensure that children move around the school in an orderly manner and on the left-hand side.
- Use the restorative approach to rebuild and repair relationships which have been damaged
- Treat all members of the school community with respect, equality and understanding
- Praise, encourage and reward pupils where ever possible including verbal praise, house points and celebration assemblies
- Complete a weekly 'Connection Time' on a Friday, where children do activities alongside the teacher
- Encourage appropriate behaviour rather than rely on sanctions
- Apply sanctions and rewards with consistency

- Display and use 'The Combs Code' (APPENDIX 2)
- Ensure pupils enter and leave the classroom in an orderly and respectful manner and move around the school in the same manner
- Create a stimulating learning and working environment
- Teach PSHE and values in discrete lessons and assemblies
- Use the Arbor behaviour log to record incidents where a sanction had to be given (see Sanctions paragraph)
- Seek further help and guidance when required from other teachers, pastoral team, the assistant, deputy or headteacher. This is regarded as an appropriate strategy rather than an admission of failure.
- Liaise alongside the SENCo, with external agencies where there are concerns around behaviour choices.
- Contact and report to parents through Arbor, phone calls or face to face meetings to discuss their child's behaviour.
- **Wet playtimes:** Children stay in their designated area and have access to board games, paper and pencils and books. However, for safety reasons, children are not permitted to use tools such as scissors. Class teachers may set up a film for children to watch.

8. Non-Classroom Based Staff

All staff have the right and responsibility to ensure that pupils' behaviour is given the appropriate consequences as detailed below. It is the responsibility of all other adults in school to support the Headteacher and teachers in meeting the above. As with teaching staff, a key priority is to reward and praise good choices to reinforce good behaviour and positive relationships. With these principles above in mind, specific responsibilities for midday supervisors are to:

- Praise children on an individual and group basis
- Be consistent with all consequences, positive and negative
- Be a positive role model by demonstrating positive relationships
- Engage in regular training which will help develop positive relationships
- To communicate with the child's class teacher and make them aware of extreme behaviours so they can record these on Arbor and enable them to prepare for reflection time if required
- Refer to House Points for positive behaviour
- **Wet lunchtimes:** Children stay in their classrooms and have access to board games, paper and pencils and books. However, for safety reasons, children are not permitted to use tools such as scissors. Children are supervised by the MDSAs who all have a specific area to monitor. Class teachers may set up a film for children to watch.

9. Pupils

It is always the responsibility of pupils to make good choices. It is the responsibility of pupils to follow the school rules.

Behaviour Outside Lessons

- **Coming into school after break and lunchtime:** when the bell rings, children stop and listen for the instruction to walk quietly back into school (greeted by the teacher at the door)
- **Moving around the school:** staff ensure that children move around the school in an orderly manner and on the left-hand side.
- **Assemblies:** children walk to the school hall, enter and sit down in silence.
- **Wet breaks:** Teachers, HLTAs and TAs will supervise the children in their classrooms.
- **Wet lunchtimes:** Children stay in their classrooms and have access to board games, paper and pencils and books. However, for safety reasons, children are not permitted to use tools such as scissors. Children are supervised by the MDSAs who all have a specific area to monitor. Class teachers may set up a DVD for children to watch.

Play fighting and grabbing are not allowed. This is due to injuries that can be sustained and misunderstandings that can occur. All staff are required to be vigilant in relation to play fighting, and to regularly talk to pupils about appropriate types of play. Children are encouraged to have kind hands and feet.

When

10. Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents if we have concerns about their child's welfare or behaviour.

We expect parents to:

- Be aware of the school's rules and to support them
- Co-operate and work alongside the school as a partnership
- Support their child's learning
- Support the school's decision when applying consequences to deal with any specific incident/issue

If parents have any concerns about the way that the behaviour has been managed for their child, they should contact the class teacher. If the concern remains, they should contact the Deputy Headteacher. If the matter remains unsolved then they should refer to the school and Trust's Complaints Procedure which is published on the school's website.

11. Parent Helpers and Volunteers

With the principles above in mind, specific responsibilities for the parent helpers and volunteers are to:

- Praise children on an individual/group basis
- Understand the school's relationship policy as published on the school website
- Understand the school's core values of 'Be The Best That You Can Be':



-
- Support the school in encouraging children to understand the consequences of their choices
- Treat each child equitably and with respect and understanding
- Be a positive role model by demonstrating positive relationships with everyone in school
- Share any concerns they have with the class teacher

12. Rewards

When a reward is given, that reward cannot be revoked. Positive consequences include:

- Verbal feedback
- Reference to and thanking good examples and role models
- Awarding Team Points when children have shown examples of the school's values
- A sticker for completing their home learning
- A 'Be The Best That You Can Be' certificate during Celebration Assembly
- A positive phone call home from the class teacher or a senior leader

On a Friday, a Team Captain is given the responsibility of counting their team's points for the week in class. This will result in either 1, 2, 3 or 4 team tokens to take to Friday's Celebration Assembly and add to the totalizer. When their team eventually complete their totalizer, they will receive a Team Reward. This will be announced to parents in a Friday update. A list of possible rewards will be put together by the School Council.

13. Consequences

In Lessons

Each class will have an identical Combs Code poster displayed in a prominent place. This will display the school core values.

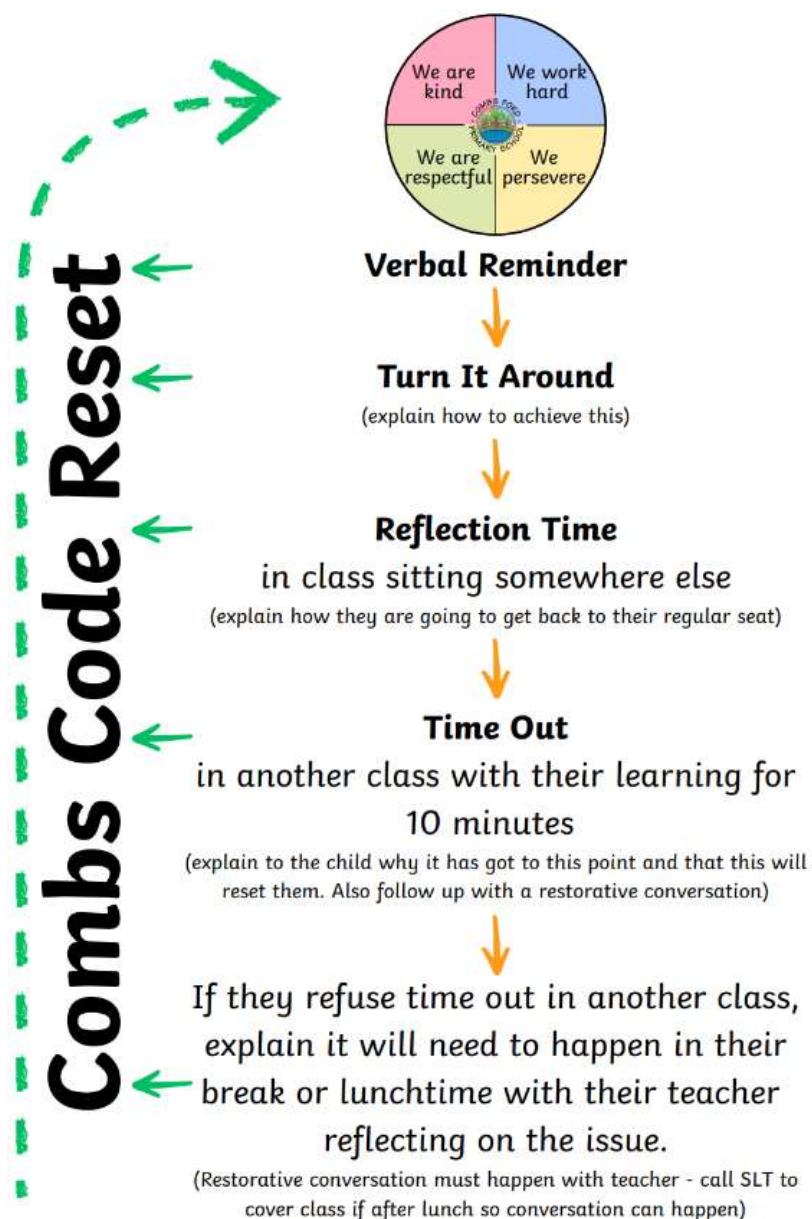
The Combs Code is reset after a restorative conversation

If a child is not able to follow the Combs Code, we have a series of consequences if someone breaks a school behaviour rule:

- A verbal reminder about expected behaviour and choices.

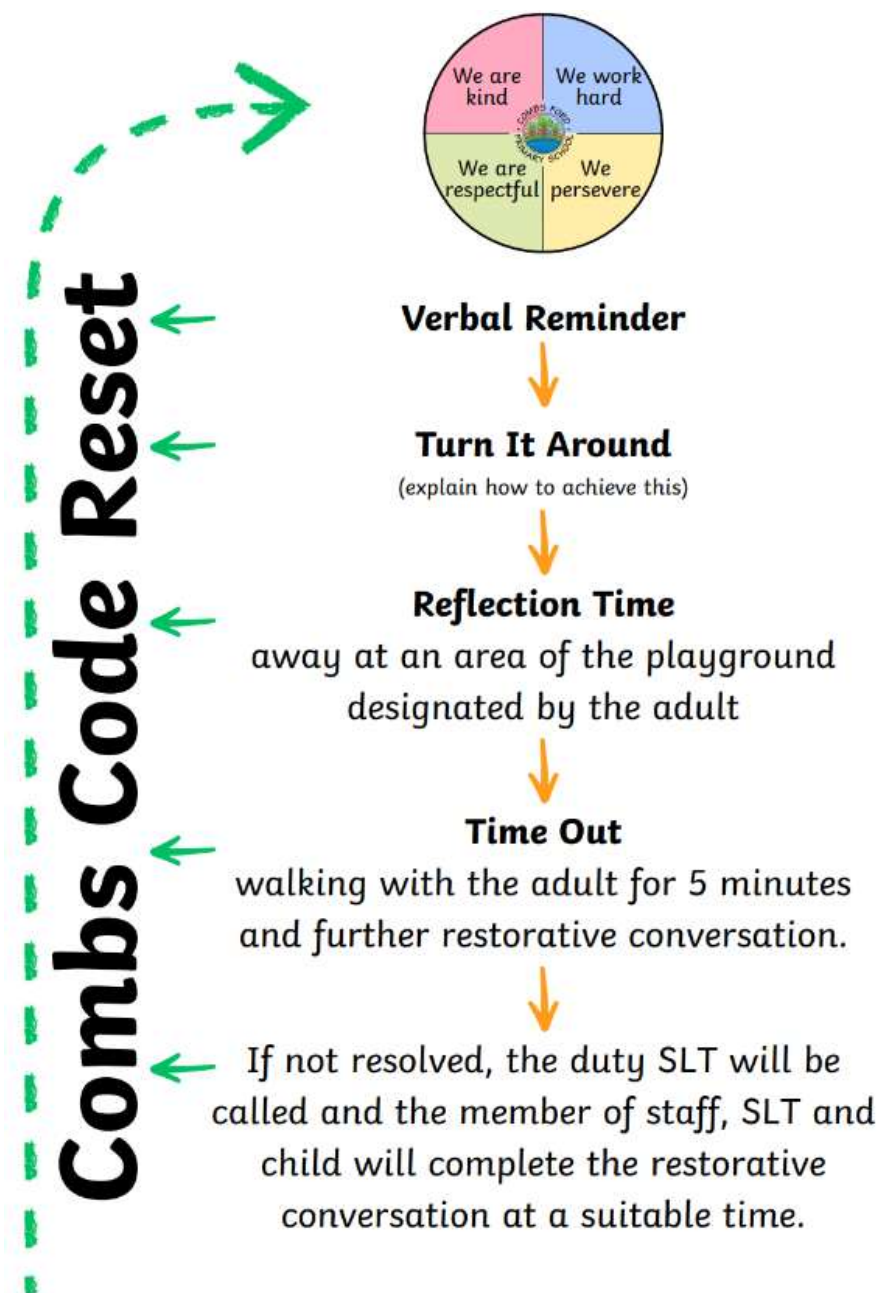
- If the negative behaviour persists, a warning about their behaviour and choices leads a child being told they need to 'Turn It Around'. The adult will explain 'how' so they can return to the 'Combs Code'.
- If the negative behaviour continues, a restorative conversation will take place between the adult and the child at the earliest opportunity. The child will have reflection time in class sitting somewhere else, with an explanation of how they are going to get back to their regular seat.
- If they continue with the behaviour, they should take their learning to another class for 10 minutes. A restorative conversation needs to happen at some point. If it has reached this point, the teacher needs to record this on Arbor and families need to be informed by the class teacher.
- If the child refuses to go then they need to understand that it will be discussed in their free time instead.

It should be made explicit that the child has the opportunity to turn it around and return to the 'Combs Code' as a reset.



Playtime/Lunchtime Procedure

Lunchtime staff will have a half termly briefing with the Headteacher to explain the children that need specific strategies outside, otherwise they will use the procedure outlined below:



Lunchtime staff need to inform class teachers if a child required a restorative conversation. The teacher will need to record this on Arbor and families need to be informed by the class teacher.

Following a conversation between the class teacher and pastoral support, if there are consistent and frequent negative behaviours being displayed by a child, parents will be asked to attend a meeting with the class teacher and a Behaviour Plan may be provided if this feels appropriate and necessary. This is written with the class teacher, child and parents and will be reviewed half termly or sooner if behaviours warrant a review.

14. Negative Behaviours

These behaviours could include swearing, being disrespectful to a member of staff, hurting (physical or emotionally) another person, violence, damage to property or being persistently disruptive. These behaviours need to be logged on Arbor and families need to be contacted. A restorative conversation needs to happen in the following playtime or lunchtime.

Parents are contacted if serious negative behaviours take place. We do recognise that there are occasionally overriding factors or circumstances which affect a child's behaviour. In these cases, challenging behaviour can be exhibited and reasonable adjustments need to be considered and made as appropriate by then class teacher then in consultation with families, the child, the class teacher, pastoral team or SENDCO. There will be adjustments considered for lunchtime and breaktime made by teachers and conveyed to staff on duty.

When a pupil exhibits consistent negative behaviour, the following may be put in place.

- a) Behaviour Plan-** see APPENDIX 3. A child will have a behaviour plan which is personalised to the child and written by the class teacher alongside the child and family (with support from the pastoral team if necessary).
- b) Individual Reward Chart-** This is a reward chart which may suit the child's individual needs when reasonable adjustments may be required. An example of this could be a more visual reward chart for very simple positive behaviours.
- c) Referral to the Specialist Education Services (SES)** for consultation and advice which may lead to a child being placed on their caseload and allocated a support worker who liaises with the school and parents and offers support and strategies.
- d) Risk Assessment-** An audit of risk will be conducted and a risk assessment regarding the child's behaviour and potential risk will be put in place. The family member, child, class teacher and SLT will consult to ensure the risk assessment is appropriate and regularly reviewed (APPENDIX 5).
- e) Referral to the Inclusive Support Service** for a multi-agency assessment, a specialist provision placement, an alternative provision or managed move to another school

f) Fixed Term Suspensions and Permanent Exclusions

A Combs Ford Primary School, we do not wish to exclude any child from school, however sometimes it may be necessary.

Fixed term suspension- Issued by the Headteacher. Families will be informed of this decision immediately. 'A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).' A suspension does not have to be for a continuous period. A suspension can also be for parts of the school day.

Permanent exclusion- Issued by the Headteacher. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault or threatening behaviour against a pupil
- Physical assault or threatening behaviour against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Our process for exclusions follows the [Children's Endeavour Trust \(CET\) Exclusions Policy](#).

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

15. SEND

This Relationships policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). At Combs Ford Primary School, we acknowledge that there are cases where children behave in a disruptive way due to an underlying special educational need or disability. To help address the underlying causes of disruptive or challenging behaviour, we follow a system of early intervention to assess whether the behaviour is a result of unmet learning needs. Where a child is disabled or has SEND and is becoming disruptive, we will review whether those additional needs are being met. The class teacher in conjunction with the SENDCO and external agencies, as appropriate, does this. There may be some SEND children that have an adapted version of the behaviour policy to ensure that they are successful - this will be their own Behaviour Plan. These children are also likely to have their own Support Plan.

16. Transition

Inducting Incoming Pupils

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

Preparing Outgoing Pupils for Transition

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

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

17. Bullying/Prejudicial Incidents

Incidents of bullying are taken very seriously at Combs Ford Primary. We are a 'telling' school and have an Anti-bullying policy in place to prevent and repair the damage caused by bullying. – See the Anti-Bullying Policy for further details.

Any prejudicial related incident (PRI) (see separate policy) will be recorded on My Concern. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship. All prejudicial related incidents will be taken to the Headteacher.

18. The Use of Physical De-escalation (Restraint) and Reasonable Force

The use of physical de-escalation (restraint) and/or reasonable force is set out in the school's policy 'CET Use of Restraint and Use of Reasonable Force Policy'. Reasonable, proportionate, force may be used by any member of staff where a pupil's behaviour is a significant level of risk to themselves, to others or to property. The use of reasonable force will be logged (My Concern) and parents informed.

Risk assessments will be produced for children who regularly display behaviours which have required the use of reasonable force. Staff who respond to this need will receive appropriate training so the pupil and staff are safeguarded.

19. Searches and confiscations

A member of staff may only seize, retain or dispose of a pupil's property if he/she has authority to do it. The Education and Inspections Act 2006 provides authority when the confiscation is a lawful disciplinary penalty. At Combs Ford Primary school the Headteacher has delegated the authority to all teaching staff to confiscate items from pupils as a lawful disciplinary consequence. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned and by whom. Often an item will be confiscated by a class teacher who will return it at the end of the school day. There are specific instances when a member of staff may choose not to return the item to a pupil and these are stated in APPENDIX 6.

The following items are prohibited: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images and any article likely to be used to commit an offence or to cause personal injury or property damage. This is not an exhaustive list.

The following items are banned in the classroom: mobile phones and smart devices which enable communication (such as watches). Where parents require their children to bring a mobile phone to school, the mobile phone must be handed into the class teacher when it will be kept locked away until collected at the end of the school day.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored securely until they can be returned. Staff should ensure that confiscated items are kept in a safe and secure place until they are returned.

Staff should keep a record of items they confiscate and the grounds for the action, so that they may justify them later if challenged. This should be recorded on My Concern.

Reasons for Confiscation may include:

- Item posing a threat to others.
- Item poses a threat to good order for learning.
- Item is against school uniform rules.
- Item poses a health and safety threat.

- Item which is counter to the ethos of the school.
- Item which is illegal for a child to have. (Protocols for how to deal with such items are agreed with local police).

This is not an exhaustive list.

These confiscated items will be kept in a lockable filing cabinet.

For full details on the latest guidance on this, see the DfE's '*Searching, Screening and Confiscation: Advice for Schools*' (2022) Guidance.

20. Searching for inappropriate items/material

The legal power for school staff to search pupils currently only extends to weapons. A pupil might reasonably be asked to turn out their pockets or to hand over an item for reasons previously and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

However, if it is felt necessary for a pupil to be searched, for example for illegal drugs or stolen property, that should be done by the police rather than school staff using the appropriate powers available to them.

21. Pupils' Behaviour Outside of the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'. Pupils could be disciplined for any misbehaviour when they are: taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform, or are in any way identifiable as a pupil at the school. Pupils could also be disciplined for any misbehaviour which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

22. Training

New staff will receive training and CPD which helps them develop an understanding of behaviour and behaviour management, as well as how to follow our school's Relationships Policy effectively. The school will continue to seek further research and CPD into the development of restorative justice and effective strategies.

23. Monitoring

The Headteacher and Senior Leadership Team will constantly monitor the impact of this Relationships Policy and will regularly explore the effectiveness and impact of the policy.

24. Review Date

This policy will be reviewed annually and/or when changes are needed.

APPENDICES

APPENDIX 1- THE RESTORATIVE APPROACH

At Combs Ford Primary School, everyone involved in an incident are taken through the restorative approach. The restorative approach allows all involved to have their say and identify ways in which a relationship can be rebuilt and repaired and how the members involved can move forward. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. If pupils decide on the ways to move forward, then they are more likely to abide by the solution. It will also teach the children the skills and practices that they need to resolve and avoid conflict in the future.

The restorative approach can involve anything from an informal conversation (at staff level) to a formal conference. All members of the community involved in the incident are taken through the questions in order, therefore creating an understanding of the harm that has been caused to all parties. Facilitators will use the questions set out below. Before the conversation the facilitator of the meeting will set ground rules, such as allowing each person to have their say without interruption, no shouting, no swearing and no physical violence.

The conversation starts by asking the party/parties who caused the harm the following questions one at a time:

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?

Next, the conversation turns to the party/parties that have been harmed and they are asked:

1. What happened?
2. What were your thoughts at the time?
3. What have been your thoughts since?
4. How has this affected you and others?
5. What has been the hardest thing for you?

Following this, the conversation returns to the party that caused the harm and they are asked:

- What do you think needs to happen next?

Lastly, the harmed party is asked:

- What do you think needs to happen next?

We recognise that all children are individuals and we are flexible in our approach to addressing negative behaviour. The restorative questions underpin our policy, but we are also able to adapt our approach to behaviour issues to ensure it is suitable to the pupil's age and level of understanding. When working with Early Years Foundation Stage the focus will be on feelings and how they are caused. Children with low levels of emotional maturity or with Special Educational Needs will be supported in recognising how their actions have affected others or

how they feel about an incident. Staff will investigate incidences of poor behaviour to determine who was involved. Staff will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and the best way to implement the process. If the approach is not successful at the time, we understand we will need to stop the process and come back to it later when the pupils have calmed down and are regulated.

The following is not an exhaustive list, but aims to provide examples of when a restorative conference or sanction may be issued:

- A pupil has hurt (emotionally or physically) another child or adult
- A pupil has sworn at a child or adult
- A pupil has persistently ignored instructions by an adult. In this instance it is likely that the pupil has been reminded before and given the opportunity to Turn It Around.
- A pupil has left the classroom without asking permission
- A pupil is behaving in a threatening manner towards another pupil or adult
- A pupil is purposefully damaging property
- A pupil is being persistently disruptive. This could include persistent low level behaviour which impacts negatively on other pupils and staff.
- A prejudicial related incident
- A pupil has refused to engage in learning. This could include a pupil not returning to class from break, lunch or another activity, or when a pupil refuses to engage in the learning within a classroom.

Rebuild and Repair

At each stage, staff need to take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward. The restorative approach will be used when necessary to help resolve conflict. At each stage, children will be praised for improving their behaviour.

The Combs Code

 Be the best that you can be! 



APPENDIX 3- THE 5As BEHAVIOUR PLAN

Combs Ford Behaviour Plan

MAKING REASONABLE ADJUSTMENTS UNDER THE EDUCATION ACT

Name:

Date:

PHOTO

Level 3	
Child: What actions/behaviours do we see when child has been unable to regulate?	Staff: How will we de-escalate the behaviour? How will we keep people safe?
Level 2	
Child: What are the behaviours/signs we see when the child becomes agitated?	Staff: How do we support them in self-managing?
Level 1	
Child: What are the physical signs we see when the child starts to become heightened?	Staff: What can we do to try and reduce this?
Known triggers	
Child: What are the known triggers for this child?	Staff: What are we going to do as a team to avoid the triggers?
INCREASED PHYSICAL CONTACT TO BE INTRODUCED THROUGHOUT EVERYDAY PRACTICE.	

APPENDIX 4- FIXED TERM SUSPENSION

A fixed term suspension will be issued when it is not possible for the pupil to remain in school due to their negative behaviours. Below are behaviours which would result in a fixed term suspension. This is not an exhaustive list, and is intended for guidance only.

- Persistent disruptive behaviour.
- A physical assault against an adult.
- A physical assault against a child.
- Use of a weapon. This could include using an object that would not normally be considered as a weapon, to harm a pupil or adult.
- Threatening behaviour (verbally or physically)
- Failure to complete a behavioural sanction.

Fixed term suspension can result in a permanent exclusion being issued. For more information, the following policy should be read: Children's Endeavour Trust –Exclusions Policy.

APPENDIX 5- RISK ASSESSMENT TEMPLATE

Individual Pupil Risk Assessment						
Name:						
 Summary of Need: Profile of Child: ASD, ADHD, Child has experienced some adverse childhood experiences (ACES) which can affect his behaviour. Child is impulsive and operates on strong primitive instincts (fight, flight, freeze) when dysregulated. This pupil has a positive behaviour support plan; this document should be read alongside this individual risk assessment. This document relates to the Behaviour and Exclusion policies. A copy of these can be requested from the school office.						
Risk Assessment						
Prepared by:		Assessment Date:		Review Date:		
				This plan will be reviewed after incidents		
Types of hazard(s) identified (assuming no controls)	Who is at risk and how?	Likelihood (1-5)	Severity (1-5)	Risk Rating (100)	Risk Reduction Measures in Place	Do controls reduce the risk to an acceptable level?
Not following adult instructions in the learning environment CHILD refuses to comply with adult instruction often shouting 'no' or moving to a different space. This behaviour can escalate to other behaviours listed in this plan.						

Descriptor Matrix																																											
Severity	1 = Trivial injury - Minor bumps and bruises	2 = Minor injury - cuts, first aid required	3 = Moderate injury - sprains, strains, hospital referral	4 = Major injury - broken bone, loss of a digit, unconsciousness	5 = Death, debilitating injury (incl. psychological)	Overall Risk Rating = Severity x Likelihood <table><tr><th rowspan="6">Likelihood</th><th>5</th><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td></tr><tr><th>4</th><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td></tr><tr><th>3</th><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td></tr><tr><th>2</th><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr><tr><th>1</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><th colspan="6">Severity</th></tr></table>	Likelihood	5	5	10	15	20	25	4	4	8	12	16	20	3	3	6	9	12	15	2	2	4	6	8	10	1	1	2	3	4	5	Severity					
Likelihood	5	5	10	15	20			25																																			
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	2	2	4	6	8			10																																			
	1	1	2	3	4			5																																			
	Severity																																										
Likelihood	1 = May only occur in exceptional circumstances	2 = It is unlikely to, but could, occur at some time	3 = Fairly likely to occur at some time, or in some circumstances	4 = Will probably occur at some time, or in most circumstances	5 = It is expected to happen in most circumstances																																						
Risk Rating	Unacceptable - stop activity and take immediate action	High = Take immediate action, stop activity if necessary, maintain existing controls rigorously	Medium = Improve within a specific timescale	Low = Seek to improve at the next review or if there is a significant change	Trivial - No further action, but ensure controls are maintained and reviewed																																						

APPENDIX 6- REASONS FOR NOT RETURNING CONFISCATED ITEMS

Instances when the school chooses not to return an item to the pupil:

- Items which the pupil should not have brought to school or has misused in some way might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter into school. In such circumstances, retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.
- There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.