



Mulberry Park
Educate Together

Relationship Policy & Behaviour Policy – January 2026

AIM

This school policy sits within the framework of the ETAT Overarching Statement of Intent for Behaviour Management. It aims to set out the detail of how behaviour is managed in school, including procedures and systems for rewards and consequences. It is designed to encourage positive, (pro-social) and acceptable (expected) behaviour and ensure we deal effectively with unacceptable/anti-social (or unexpected) behaviour.

This Relationships & Behaviour Policy seeks to inform, guide and support staff, parents/carers and pupils. Aiming to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect.

LEGISLATION & GUIDANCE

This policy complies with the following:

Guidance from the Department for Education (DfE):

[Behaviour and discipline in schools](#)

Use of reasonable force in schools

[The Equality Act 2010: advice for schools](#)

Statutory guidance from the DfE

[Special educational needs and disability \(SEND\) code of practice 2014](#)

[Supporting pupils with medical conditions at school](#)

[The UN Convention on the Rights of the Child](#)

MPET is a Rights Respecting school. We believe that children should be taught to show respect for the rights of others and display courtesy and consideration towards all members of our community at all times. References are made to specific rights (articles- see Appendix A) throughout this policy.

ETHOS & VALUES

Pro social (good) behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn.

At MPET behaviour is understood as a communication of unmet need or as an adapted, defensive stress response. We believe that positive behaviour should be the outcomes of positive, consistent, and defined relationships between staff and pupils. It is essential to have a positive behaviour management strategy.

MPET recognises its legal duties under the Equality Act 2010, Education Act 2011 including all sections relating to children with Special Educational Needs (Article 23).

SUPPORTING LEARNERS

We, as adults, model calm, controlled and caring behaviour. Our attention as adults is focused first on those children who are behaving in an expected way. We look to highlight the children going 'above and beyond' and give them the formal recognition.

We define as a school what we will consistently do: recognition, expectations and routines. We use scripted support (see [Appendix B](#)).

BEHAVIOUR MANAGEMENT GUIDELINES

At MPET we expect high standards of behaviour and make a point of acknowledging, praising and rewarding expected behaviours. Being consistent yet flexible with implementing this policy by all is vital, to consider the varied and complex individual needs of the pupils.

Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the expectations we have for behaviour.

At MPET we believe there is a shared responsibility between staff, parents and pupils for the promotion of good behaviour.

Children are praised for doing the right thing at every opportunity, using, where appropriate, language related to the UN Conventions of the Rights of the Child.

Praise is used specifically to reinforce expected behaviour.

All adults model positive and appropriate behaviour at all times.

All children are involved in making and maintaining the rules. They have a right to say what they think should happen and to have their opinions taken into account. Each class devises its own class charter at the beginning of the school year. The children, along with the MPET adults discuss, the rights that the children agree are essential for the smooth running of their class and learning time. These form the class charter, which is then displayed on the wall. This grows and changes over the school year as required. Children are expected to be able to understand what expected and unexpected behaviours are and be able to follow the charter. (Article 12)

All rules must be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances. All rules are justified in terms of being required to ensure safety, well-being or learning. Expectations are phrased positively e.g. "walk slowly" rather than "don't run". Staff use a quiet and calm manner when dealing with children.

Rewards/Consequences for school expectations are clear, appropriate, fair and relevant and take into account individual circumstances (Article 39)

Discipline should respect children's dignity (Article 28). Therefore, consequences at MPET do not humiliate but allow the child to learn from their mistakes. Children are given time to reflect and discuss their behaviour.

Parents/Carers are involved at the earliest opportunity where a child's behaviour is causing concern and staff work closely with them to bring about improvement.

ROLES & RESPONSIBILITIES

The management of distressed behaviours and the support offered to the child is the responsibility of every member of our school community. All adults work in partnership to model, reinforce and support our expectations.

Trustees / Trust Executive Team / Local Governing Body

Trustees and the Trust Executive Team have overarching responsibility for ensuring this policy complies with this statement and that the governing board is fulfilling its role at school level.

The governing board is responsible for ensuring this behaviour policy's effectiveness and holding the headteacher to account for its implementation and application.

Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing the school's behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour.
- Support staff to deal effectively with unexpected behaviour.
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

All staff

Staff responsibilities are:

- To model positive behaviours
- To show children that we regard them as individuals, and we will welcome them at our classroom door every morning with a smile.
- To teach children what good conduct and expected behaviour looks like by setting clear routines and expectations.
- To recognise good conduct publicly and correct unexpected behaviour and conduct privately.
- To respond consistently (using the same recognition, language and consequences)
- To remain calm and assertive when managing unexpected behaviours.

Parents/Carers

Parents and carers are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations.

Parents/carer responsibilities are:

- To know the school rules and expectations.
- To ensure they have a clear understanding of this policy.
- To make children aware of expected behaviour in the school and support the implementation of this policy.
- To encourage independence and self-discipline.
- To try to foster good relationships with the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested

Pupils

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter.
- To follow school rules and the class charter to the best of their ability.
- To treat other people, resources and their environment with respect.
- To follow instructions from adults within the school, questioning politely if they don't understand them or believe them to be unfair.
- Taking responsibility for their own actions and knowing the consequences they will have
- To make amends if they have been responsible for any unexpected behaviour.

EXPECTATIONS & PROCEDURES

At MPET, alongside the values of the month and the UN Rights of the Child, we have three simple rules which are referred to in discussions about conduct.

At Mulberry Park we are:

1. **Ready** (to learn)
2. **Respectful**
3. **Safe**

We expect children to realise that expected behaviour is rewarded and unexpected behaviour results in consequences and the need to make amends. We aim to help children understand that they have rights and that they cannot take away the rights of others eg they have a right to be safe, their peers also have a right to be safe (Article 4).

Teaching Appropriate Behaviour

At MPET we recognise that children come from a range of backgrounds and family circumstances where different rules and expectations apply. We have a responsibility to teach children:

- what the expectations are in school and why.
- to understand their responsibilities towards others in the school community to ensure everyone is safe and able to learn.
- how to modify their behaviour to suit different contexts.
- how to recognise and control their emotions in order to modify their behaviour.

We teach this through:

- THRIVE work
- Learn Together lessons, circle times and assemblies.
- Zones of Regulation curriculum.
- Focussing on a 'value of the term' and reinforcing how these can be applied in daily life.
 - Small group and 1:1 intervention as required.
 - Rights respecting work – building an awareness of the rights of all children
 - Philosophy for Children conversations

Trauma informed schools

An understanding of trauma and childhood adversity underpins our approach to relationships with our school community. We are committed to ensuring our school develops a Trauma and Mental Health informed approach. We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family or moving house can be experienced as traumatic.

Thrive Approach

Every child will be supported through the school-wide Thrive approach. Thrive is a trauma-informed, whole school approach to improving the mental health and wellbeing of children and young people. Class teachers will profile their entire class and any children with gaps in their development will be identified. A whole class action plan for teachers to implement throughout their teaching will help all children to be supported socially and emotionally. For those children requiring additional support, a further assessment is carried out by a Thrive practitioner and then appropriate support is put in place ranging from 1:1 weekly sessions to larger social skills groups. This involves a Thrive practitioner picking up children throughout the day for their weekly Thrive session.

The Thrive developmental model is viewed as strands that are 'building blocks' that build on each other and so children with interruptions / gaps in their development, will need different responses from adults when they display distressed behaviours or behaviours that challenge. Children working within the 'being' or 'doing strands' (or in fight/flight/freeze in the moment) will be in their brain stem and be unable to connect to their 'thinking' brain. Some children, who've experienced significant trauma, will also spend a lot of time in their brain stem. They need adults to be a co-regulator and container, no asking questions, no tasks or work demands and no consequences at that moment. Giving a child consequences when they are already in a defensive and distressed state is inappropriate. Their need in that moment is to be calmed and soothed using regulation strategies. When a child is regulated, they can access their 'thinking' brain and have a discussion with the adult, including discussing consequences.

Rewards

Positive and expected behaviours will be rewarded with:

- Praise and encouragement (specific).
- Reinforcement from Senior Leaders (visits to SLT, for verbal praise and sometimes stickers or a positive note).
- Positive messages home via Class Dojo or Tapestry.
- Class dojo points.
- Individual reward certificates presented during the weekly celebration assembly
- Whole class rewards (agreed and negotiated by the class).
- Additional class reward systems through the year as appropriate to the needs of individual classes.
- Personalised rewards used in line with individual support plans.
- Multiple opportunities during the day for a fresh start

PUPIL SUPPORT

If children start to struggle with following school rules and class charters, MPET adults will support them. The aim is to offer pupils displaying distressed or unexpected behaviour support, enabling getting them back on track with expected learning or play. An overview of the steps of support can be seen in Appendix C and D. More detailed tiers of support from universal to specialist (also known as B&NES Commitment to Promoting Inclusion tiers of support) can be seen in Appendix E.

RESTORATIVE PRACTICE & FOLLOW UP

The behaviour management system at MPET is based on the principle of putting mistakes right. We want pupils to take responsibility for their actions and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences. It is vital that children learn early on in life that there are always consequences for unacceptable and unexpected behaviour which undermine the positive atmosphere of our school community.

Repair conversations – Restorative conversations:

- Take place at an appropriate time when the child is calm
- Can be short for minor unexpected behaviours
- Will focus on reflection, restoring relationships and making amends (not blame or further punishment).

We provide a range of support for children including social skills, friendship and play support, emotional regulation support and restorative justice sessions.

At MPET we believe in the importance of emphasising positive behaviour. Consequences are tools for learning, they should be fair and effective, they should not be humiliating or disproportionate. The system is designed to be consistent and fair, but with enough flexibility to be age-appropriate and adaptable for those with SEND or other additional need.

Wherever possible, natural consequences should be used e.g., a child is seen running, the adult reminds them about 'walking feet', they walk back to where they were running from and demonstrate the expected behaviour.

Consequences at MPET may include:

- Verbal rule reminders
- Verbal warning given and unexpected behaviour explained; expectation for improvement given
- Catching up on missed work due to unexpected behaviours
- Reflection time at break time used to make amends
- Time away, directed by an adult
- Internal seclusion (a set time away from peers/the situation authorised by SLT)
- Fixed term exclusion (sometimes called suspension authorised by Headteacher)

MPET recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our behaviour management system is clear and consistent but is equitably applied. At every stage additional support is provided or adjustments made as required to ensure the

consequences are fair and proportionate in relation to a child's understanding and cognitive ability. Follow-up action also takes into account the intention behind and the context of the behaviour, with a focus on challenging and removing root causes.

Challenging and unexpected behaviour will always be assessed by school leaders and/or SEND specialists to determine any underlying issues or unmet need. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, a Speech and Language Therapist, Children and Adolescent Mental Health Services (CAMHS) medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an individual support plan and review it on a regular basis using the graduated approach to SEND support: assess, plan, do, review.

Internal Seclusions

Internal inclusions are usually consequences of unsafe, unacceptable or repeated unexpected behaviours which have impacted the safety, wellbeing or learning of others. Internal seclusions are given with the agreement of the Senior Leadership Team, parents are informed if an internal seclusion has taken place and the reason(s) leading to this.

RECORDING, REPORTING & COMMUNICATION

Unexpected and distressed behaviours and consequences are recorded on our safeguarding monitoring system (CPOMS).

CPOMS records:

- Must be logged by the member of staff that witnessed the behaviour is responsible for recording the behaviour on CPOMS (lunch support staff should complete a behaviour slip for the class teacher to log).
- Should be accurate in description – Don't over or under describe the behaviour.
- Should include how the situation was dealt with and the natural consequences – e.g. summary of restorative steps, any restorative actions e.g. completing of reflection sheet or apology letter/card.
- Should include how parents were informed e.g. behaviour slip, phone call, message.

UNSAFE, UNACCEPTABLE AND/OR REPEATED UNEXPECTED BEHAVIOURS

Certain behaviours are unacceptable and not tolerated at MPET. Usually, these behaviours are referred to SLT and result in an internal seclusion.

These behaviours are:

- Physical assault against pupil including fighting and violent behaviour
- Physical assault against adult
- Verbal abuse/threatening behaviour against pupil / adult
- Use or threat of use of an offensive weapon or prohibited item
- Hate language against protected characteristics, which includes:
 - Racist abuse
 - Abuse against sexual orientation and gender identity
 - Homophobic abuse
- Sexual Misconduct

- Drug and alcohol related
- Damage to school or personal property belonging to any member of the school community
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology

In line with BANES suspension and permanent exclusion guidelines, these behaviours are deemed as serious incidents and repetition of them could lead to suspension and permanent exclusion (see further information below).

SUSPENSION & EXCLUSIONS

For further information, see the ETAT Suspension and Exclusion Policy on the school website in the Trust Policies section.

Fixed Term Exclusions (Suspension)

If there are occasions where good conduct cannot be maintained by a particular child, or if by allowing that child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to put in place a fixed term exclusion (suspension). This will only be considered after all possible avenues have been explored and will be a last resort or in the event of unsafe or dangerous behaviours which have caused significant health and safety risks or have had a significant impact upon the learning of others.

A fixed term exclusion (suspension) is the decision of the Headteacher following an investigation. If it is deemed necessary to suspend a child for a fixed period, the pupil's parents/carers will be notified without delay, of the specific reason and length of the suspension. The Headteacher must notify parents in writing of the reasons and the period of fixed period suspension (no later than the end of the afternoon session of the first day on which the pupil is excluded). The suspended pupil will receive schoolwork to do at home, which should be returned to school for marking until he or she returns to school.

Re-integration meetings are held with parents after any fixed term exclusions (suspensions). Individual Behaviour Plans (IBPs) are set up or reviewed after fixed term exclusions (suspensions). All possible strategies and external support will be employed to avoid further suspensions, including alternative learning provision if appropriate.

Permanent Exclusions

Permanent exclusions are rare, they are the decision of the Headteacher, If the breach of the school's behaviour policy is very serious, or repeated, the headteacher can decide on a permanent exclusion. A permanent exclusion would normally be issued following recurring suspensions and/or failure of all support strategies.

The Head teacher will inform the pupil's parents/carers of the exclusion and the specific reason for it without delay. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be without delay and in writing and will include information about the next steps. School will arrange for work to be sent home for the first five days.

The LA will be notified of all permanent exclusions. The CEO and the Local Governing Board are also notified of permanent exclusions

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Unwanted and difficult to defend against

Bullying can be:

- Emotional / verbal
- Physical
- Sexual
- Online

Bullying and harassment may also include racist or other discriminatory abuse, often targeting particular areas of vulnerability.

At MPET we teach children to understand, recognise, challenge and prevent bullying and understand the difference between bullying and other forms of social conflict (NB peer and friendship issues which are a normal part of children's development).

We have a staged process for dealing with bullying:

Stage 1 'monitoring'	An allegation is made but there is no clear evidence that bullying has occurred. All children concerned are placed on 'monitoring' and all staff are asked to be vigilant and record (on CPOMS) any interaction or issue, however minor
Stage 2 Contract	There is evidence that bullying or harassment has taken place and the children involved agree a contract of behaviour which states clearly what is and is not allowed and the sanctions that would happen if the agreement is breached.
Stage 3 Anti-bullying plan	Stage 2 contract is breached and there is clearly targeted and systematic bullying and harassment. The child being bullied has an individual safety plan designed to minimise risk of further harm without curbing their freedom or limiting their experiences. The child who has been bullying or harassing has an individual behaviour plan with clear consequences, restrictions and expectations and a restorative justice action plan. There are cases in which the bullying and harassment is complex and not clearly one-sided. Children may need a combination of behaviour and support plans.

	In both support and behaviour plans, additional support will be provided to help children recover and learn from the experience.
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POSITIVE HANDLING

The use of force to restrain or control children is only used when it is the only safe option and would always comply with 'The Use of Reasonable Force in School' guidance (DfE 2013).

All staff working directly with children receive training in de-escalation techniques and basic principles of safe positive handling. At MPET, our focus is on prevention and de-escalation in order to avoid the need for any kind of physical force, which is used only when there is immediate risk of serious harm.

MPET recognises that many children who display unsafe or more extreme behaviour have experienced some kind of trauma, and that restraint and physical force can re-traumatise. In order to maintain a safe learning environment for all children (article 28), we do not tolerate unsafe and disruptive behaviour. However, we also seek to minimise the use of force and restraint. Therefore, as part of our staged system, all individual behaviour plans include prevention strategies and adjustments to minimise the risk of needing to use physical force or restraint.

SAFEGUARDING & SEND

We respond to unexpected behaviour by investigating and trying to understand the cause. Unexpected/inappropriate behaviour can be an indication of issues relating to child protection or unmet special educational need (Article 39). As well as the immediate response as set out in our policy, we act promptly to identify potential underlying issues and agree a prevention and support plan with parents/carers and/or external agencies where appropriate.

APPENDIX A - UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity;

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect

APPENDIX B – MPET Adult Scripts

Ready

- Learning time
- Ready to start
- Focus on learning

...thank you

Respectful

- Voices off
- We are listening
- Respectful words
- Indoor voices
- Voice level 1/2/3

...thank you

Safe

- Safe hands / feet
- Feet on the floor
- Walking feet
- Safe sitting
- Wonderful walking

...thank you

APPENDIX C – Steps of Support – Pupil Guide

Steps of support to help you get back on track during learning time



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I show that I am **ready, respectful, safe**.
Adults will give praise for this.



Step 1 - Whole class reminder

An adult will remind the class of rules and expectations.



Step 2 - Individual reminder

An adult will quietly remind you of our rules and suggest a change to help you.



Step 3 - Reset

You will have a chance to reset in a different space. An adult may show you a reset card.



Step 4 - Reflect and Restore

You will be given reflection time to think or talk with an adult – this may be at the start of your break or lunch time. You have the right to rest and play. Everyone has the right to be safe.



You will have a chance to make amends or catch up on lost work by taking it home. An adult will talk to your parents/carers or send home a behaviour slip.



Step 5 - SLT

Sarah, Laura or Tash will come to help you get back on track. You may spend time in the SLT office. SLT will talk to your adults or send home a behaviour slip.



I show that I am ready, respectful, safe.
I am back on track. The steps of support reset. I get a fresh start.

I have made amends. The steps of support reset. I get a fresh start.

If I continue to show unexpected behaviour, I move to the next step of support. The adults will support me to get back on track.

I have spent some time with SLT and made amends. The steps of support reset. I get a fresh start.

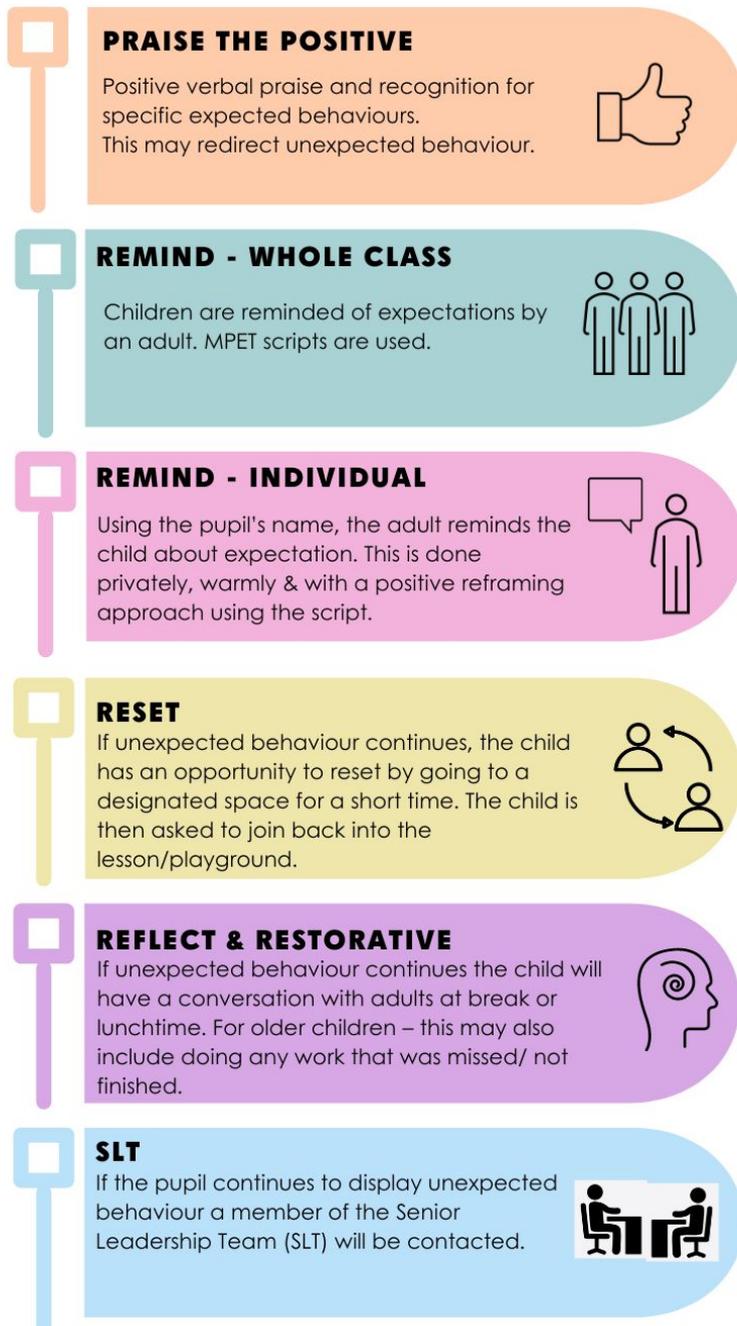


APPENDIX D – Steps of Support – Adult Guide



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STEPS OF SUPPORT



TIME IN RATHER THAN TIME OUT
RESET AND CONTINUE WITH LEARNING
RESTORATIVE CONVERSATION AT NEXT AVAILABLE OPPORTUNITY

Some behaviour will be deemed serious enough to be referred straight to the Senior Leadership Team.
If a behaviour situation becomes dangerous, an adult will remove the rest of the class from the room and a member of the Senior Leadership Team will be contacted.

APPENDIX E – Tiers of Support (Previously referred to as Stages of Support)

As a B&NES school, we follow the B&NES Commitment to Promoting Inclusion Intent: That every child and young person in Bath and Northeast Somerset has effective inclusive support to enable them to access an education that meets their needs. The stages of support are tiered: B&NES Commitment to Promoting Inclusion

Tier 1 (previously referred to as Stage 1) - Universal internal support	
Praise the positive- Gentle reminder of MPET rules	Gentle encouragement, a 'nudge' in the right direction. Praise the positive behaviour of others - Specific praise, link to rules - aim to redirect any unexpected behaviour and get everyone back on track. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model expected behaviour as a result of the reminder.
1) Reminder – Whole class	Whole Class Reminder – Teacher A change card is delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the behaviour expectations. The learner can show ready/respectful/safe actions. Learners will be reminded of their good previous good conduct to prove that they can show expected behaviour.
2) Reminder - Individual	Remind individual - LSA/HLTA/Teacher
3) Reset	Reset - LSA/HLTA/Teacher/SEMH mentor -reset card can be shown -time apart from group to regulate/rest (e.g. regulation station, another class) - Ideally no longer than 5 minutes then invited back to session
4) Reflect and Restore	Reflect & Restore - LSA/HLTA/Teacher/SEMH mentor - Use reflect card/explain this will be picked up later (now is learning time). - At suitable time e.g., end of session/ start of break/ next morning - conversation about behaviour, reminders of rules & learning time is for learning. They might need to finish work/tidy a mess or write apology note.
5) Refer to SLT	If behaviours persist following implementing the steps and intervention from SEMH mentor, then SLT will be informed using a 'red card' or phone call and will support in class. SLT - support will depend on severity of situation & necessary adjustments (1-3) 1) SLT remind of rules, expectation & support already offered – get back on track & back to learning

	<p>2) Internal seclusion consequence of unsafe/dangerous behaviour</p> <p>3) Fixed term exclusion (suspension)</p> <p>If a member of SLT cannot respond due to being with another child or other commitments, then they will respond as soon as they can. SEMH mentor may step in in this situation.</p>
	<p>If a child has three or more incidents in a week (or regular incidents) requiring support at Step 3 or above then child will need to move to Tier 1 Pastoral Profile (Previously known as Stage Two Behaviour Profile) – Early Intervention</p> <p>The class teacher must have also informed parents/carers in person, behaviour slip, phone call or via Class Dojo/Tapestry/Arbor. This must be recorded on CPOMS.</p> <p>Our guiding principles are to always try and be proactive in our approaches and avoid, at all costs, fixed term exclusions.</p>

Tier 1 (previously referred to as stage 2) – Internal Support (Early Intervention)	
(In class support/interventions with the usual teaching team)	
Pastoral profile (previously known as a 'behaviour profile')	Pastoral Profile to be completed with teacher, child and parent/carer.
Initial meeting, review meeting and ongoing regular communication	Initial meeting then six-week review with teacher (and SEMH mentor, where appropriate), child and parent/carer followed by regular communication and check in. Formal Review meeting held with teacher (and SEMH mentor, where appropriate), child and parent/carer every six weeks.
Positive report card	Individual Positive Report Card with checklist/simple targets throughout the day linked to the School Rules (Personalised Reward Chart should be tailored to the child). SEMH mentor will do daily check ins with the child.
Core offer Also known as ordinarily available provision (In class intervention)	Any reasonable scaffolds or adjustments provided by the teacher/usual teaching team. * If the scaffold(s)/adjustments enable the child to be successful - becomes part of the child's universal support (move back to Tier 1 Universal Internal Support). <ul style="list-style-type: none"> • Positive Report Card • Sticker Chart • Regular In-Class Brain Breaks • Seating Arrangement • Moving child near the front of the class • Reduce the noise in class • Reduce transitions and/or movements for the child • Use of visual aids • Extra thinking/responding time • Additional learning resources to support within lessons • Now and Next Board • Visual Timetable • Personal Visual Timetable

	<ul style="list-style-type: none"> • Easy access to practical equipment/manipulatives • Consistent language for communication • Consistent images for communication • Providing personal instructions • Coloured overlay • Visuals and Memory Aids • Adjustments to child's working area • Individual Zones of Regulation Cards • Ear Defenders • Journal/Emotions Book • Timers • Concentration/Fidget Tool/Chew • Wobble Cushion
<p>BANES tier 1 internal support</p> <p>Class teacher can refer to/use these to support the team's internal provision in class for the child.</p>	<ul style="list-style-type: none"> • Evidence of high quality teaching • Putting in place high quality inclusion strategies e.g. The B&NES Special Educational Needs and Disability (SEND) Commitment and Race Equality Charter • Screening for SEND needs • Screening for Speech Language & Communication Needs (SLCN) • Evidence of relational approach for team around the child • Support for family referring into early help where needed • Use of the behaviour toolkit strategies • Use of internal (in class) inclusion provision • Reasonable adjustments considered for sanctions reflecting the needs of the child or young person • Advice from SEND and Alternative Provision (AP) Advice service sought by class teacher for internal (in class) provision – either through the resources on website, referral form and follow up call or phoning the advice line on 01225 394660. Class teacher to make a record of advice given regarding tier 1 internal support on the pastoral profile and CPOMS. • Advice from Specialist Autism Support Service (SASS) sought by class teacher (if child has a diagnosis of autism and living in B&NES) helpline: 01761 412198 open every Wednesday between 9:00am and 12:00pm. Class teacher to make a record of advice given regarding tier 1 internal support on the pastoral profile and CPOMS. <p>BANES Tier 1 Support links:</p> <ul style="list-style-type: none"> • The B&NES Special Educational Needs and Disability (SEND) Commitment • B&NES Graduated Approach and SEND Commitment • Race Equality Charter • Relational Approach • Early Help • Behaviour Toolkit • SEND and AP Advice Service

Tier 2 (previously referred to as stage 3) – Targeted support: External Advice Sought (In and out of class interventions and multi in school team)	
Individual Behaviour Plan (IBP)	In-depth Tier 2 Individual Behaviour Plan (IBP) . Complete with Leadership Team, Teacher, Child, Parents/Carers + SENCO Involvement
Behaviour analysis for individual child	<ol style="list-style-type: none"> 1. Meeting with Teacher and SENCO and SLT 2. Work through each behaviour statement in the grid. 3. Discuss and highlight the entire row for any statement that resonates with your focus child. 4. Compare the child with peers of the same age. Think about whether the statement applies to your child on an average day. 5. Now see where there is overlap between your highlighted rows and the ticks for ASC, ADHD and trauma. 6. This may indicate the child has an underlying need that needs consideration and prompt you to seek further support and assessment from SENCO and/or external agencies.
Initial meeting, Review meeting and ongoing communication	Ongoing monthly Review Meetings with Headship Team, Teacher, Child, Parents/Carers and ongoing communication and check-in Formal Review Meeting held with Leadership Team, Teacher, Child, Parents/Carers every 4-6 weeks (at least once termly).
Reasonable adjustments (In school intervention)	<p>School based interventions outside of classroom structure</p> <ul style="list-style-type: none"> • Regular Out-Of-Class Brain Breaks/Movement Breaks • Individual Safe Space • Individual Workstation • Busy Box • Small Group Support • Pre-Teaching • Post-Teaching • Daily Check-ins from key adults • Pastoral/Thrive Intervention Groups • Built in Time for Physical Play (Sensory Circuits) • Off-Site Lunch • Home Communication Book • End of Day Reflection with an Adult • Scribe Support • Any Child Specific Adjustments • Provide Technology to aid learning
External support including BANES Tier 2 external support - could be suggested or referred to if relevant	<ul style="list-style-type: none"> • Parent signposted to external support • Thrive • SALT • Learning Mentor • Inclusion Panels (previously behaviour and attendance panels) • Social Emotional Mental Health (SEMH) Surgeries • Education Inclusion Co-ordinator referral • Educational Psychologist • If indicated by SLCN screen, Education Inclusion Speech & Language Therapy (SALT) Service consulted

	<ul style="list-style-type: none"> • Advisory teachers for cohorts open to social care and Previously Looked After Children (PLAC) • External advice through Multi/Academy Trusts (MATs) • Evidence that advice sought has been implemented and reviewed through support plans • Traveller Education Service • Attendance and Welfare Support Service (AWSS) • Student & Family Support Service (SAFS) • Violence Reduction Partnership (VRP) • SASS – Specialist Autism Support Service <p>BANES Tier 2 support links:</p> <ul style="list-style-type: none"> • Education Inclusion Co-ordinator • Education Psychology Service • Advisory Teachers for those open to social care (Virtual School) • Advice for pupils who are previously looked after or open to kinship care • Traveller Education Service • Attendance and Welfare Support Service • Student and Family Support Service • Violence Reduction Partnership • Specialist Autism Advice Service
Risk assessment	<ul style="list-style-type: none"> • Positive Handling Plan and Risk Assessment (PHP and RA) for Distressed Behaviour
Additional considerations	<ul style="list-style-type: none"> • Extra adult support or interventions

**Tier 3 (previously referred to as stage four) – Specialist support
(External agency/ies involvement)**

Review Behaviour Support Plan	In-depth Review of Individual Behaviour plan (IBP), Positive Handling Plan and Risk Assessment (PHP and RA). Complete with SLT, Teacher, Child, Parents/Carers + SENCO Present and Involved
Big picture meeting	All adults involved in the child's life get together. Pro-forma to be completed and meeting facilitate by a person that does not contribute their own thoughts and comments.
Initial meeting, Review meeting and ongoing communication	Ongoing Monthly Review Meetings with SLT, SENCO, Teacher, Child, Parents/Carers and class teacher ongoing communication and check-in. Formal Review Meeting held with SLT, SENCO, Teacher, Child, Parents/Carers every 4 weeks.
Reasonable adjustments (possible) (Internal alternative provision)	<ul style="list-style-type: none"> • Internal Alternative Provision • 1:1 Meet and Greet • Personalised Social Stories • Regular Regulation Room • Therapeutic Interventions (Play Therapy) • Thrive Time Timetabled
External agency involvement including	<ul style="list-style-type: none"> • Use of alternative provision through outreach or in reach support

BANES Tier 3 external agencies involvement - could be suggested or referred to if relevant	<ul style="list-style-type: none"> • Managed move considered • Direction off site to another school or alternative provision. • Evidence that external agency support has been implemented • Liaison with colleagues within and across MATs e.g. sharing resources and exploring what AP they are able to offer and open up to other schools <p>BANES Tier 3 support links:</p> <ul style="list-style-type: none"> • Guidance for commissioning alternative provision • Approved alternative provider list • Managed move and direction off site protocols
EHCNA request referral	To be discussed with SENCO and parent/carer.
Adapted timetables	<ul style="list-style-type: none"> • Reviewed every four weeks • Reduced Timetable • Excused from Trigger Activities
Additional considerations	<ul style="list-style-type: none"> • Additional adult support • 1:1 support

Tier 4 (previously referred to as Stage five) – Intensive/Statutory support	
Review of Support Before Decision to Permanently Exclude	
Initial meeting, Review meeting and ongoing communication	Ongoing Fortnightly Review Meetings with SLT, Teacher, Child, Parents/Carers and ongoing communication and check-in. Formal Review Meeting held with SLT, SENCO, Teacher, Child, Parents/Carers every 2 weeks.
BANES Tier 4 - Review of support before decision to permanently exclude Actions for SENCO/SLT	<ul style="list-style-type: none"> • Completion of reflective exclusion protocol • Review of support with Inclusion leads in MATs • Conversation with Manager of BANES Alternative Learning Team
Internal/External alternative provision	
High risk group	
Offsite ALP	
EHCP review	
High adult ratios	
Significantly adapted/reduced timetable	
Priority on safety	Academic Expectations Reviewed and focus on Safety and Belonging.

Bespoke therapeutic curriculum	
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PLAYGROUND BEHAVIOUR SUPPORT

At MPET we are:

Ready

Respectful

Safe

MPET Adults will:

- Step in and question any behaviours that look unsafe
- Listen to everyone with no prejudice
- Speak calmly and supportively, with respect
- Use MPET scripts

Visible adult consistences:

- Speak in a calm manner
- Use words and phrases children understand
- Praise expected behaviours
- Remind pupils privately of rules and expected behaviours

- R** • Recognise the problem
- E** • Engage the pupils calmly
- S** • Share - "what happened?"- "Why do you think this happened?"
- O** • Open and honest conversation
- L** • Listen and take turns - all children have a right to be heard
- V** • Voice next step - I wonder if
- E** • End - agree solution/ next steps (this may need be an apology to someone or making amends - recognise children may need time to regulate before being ready to do this)

Class teachers should be informed of unexpected behaviours as soon as possible, either by:

- completing and handing over a break time behaviour slip (these can be added to CPOMS)
- feeding back in person at the end of a break or lunch time
- logging on CPOMS if the incident and next steps were all dealt with during the break time.

Playground Support Guidelines

Adults observe or are informed of unsafe/unkind/ or unexpected behaviour

Adult assesses situation

Urgent situation

Immediate risk of danger/harm

Call another adult to support.

Adults to bring distressed child to regulation station. SLT called. Incident to be logged on CPOMS. or behaviour slip completed.

Escalating situation

Unexpected behaviours are escalating. Starting to be unsafe.

Ask child/children to stop

Use RESOLVE steps to explore and support.

Situation resolved
To be logged on CPOMS or behaviour slip completed

Unexpected behaviour stops - play continues

Unexpected behaviour continues.

RESET - TIME OUT

Child/children have a couple of minutes to reset before rejoining to play. Teacher informed.

Unexpected behaviour stops - play continues

Minor situation - not urgent

Low level unexpected behaviour, no immediate danger/harm

Verbal reminder of expected behaviours, link to rules/rights eg "safe feet/safe hands - your friends have a right to be safe".

Unexpected behaviour stops - play continues