



RELATIONAL INCLUSION POLICY

September 2025

We believe every child deserves a Champion.

We integrate therapeutic and relationally inclusive interventions into our everyday practice.

We believe in 'connection before correction'.

We adopt a trauma-informed 'name it to tame it' (Siegel) approach.

We model compassion and empathy for all children recognising that some have experienced developmental trauma.

ATAS (Attachment and Trauma Aware) Team	
ROLE	NAME
Headteacher & DSL	Nicola Lyddon
Deputy Headteacher, DDSL, Behaviour Lead and Designated Teacher	Michelle Holdsworth
SENCO & DDSL	Cheryl Khan
Class teacher	Lucille Greehy
Family Liaison Worker & DDSL	Emily Hawkins
ELSA	Jane Teasdale
ELSA	Rebecca Crook

Relational Inclusion is a relationship-based approach that helps children learn how to communicate their needs more effectively. It supports a sense of belonging and prioritises relationships, while embracing emotions and addressing root causes. The proactive approach that supports early identification and intervention to best support and include all pupils. At Great Binfields, we believe that behaviour is a communication of emotions and needs. As adults we have a responsibility to provide support and teach children how to manage and regulate their emotions in appropriate ways. We want all members of our school community to understand what appropriate behaviour is and looks like in and outside of school. Our teachers will explain and model the appropriate behaviour and routines so that our pupils understand what is expected of them. Through our school values and ethos, we aim to create a supportive and nurturing environment where pupils make good choices and live through our values.

Vision and values

Through our values of: respect, honesty, co-operation, creativity, resilience, aspire, Great Binfields Primary School aims to:

- Provide a calm and caring community where all children and adults are valued equally.
- Strive for happiness and a positive, responsible attitude towards school life.
- Raise expectations and secure positive attitudes to learning.
- Achieve a real, measurable and beneficial difference in learning behaviours.
- Ensure pupils and adults are challenged to reach the next step and reach their potential.
- Achieve the highest standards possible in supporting pupils to achieve.
- Encourage pupils to become creative and independent learners, using a variety of learning styles.
- Promote values to pupils in every aspect of school.
- Develop self-confidence and self-discipline.
- Respect and value others.
- Have excellent support and guidance from all staff in partnership with parents and governors. Encourage our school community to make healthy choices.
- Have a personal pride in being part of our school and the wider community.

Context

Great Binfields Primary School is proud to be an ATAS school. We recognise:

- the causes and impact of developmental trauma
- the impact of dissociation and how a pupil with a secure attachment style will differ from pupils who have alternative attachment styles
- signs of: hyperarousal, hypoarousal, fight, flight, freeze, flop and fawn
- our ability to adopt our approach to children who are showing signs of dysregulation

We are proud to be a trauma-informed school with reflective practitioners who recognise the importance of mindful awareness (stabilise), co-regulation (integrate) and co-learning (adapt) through: five to thrive (respond, engage, relax, play, talk); PACEs (Protective and Compensatory Experiences). We resolutely believe that we can actively promote recovery from trauma for children who may have suffered a significant number of ACEs (Adverse Childhood Experiences). All of our staff are trained in emotion coaching (Gottman, 1997) through Hughes' model of PACE: Playfulness, Acceptance, Curiosity and Empathy. Scripts are available for staff in all year group shared area to promote a consistent approach towards all pupils at Great Binfields.

We believe that:

- The relationships our children have with their adults will either make or break their educational experience.

“Research has suggested that the quality of pupil-teacher relationships is related to the development of young people’s socio-emotional skills and the amount of knowledge they absorb in the classroom (Coristine, 2021). Positive teacher-pupil relationships foster a supportive and nurturing learning environment where pupils feel valued and understood (Emslander et al., 2024). When pupil-teacher relationships are stronger, pupils are more likely to develop a positive attitude towards school and learning (Huan et al., 2010). If students report strong, positive relationships with their teachers, it suggests that the school’s efforts to promote a respectful and collaborative classroom environment are successful. Conversely, if pupils’ express dissatisfaction with these relationships, it may indicate

a need for professional development or changes in pupil management strategies to improve teacher-pupil interactions." (Jerrim, 2025, Mind the Engagement Gap: A National Study of Pupil Engagement in England's Schools).

- Every moment and interaction can be an intervention (Treisman). Our language can be trauma inducing or trauma reducing.
- All behaviour is communication. "The children who need love the most will ask for it in the most unloving ways." (Barkley)
- We need to separate the child from the behaviour. The behaviour is challenging; the child is not.
- "Extreme behaviours...are not a conscious choice." (Benedict & Raven)
- Teaching children self-regulation is preparing them for their futures and enabling them to become lifelong learners
- Children will not learn unless they feel safe. Safety starts with connection.
- Children are doing the best they can and we must allow them to make mistakes (and learn from them) if we want to help them to be the best versions of themselves

These are our approaches:

Adopting a child-centred approach

Our children's behaviour and needs should be understood and communicated through a process of curiosity and thoughtful information gathering. The main way in which this is approached and communicated in school is through:

- Meeting with parents/carers and other professionals in the form of a TAC (Team around the child)
- Discussion with the child's previous school(s) (if relevant)
- Adopting a child-centred approach where the pupil's views are heard
- Using the 'Reach 2 teach' app to identify presenting behaviour(s), understand theoretical approaches behind these, and adopt proactive strategies to help support the child
- Undertaking a Boxall assessment initially then repeating this process to measure progress against specific SMART objectives
- Referring back to the child's EHCP (Education Health Care Plan)
- Gathering data trends from school systems, such as CPOMS (Child Protection Online Monitoring System), CRPs (Co-regulation Plans), PPMs (Pupil Progress Meetings)

Based on this information, the expectation of staff is that they should have some knowledge/ideas regarding the following:

- Possible messages being communicated by the behaviour (from child's perspective), discussion of presenting behaviours
- Some contextual information to inform an understanding of the child's experiences, their social and emotional needs
- Any areas of concern regarding wellbeing and behaviour
- The child's strengths and how best to unlock their potential, as well as a consideration of ways of recognising effort and improvement
- SMART targets for the child, how this will be achieved, and what the child's 'trusted adult' network looks like. These agreed targets revolve around the concept of 'Relational repair' (*find a way to repair OR find a way to cope NOT tokenistic 'apologise'*)
- Recommended proactive interventions to support the child to feel emotionally secure in school, including adaptations to the environment (e.g. *ecological changes e.g. physical environment, relationships, adaptation of relationships policy*)
- Who is the child's trusted adult in school, and how they access support from them
- Responsive strategies – these should be *PROactive – teaching new skills and reactive – de-escalation and co-regulation*

Interventions on offer within school

We encourage access to a range of proactive interventions to address the social and emotional needs of pupils based on their needs and presenting behaviours. These are referred to on a child's provision map and include:

- Speech and Language Therapy (SALT)
- Lego Therapy
- Social skills groups
- Attendance at 'Acorns Club' with the SENCO (a less overwhelming, quieter alternative at lunchtime)
- ELSA
- Play Therapy with qualified Play Therapists

Transitions

We recognise that transition can be particularly problematic for our pupils who: are neuro-divergent; have been or are in care; have experienced or are experiencing trauma; have Anxious (or Preoccupied), Avoidant (or Dismissive), and Disorganised (or Fearful-Avoidant) attachment styles.

We therefore offer a comprehensive transition 'package' for all of our pupils referred to above. This includes:

- Transitional object over the summer holidays
- Weekly transition visits to new class teacher and new class area throughout Summer 2
- Timetabled transition meetings between current and new class teacher(s)

- A postcard sent over the summer holidays from the child's new class teacher(s)
- An invite for the child to spend time in their new classroom with their new class teacher(s) during the summer holiday break, ahead of starting back in September
- 'Who is teaching me today' boards with visuals so children are clear on who is teaching them and when
- Transition photo books with positive memories and reference to the 'Invisible String' for those moving on to secondary settings
- A 'Binfields Bear' for those leaving school within the course of an academic year

Co-regulation Plans (CRPs)

For children who we recognise need significant adaptations to their approach, we have Co-regulation Plans (CRPs). These ensure consistency for the child and parity between staff members. These are shared with wider staff team members, including the child and their parents/carers. They are updated on a termly basis. **(See Appendix One).**

Safe spaces

We know that our children will only learn when they feel safe and secure. We want our school to feel like a home from home for our children and families.

We do this by:

- Meeting and greeting all children with a smile – we recognise that this may be the first smile they see in the morning
- Not raising our voices. Our children mirror our body language and tones of voice. If we shout, we demonstrate we are out of control. Our children will not feel safe if we raise our voices at them.
- We talk about 'choices'. We model and encourage openness, honesty, respect and forgiveness.
- We explicitly talk about our emotions (linking to the Zones of regulation) and we link this to how it makes our bodies feel. We recognise that our emotions can affect our actions; but that our actions have consequences. We talk about how it is okay to feel a certain way; but that some actions are not acceptable.
- We encourage all of our children to identify safe spaces within the school.
- We encourage all of our children to identify up to five trusted adults within the school.
- We adopt an 'open door policy' with our parents/carers where we encourage them to raise any concerns they have at the time
- We facilitate 'coffee mornings' and 'afternoon teas' for our community, including PLAC and SEN
- We recognise that some of our parents/carers do not feel safe within the school community because they experienced negative educational encounters. We aim to break this cycle and break down the barriers to school attendance – both physically and socially/emotionally. We positively engage with parents/carers from an early stage and encourage them to be open and honest with us about their own lived experiences. We engage with relevant outside agencies to signpost effective care and support for our families. Our Family Link Worker also has a pivotal role in encouraging positive parental engagement.

Our Behaviour Code

Our Behaviour Code (Appendix 2) is rooted in mutual respect and based on our school values. We have a number of school incentives in school to praise pupils who follow our Behaviour Code, including:

- House Points
- Milkshake Club on a Friday afternoon with the Deputy Headteacher/Behaviour Lead
- Rainbow certificates and pin badges for each of the school values from the Headteacher. Pupils are able to attain the entire rainbow for demonstrating all six school values.
- House Point Reward time on the final Friday afternoon of each half term (all children are in one of 4 houses – house points are tallied daily, totalled weekly and then a winning house is announced half termly)





Natural consequences

At Great Binfields Primary, we recognise that there will be occasions when children have made the wrong choice, and/or **have felt heightened and been unable to self-regulate/control their emotions. We strive**

to separate the presenting behaviour(s) from the child and to distance ourselves and not take the behaviour personally. Consequences to be 'natural' where possible and to be: proportional, timely, relevant. Sometimes a restorative conversation is sufficient; sometimes them accepting responsibility and apologising for it/reflecting on it is sufficient - it all depends on the individual child and their unique needs. (See Appendix Two)

Supporting children to regulate throughout the day

We use **Zones of Regulation** to explicitly refer to our feeling and emotions and how these make our bodies feel e.g. cold and prickly/warm and fuzzy.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

We also recognise the following:

- Some children come in to school heightened/outside of their window of tolerance. Their 'cup of tolerance' is already overflowing and we need to fill their bucket!
- **Maslow's Hierarchy**. What is the function of their behaviour? What is their behaviour communicating? What are their basic needs?



Maslow's hierarchy of needs

- Some children need brain/sensory/movement breaks. Children are encouraged to go to their safe space (regulation station) and make use of their regulation baskets (breathing activities, sensory objects, focus toys etc.).
- Children may need to go to an alternative safe space within the school (e.g. the woods, the Calm Room, the Nurture Room etc.)

Adopting a Growth Mindset approach

At Great Binfields Primary, we adopt a 'Growth Mindset' approach, where we prioritise effort over attainment. Some of the comments we use are:

- “I am proud of how hard you worked on the task”
- “I can see how tricky you found that; but you used great resilience to get out of the learning pit”
- “Thank you for not giving up and for trying your best”

Addressing Behaviour of Concern

If a child is not displaying Great Binfields’ Behaviour Code (see Appendix 3)/School Values they face the following consequences:

- A **verbal warning**.
- **‘Reflection Point One’**.
- A **second** ‘Reflection Point’.
- Leave the classroom to complete a **‘Reflection Form’** with Mrs Holdsworth, Miss Lyddon or Miss Khan.

At all times, staff are curious about behaviour and using co-regulation to wonder how a child may be feeling and why. The responsibility is first and foremost on the adult to try and re-direct the child and ‘connect before they correct’. For example, if a child is exhibiting attachment-seeking behaviours such as tapping a pencil on the table, an adult may ask “Do you need something from me?” or “I can see you are tapping the pencil on the desk, I am wondering if you need me for something.” They would also remove the pencil and possibly replace with e.g. a focus toy/sensory object. They would make reference to the impact the behaviour is having on those around them and refer to the school values and Behaviour Code explicitly. TISUK (Trauma Informed Schools UK) recommend using the acronym ‘WINE’ (I wonder, I imagine, I notice...with Empathy).

All class teachers/Learning Support Assistants are provided with a weekly log where they record incidents relating to verbal warnings, reflection points and reflection forms. SLT then analyse and monitor emerging patterns alongside contextual factors.

Holding Boundaries

At Great Binfields Primary, we use the language “It is okay to [e.g feel angry]; but it is not okay to [insert presenting behaviour e.g. hurt me or shout at me.” Clear boundaries are important in helping all our children and staff feel safe. Children need to know that the adults around them will respond appropriately and will stop them from hurting others or from being hurt. Adults can still act with empathy when they are holding boundaries with a child. This will help them to feel safe. It is vital that staff set limits on behaviour. Co-regulation comes first. The adult’s regulation places boundaries around the child’s energy – emotional mirroring allows the child to relax and share the adult’s state then teaching / co-learning can occur. First, staff will state the boundary limits of acceptable behaviour then they will make it clear that some behaviours cannot be accepted.

What we do when behaviour escalates

There are occasions when, despite following the school’s strategies and trauma-informed approach, a child remains heightened and/or behaviour escalates further. When this occurs, we use Perry’s 3 R’s to reach the learning brain (when a child has ‘flipped their lid’). See Appendix 4.

Repairing damage

If a child has been verbally/physically abusive to a peer/staff member, it is vitally important that they ‘repair damage’ in an appropriate manner. This will look different for every child, depending on their needs and depending on the severity of each unique situation. Damage repair should be related to ‘natural consequences’. It is vitally important that, once a child is back in their ‘thinking brain’ and is able to regulate, they are able to experience a restored sense of connection with the ‘victims’ of their presenting behaviours. They need to recognise that they are still safe, cared for and valued in spite of their presenting behaviours at the time of them being heightened. They need to be shown that making mistakes is okay but that reflecting on these mistakes is a vital part of the process in order for us to learn from and move on from the experience.

Serious Incidents leading to a suspension

Whilst it would always be a last resort, there are occasions where serious, ongoing and persistent incidents

are in breach of the school's Behaviour Code and result in a fixed-term suspension. This decision is never taken lightly and is only ever agreed in consultation with the Headteacher. Formal paperwork is provided to the parent/carer and reintegration meetings are always held to welcome the child back to school upon their return. The main purpose of this meeting is to ensure the child understand the seriousness of their behaviour and consequences; but also that they recognise they have been provided with a fresh opportunity to 'turn it around' and make safer choices. (See APPENDIX 5 – Reintegration meeting notes).

Bullying – including cyberbullying.

Bullying is not tolerated at Great Binfields Primary School. See separate [Anti-Bullying Policy](#). All incidents of bullying are recorded on CPOMS. We use a 'restorative justice' approach and encourage children to be honest with each other about their actions and how this made them feel. All pupils are expected to 'repair damage' in an appropriate manner, which will depend on the severity of individual cases. Children with SEND have the option of 'sorry cards' which have ready to use language typed on each card. Children also have the option of 'say it, sign it, draw it' to allow an element of choice in their apology. Children need to recognise what they are apologising for and their apologies need to be sincere and heartfelt. We do not 'force' tokenistic apologies which hold little to no value. It is not insisted upon that children make eye contact, as we recognise that some children (and indeed adults!) are not able to do this.

Whistleblowing

If staff are concerned about the practice of fellow staff members, they are to consult the Headteacher and fill out a 'Low Level Concern' form (See Appendix 6).

If staff are concerned about the practice of the Headteacher, they are to report this to the COG (Chair of Governors). If there are concerns about a conflict of interest, they are to consult the LADO (Local Authority Designated Officer).

Please see [Whistleblowing Policy](#).

Prejudiced related incidents

We use PLAB (Prejudicial Language and Behaviour) forms (See Appendix 7) to record any incidents which we believe are prejudiced related. These are then submitted and used to inform Hampshire headlines at the end of each academic years. Any emerging patterns are discussed and proactive steps and measures are taken to educate children and staff moving forward. All PLAB forms are saved centrally on the system, and recorded on CPOMS. We uphold the values of the [Equality Act 2010](#).

Damage to Property

At Great Binfields Primary School we believe it is imperative that pupils understand their actions have consequences. Therefore, if a pupil causes damage to property (either school or personal), part of their 'repair damage' cycle would involve them paying a contribution towards the repair (from their pocket money, if appropriate). It may also be appropriate for the pupil to help repair the damage e.g. broken/torn displays. When damage occurs, staff are to inform SLT (Senior Leadership Team). SLT will then inform parents/carers.

Absconding

If a pupil absconds from the school building, police and parents/carers are informed immediately. School staff will support with local searches as appropriate. If a pupil does not return home after the normal school day it is the responsibility of parents/carers to contact the police and report the pupil as a missing person.

Physical Intervention

Although every opportunity will be taken to de-escalate a situation, there will be occasions when physical restraint may be needed to ensure the safety of all.

Please see [Restrictive Physical Intervention Policy](#) for full guidance.

Safeguarding

All staff are responsible for considering whether any changes in behaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer significant harm. If such suspicions exist, staff must follow the

school's safeguarding procedures.

Please see [Safeguarding Policy](#) for further information.

Staff Wellbeing

As per our 'Staff Wellbeing Policy', we encourage 'tapping out' and 'change of face'. We recognise that some staff members may be acting outside of their own windows of tolerance when working with a child who is heightened and escalated. If a child has been verbally and/or physically abusive to a staff member, we encourage them to take time after the incident before returning back to class. This may involve going for a walk, going outside, talking with a member of staff/SLT, having a cup of tea! Where appropriate, it is also important for adults to debrief following an incident, to acknowledge the impact on them (including any distress they may have experienced), and importantly to make sense of the child's incident/behaviour in context. It is also imperative that as a staff team we reflect on how the incident occurred e.g. ABC – antecedent, behaviour, consequences and what could be changed/improved next time (if anything).

APPENDIX 1 – Co-Regulation Plan (CRP) master

Name	d.o.b.	Plan No.	Date:
Nominated staff member to oversee plan			
Strengths			
•			
Presenting behaviours that may be displayed			
•			
Possible messages being communicated by the behaviour (from child's perspective)			
Pupil comments:			
Agreed targets Relational repair. Find a way to repair OR find a way to cope NOT tokenistic 'apologise'			
1.			
Adaptations to the environment Ecological changes e.g. physical environment, relationships, adaptation of relationships policy			
•			
New skills to be taught as SMART targets – use of scripts?			
Home:			
School:			
Ways of recognising effort and improvement			
• Praise – verbal and non-verbal, incentivised by xxx. Sharing some positive news with mum at pick up.			
Responsive strategies PROactive – teaching new skills and Reactive – de-escalation and co-regulation			
• Discussion of presenting behaviours and the outcomes – using Zones of regulation, Values Tree and PECS reflection cards with an appropriate adult. Where possible to be completed as soon as xx is receptive and de-escalated, in Calm Room. Always try to complete reflection within the school day.			
• De-escalation strategies to be implemented and key adults to support xx, using a consistent approach.			
Arrangements for gathering data			
• Tracking CPOMS incidents where behaviour has escalated. Are there particular triggers? ABCC?			
• CT to share successes/challenges with MH Beh Lead on a minimum half - termly basis			
Parental Involvement			
• Regular contact and updates.			
Parent comments:			
Reviewing progress			
• To be reviewed			

This plan was developed by: M Holdsworth &

APPENDIX 2 – Natural Consequences

NB: **Always** separate the presenting behaviours from the child.

The behaviours are challenging; the child is not.

- ✓ Consequences to be 'natural' where possible = proportional, timely, relevant
- ✓ Sometimes a restorative conversation is sufficient
- ✓ Sometimes them accepting responsibility and apologising for it/reflecting on it is sufficient
- ✓ It all depends on the individual child

<u>Presenting behaviour</u>	<u>Possible consequence TO BE INITIATED BY CT/LSA/person who has witnessed the PBs</u>
Not being safe with equipment	Equipment taken away e.g. hoops in the playground, ICT equipment etc.
Damage to display	Helps repair display – possibly printing, laminating new resources, assisting in putting it back together
Damage to property	Contribute an agreed proportion of pocket money (if applicable) to purchase of new resources
Swearing/persistently not following adult instructions	Reflection form and reflective conversation Misses something which is meaningful to them e.g. extra play/breaktime etc.
Being unkind to peers	Apologise e.g. say it, sign it, write it, draw it See below (*)
Not completing work	Complete work within their own time e.g. at home (note that some children will choose to complete work 1:1 with an adult and this will be deemed as a reward not a consequence)
Persistent physicality to children and/or adults	Internal exclusion
Persistent physicality to children and/or adults Child seemingly not regulating or de-escalating Child a risk to themselves and others SCARAB(**) has been considered	Fixed term suspension (for a set number of sessions dependent on severity of incident) on consultation with HT

Taking playtimes away from children is to be used with caution. For some of our children, they will be desperately craving a movement break/outside time. You may instead consider split breaktimes where they are not able to play with their peers. If you do not have the adults within your YG to facilitate this, SLT/SENDCO to be consulted.

(**) HCC remains committed to children and young people's rights to a full-time education and makes clear that schools must follow the following requirements (SCARAB):

- SAFEGUARDING – must have regard to the welfare, protection and safety of the child or young person, including a risk assessment.
- CONSULTATION – must have consultation with any relevant agencies working with the child or young children, including, but not limited to, the Virtual School, the Special Educational Needs and Disabilities (SEND) team for children and young people with SEND, and Children's Services (Social Care).
- AGREEMENT – must be sought only in negotiation with parents/carers or, for Children in Care, the social worker, as the authority holds all or part of the parental responsibility and with their written agreement.
- REVIEW – must have a clear and agreed timeframe for review.
- AS PART OF A SUPPORT PLAN – must be part of a wider education plan, to support in the short-term their successful access to full-time education.
- BEST INTERESTS – must be in the best interests of the child or young person.



Our Behaviour Code

All children in Great Binfields Primary School have the right to:

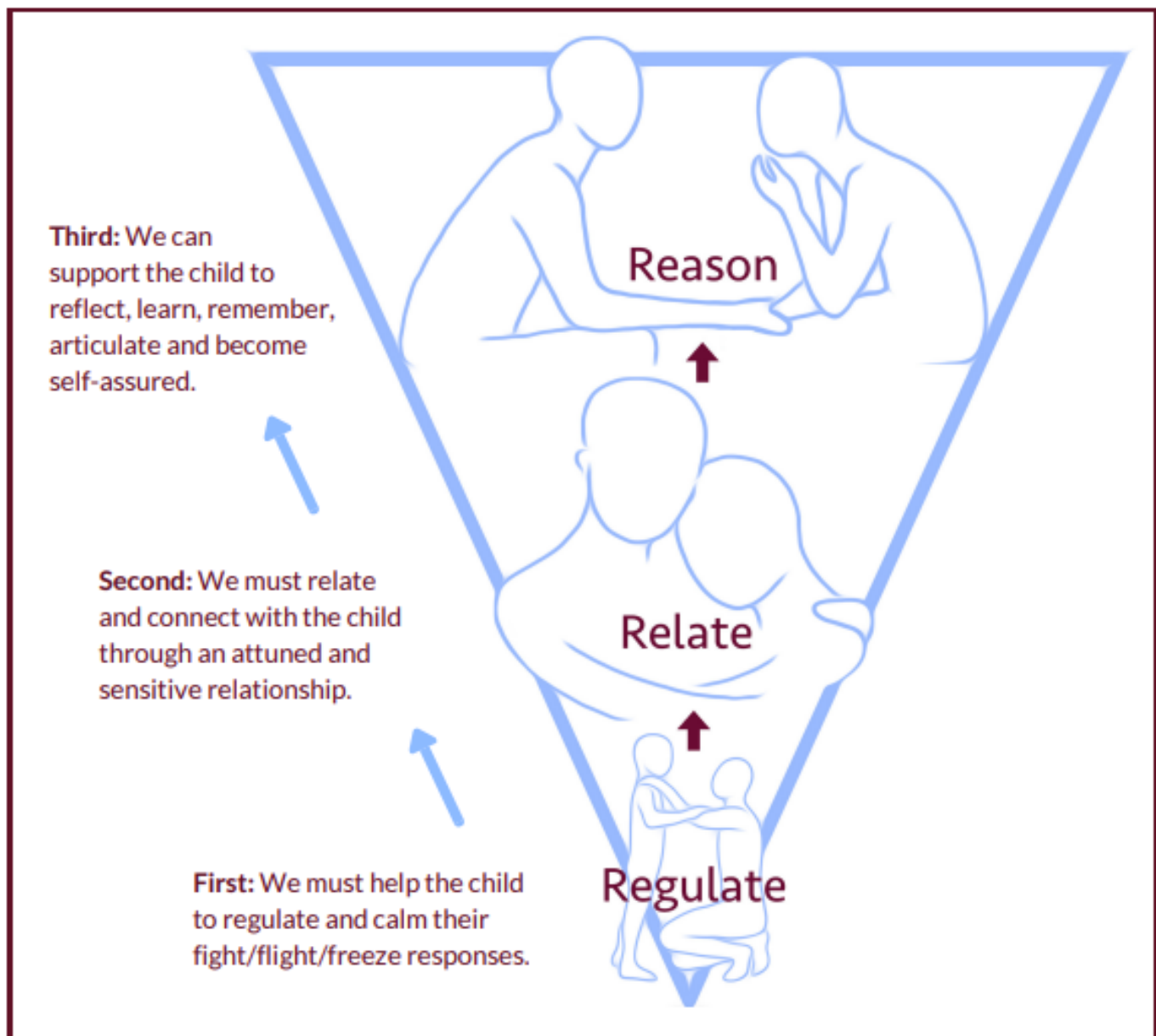
- **a good education with a variety of exciting and enjoyable activities**
- **staff who care, and who can be trusted**
- **good respectful friendships**
- **a fair system of rewards and sanctions**
- **a safe and secure environment which allows us to learn**

and have the responsibility to:

- **treat other children with respect and help to ensure the safety and security of others**
- **ensure that other children enjoy school**
- **treat staff and property with respect**
- **be a good and loyal friend**
- **show good manners**

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Reintegration strategy

Pupil details

Date of reintegration meeting:

People present:

Names: Miss Lyddon (Headteacher), Mrs Holdsworth (Deputy Headteacher)

PUPIL DETAILS

Pupil's name:

Address:

Date of birth:

Year group/class:

Name of parent/guardian:

Contact details:

Is the pupil subject to a child protection plan?

Is the pupil a looked-after or previously looked-after child?

Is the pupil identified as having special educational needs or disabilities (SEND)?

Does the pupil have an education, health and care (EHC) plan?

DETAILS OF SUSPENSION

Date of suspension:

Date of return to school:

Number of days suspended:

Reason for suspension:

DETAILS OF SUSPENSION

Details of any previous suspensions:

Total number of days suspended this term:

Provision during suspension:

REVIEW OF CURRENT ATTENDANCE

Attendance this term

Number of days absent:

Attendance (%):

Attendance this year

Number of days absent:

Attendance (%):

REVIEW OF ACADEMIC PROGRESS

Subject:

Current level compared to Yx curriculum:

Teacher comments:

PARENTS AND PROFESSIONALS INVOLVED WITH THE CHILD

Name:

Role organisation: and

Attended reintegration meeting? (Y/N)

Contact details:

Have they been informed of the reduced timetable?

Targets and provision

TARGETS FOR BEHAVIOUR AND LEARNING

Area for development

Current score (out of 10)
(Or RAG rating)

Target score (out of 10)

How will we achieve this?

Timescale/review date

TARGETS FOR BEHAVIOUR AND LEARNING

To				
----	--	--	--	--

AGREED SUPPORT

Type of support	Support lead	Frequency

Is the pupil on a reduced timetable?

Details of reduced timetable arrangements

WHY ARE WE USING A REDUCED TIMETABLE?

WHAT RISKS ARE THERE OF THE REDUCED TIMETABLE ON THE PUPIL'S NEEDS?

WHAT STEPS ARE WE TAKING TO MITIGATE THESE RISKS?

Week beginning:	Mon		Tues		Wed		Thurs		Fri		Total hours in lessons:
	am	pm	am	pm	am	pm	am	pm	am	pm	

Start date: Planned end date:

Review meeting details:

Additional comments

PUPIL'S COMMENTS
PARENTS' COMMENTS
SCHOOL'S COMMENTS

Signed _____
(pupil)

Signed _____
(parent/guardian)

Signed _____
(school)

Annex 1: Pupil copy of reintegration plan

My name:		My class:		
Date of suspension:		Date of return to school:		Number of days suspended:
Why was I suspended?				
My targets	My current score (out of 10)	My target score (out of 10)	How will I achieve this?	When will we check on this?

How will the school help me?	Who will help me?	How often will we do this?

My comments	My parents' comments	The school's comments

Signed:

Annex 2: Parents' copy of reintegration plan

My name: My child's name:				
Date of suspension:		Date of return to school:		Number of days suspended:
xxx's targets	Current score (out of 10)	Target score (out of 10)	How will they achieve this?	When will we check on this?

What support will the school provide?	Staff member responsible	Frequency
My child's comments	My comments	The school's comments

Signed:

Low-Level Record of Concern Regarding A Staff Member

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with Great Binfields Code of Conduct, and/or;
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Where possible please speak with the Head Teacher as soon as possible. It is also helpful to document your concerns, which can be done using this form and then passed to the Head Teacher. When completed, please pass this form to the Head Teacher. If the concern is about the Head Teacher, please pass it onto the Chair of Governors via the Admin Office in a sealed envelope address to Mr M Dooley Chair of Governors.

Remember, a low-level concern is different to an allegation (which uses a different form). See the table below for a definition:

Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Low-Level Concern

Any concern – no matter how small, even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with an organisation’s Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation’s Code of Conduct, and the law.

Name of adult writing this concern:

Name of adult whom this concern is about:

Date written:

Signature:

Please write your concerns below (continue overleaf)

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary). Consider any contextual information that may be appropriate to know.

Bullying and prejudice-based incident report form

Report form completed by:

Date of report:

Time of incident:

Type of report/incident:

Bullying Prejudice-based incident Both

Concern raised by:

Victim Perpetrator Third party – staff

Child/young person Parent/carer Other

Where did the incident take place? Tick all that apply.

Bus Corridor Park

Taxi Classroom Playground

Toilets/Cloakroom Locker/changing room Online/social media

On the way to/from school Other (please describe below)

Other

Details of reported bullying/incident (please include any derogatory language used):

Name and age/year/tutor group of target/s (some incidents may not have a target):

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

Gender of target:

Name and age/year/tutor group of perpetrator/s:

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

Gender of perpetrator:

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health

Ethnicity/race

Gender identity

Religion/belief

Sex

Sexual orientation

Pregnancy

Expressing/supporting extremist views

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance

Home circumstances/socio-economic factors

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying

Damage to property

Indirect/social

Physical Abuse (against staff)

Physical Abuse (against pupil/student)

Possession/distribution of offensive materials

Sexual abuse/harassment (against staff)

Sexual abuse/harassment (against pupil/student)

Verbal Abuse (against staff)

Verbal Abuse (against pupil/student)

Other (please describe):

Frequency and duration of behaviour:

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Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?

Does the victim need additional support?

Is this a repeat victim?

Is this a repeat perpetrator?

Are any of the individuals at risk of radicalisation?

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

If appropriate to your setting:

Restorative approaches used?

Yes/No

Date recorded on school electronic behaviour record:

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Appendix 1 – brief definitions: types of bullying/incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

Appendix 2 – extended definitions of types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

Appendix 3 – behaviour involved in the bullying/incident

Cyberbullying: Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property: damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social: intentionally socially excluding or isolating an individual or group from activities/community both on and offline eg gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse: any form of violence or physical force eg pushing, kicking, hitting, pinching, tripping, spitting etc.

Possession/distribution of offensive materials: disseminating inappropriate materials.

Sexual abuse/harassment: suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse: using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Appendix 4 – ethnicity descriptions and codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH