Name of Policy:	Relationships & Behaviour Policy (formally named Behaviour Policy)
Date first adopted:	September 2017
How often to be reviewed:	Annually
Reviewed:	September 2018
Reviewed:	September 2019
Reviewed:	September 2020
Reviewed:	September 2021
Reviewed:	July 2022
Reviewed:	September 2023
Reviewed:	September 2024
Reviewed:	September 2025
Reviewed:	September 2026
Reviewed:	
Reviewed By:	LGB

Coastal Learning PARTNERSHIP

RELATIONSHIPS & BEHAVIOUR POLICY

AIM

This policy outlines the school ethos and culture which underpins Wool CE Primary school and Preschool's approach to all aspects of school life. The principles outlined here feed into all other school policies, and they form the foundation to our provision.

It is crucial that all children feel secure and happy in school for them to grow in confidence and achieve their full potential. We are fully committed to enabling children to thrive, and this is seen in our school vision: "Rooted in the community to grow and flourish". This is only possible where the ethos of the preschool and school permeates every aspect of school life and has consistent values. Relationships are key and underpin our school vision where the emphasis is on community working together to ensure children are successful learners. We have therefore made a conscious decision to rename the Behaviour policy to Relationships and Behaviour Policy to ensure the emphasis is made primarily to cause (relationships) and that behaviour is usually an effect of this. All staff will encourage an environment where children feel valued and cared for and where everyone is mutually respectful.

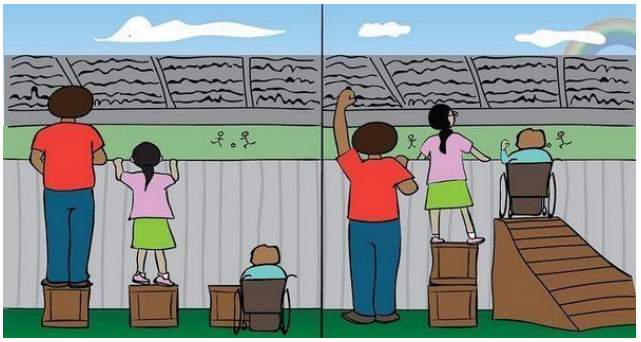
The primary aim of the Relationship and Behaviour Policy is to:

- Promote positive relationships throughout the school community.
- Create a safe, nurturing and inclusive environment.
- Support children's emotional wellbeing and mental health.
- Develop emotional literacy and self-regulation.
- Encourage responsibility and accountability.
- Promote Aspiration, Resilience and Kindness.
- Ensure behaviour responses are fair, supportive and proportionate.
- Protect the wellbeing and safety of all members

RATIONALE

As stated in Teacher Standards Section 2, we agree that all adults at Wool CE Primary and Preschool will "treat pupils with dignity, building relationships rooted in mutual respect".

"Equality is treating everybody the same. Equity is giving everyone what they need to achieve success" (Steps). We feel our aim is outlined in the image below:



Wool Primary and Preschool have adopted a therapeutic approach to behaviour within our school and staff follow the principles of therapeutic thinking: “An approach to behaviour that prioritises the valued experiences and feelings of everyone within the dynamic”. This approach alongside our school’s journey in becoming a Trauma and Attachment Aware School ensures we focus on the development of relationships, in a valued way, at the core. We feel this reflects the importance of ensuring everyone is treated with dignity, kindness, empathy and unconditional positive regard.

We believe that all behaviour serves a purpose.

Children may communicate distress, unmet needs, anxiety, frustration, sensory difficulties or emotional overwhelm through their behaviour.

Instead of asking:

"What is wrong with this child?"

we seek to ask:

"What is this behaviour communicating and what support is needed?"

Staff respond with curiosity, compassion and professional judgement.

Whilst expectations remain high, children are provided with the support they require to meet those expectations successfully.

Our approach is based on the principle of:

High Support and High Expectations

Children are supported to regulate, reflect, repair and learn from experiences rather than experience shame, blame or punishment.

POSITIVE REINFORCEMENT AND REWARDS

At Wool CE Primary School and Preschool, we believe that positive behaviour, effort and personal growth should be recognised and celebrated regularly. Consistently noticing and valuing positive choices helps children develop confidence, self-worth and intrinsic motivation, whilst reinforcing the high expectations we hold for all members of our school community.

Positive relationships are at the heart of our approach and are the primary mechanism for encouraging valued behaviour. We aim to create a culture where children feel noticed, appreciated and supported to make positive choices.

Staff actively recognise and celebrate behaviours that demonstrate our school values of:

- **Aspiration**
- **Resilience**
- **Kindness**

Recognition may include:

- Specific verbal praise
- Positive communication with home
- Celebration assemblies
- Certificates and awards
- Leadership and ambassador opportunities
- Community recognition
- Whole-class rewards
- Individualised recognition systems where appropriate

Recognition focuses on developing children's understanding of:

- Effort
- Progress
- Resilience
- Kindness
- Personal growth
- Positive decision-making

Examples of effective recognition may include:

"You showed real **resilience** when that felt difficult."

"That was a very **kind** choice."

"You demonstrated great **aspiration** in your learning today."

In the primary school, we use the **Track It Lights** system to recognise and celebrate positive behaviours and values-based choices throughout the school day. This supports children in reflecting on their actions and understanding how their behaviour contributes to a positive learning environment.

At the beginning of each academic year, every class collaboratively develops a **Class Agreement**. These agreements are age-appropriate and built around our school values through the acronym **ARK (Aspiration, Resilience and Kindness)**. By involving children in creating these shared expectations, we encourage a sense of ownership, responsibility and belonging within the classroom community. The agreements provide a consistent framework for promoting positive relationships and supporting children to understand how their choices affect both themselves and others.

We also celebrate children who demonstrate our values beyond the school gates. **Community Tokens**, awarded through partnerships with local businesses and members of the wider community, recognise children who show

Aspiration, Resilience and Kindness in everyday situations. This reinforces the message that our values are not limited to school but are qualities that help children become positive and responsible members of the wider community.

RESTORATIVE PRACTICE

We recognise that every child is an individual and we strive to discover the underlying reasons behind a behaviour rather than simply addressing the child's action. In situations where a child displays detrimental actions/words, staff strive to use the opportunity to help a child reflect on their emotions and consider the outcome of their actions/choices.

We believe it is important to build clear consequences for negative behaviours into this policy. Educational or protective consequences should be linked to the inappropriate behaviour and should help the child to reflect on why their behaviour was unacceptable. A staged system has been developed to support this. If a child is displaying behaviour which is not respecting the rights of others, a series of procedures will be followed:

Step 1 - First verbal/visual reminder of the (Class) Charter and ARK

Step 2 - Second verbal reminder of the (Class) Agreement and ARK (stop and think reminder visuals displayed)

Step 3- Self-regulation strategies and support offered as appropriate (yellow track it light – primary school)

Step 4- Supported reflection facilitated by teaching staff/Preschool staff (prompts available in Restorative Folders which are available in all classrooms and main learning areas). Primary family member to be informed at end of the day by class teacher or covering member of staff (Amber track it light - Primary school)

Step 5- Restorative conversation with teaching staff/SLT and repairing action identified and agreed. Primary family member(s) involved in a meeting (Red track it light – Primary school)

When speaking with parents/carers we encourage any patterns of behaviour that are reflected at home to be reported to staff to aid in developing an approach to improve behaviour moving forward.

If a child displays persistent detrimental behaviour, staff members will use the outcomes of their analysis to produce an Individual Risk Reduction Plan. Parents/carers will be involved in this process and an SLT member will lead regular reviews alongside the class teacher. Sometimes staff will liaise with external agencies (such as an educational psychologist, paediatrician, Portage, family workers or Dorset Council Specialist Teacher) in order to provide the child with the support they need.

RESTRICTIVE INTERVENTION

At Wool CE Primary School and Preschool, our approach is rooted in therapeutic, relational and trauma-informed practice. We are committed to creating environments where restrictive intervention is rarely required. Staff prioritise prevention, co-regulation, de-escalation and early intervention strategies to support children to regain emotional regulation and maintain safety.

Restrictive intervention will only ever be considered as a last resort where there is an immediate risk of harm and where all appropriate preventative and de-escalation strategies have been attempted, are inappropriate in the circumstances, or have been unsuccessful.

Any use of restrictive intervention or reasonable force must be:

- Necessary to prevent harm.
- Proportionate to the level of risk presented.
- Reasonable in the circumstances.
- The least restrictive option available.
- Used for the shortest time necessary to maintain safety.
- Carried out in a way that preserves the dignity and wellbeing of all involved.

Restrictive intervention may only be used to:

- Prevent a child from causing injury to themselves.
- Prevent a child from causing injury to another person.
- Prevent serious damage to property.
- Prevent behaviour that is creating a significant risk to the safety of others.
- Maintain safety during an emergency situation.

Restrictive intervention must never be used:

- As a punishment or consequence.
- To secure compliance with instructions.
- Because a child is refusing to follow a direction.
- To manage behaviour that presents no immediate risk of harm.
- In a way that intentionally causes pain, humiliation or distress.

The Headteacher and authorised members of staff may use reasonable force where permitted by law and where it is necessary to maintain safety. Staff are expected to follow any agreed individual plans, risk assessments or support plans where these are in place, whilst always exercising professional judgement based on the immediate circumstances.

All staff have a duty to report incidents where safety has been compromised. Any incident involving violence, aggression, injury, restrictive intervention or the use of reasonable force will be reported to senior leaders and reviewed appropriately.

Following any incident involving restrictive intervention:

- The child will be supported to recover and regulate.
- A restorative and reflective conversation will take place when the child is ready.
- Staff involved will have an opportunity for debrief and reflection.
- Parents/carers will be informed as soon as reasonably practicable.
- Risk assessments, support plans and preventative strategies will be reviewed.
- Consideration will be given to whether additional support, training or multi-agency involvement is required.

A written record will be completed on the same day, or as soon as reasonably practicable thereafter. The record will include:

- The context and events leading up to the incident.

- The perceived risk and rationale for intervention.
- De-escalation strategies attempted.
- The type and duration of intervention used.
- Staff members involved.
- Any injuries or distress experienced by children or adults.
- The views of the child, where appropriate.
- Actions taken following the incident.
- Any recommendations for future support or risk reduction.

Where injuries occur, these will be recorded in accordance with school procedures and, where appropriate, supported by photographic evidence and accident reporting documentation.

The school recognises that the need for restrictive intervention may indicate that a child requires additional support. Therefore, every incident will be viewed as an opportunity to review provision, strengthen preventative approaches and further develop the child's skills in regulation, communication and positive relationships.

BULLYING, HARASSMENT AND ABUSE

All children have the right to feel safe at Wool CE Primary and Preschool, and all child on child abuse and sexual harassment is unacceptable and will be taken seriously. Staff maintain an attitude of 'it could happen here' and will not dismiss worrying behaviour as "normal". Such behaviour will be addressed in line with statutory guidance and the school's own monitoring and safeguarding procedures.

We believe that our therapeutic approach enables us to prevent bullying and intervene when bullying or any form of child on child abuse is taking place. We strive to provide a consistent strategy and culture throughout the school and support staff in their role in anti-bullying. As a result, we support both victims and perpetrators of bullying (and their parents and carers) and respond to the ongoing concerns of children around bullying and personal safety.

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group either physically, emotionally or online. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Pupils are taught how to identify bullying through the STOP acronym – Several Times On Purpose. (see appendix 3)

Bullying of any kind is unacceptable and will not be tolerated at Wool CE Primary and Preschool. As a school, we are committed to the elimination of all forms of bullying, harassment and discriminatory behaviour. The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy poster summary ensures all pupils understand and uphold the anti-bullying policy
- The JIGSAW PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School led daily collective worship help raise pupils' awareness of bullying and derogatory language and focuses on how to make choices underpinned by Christian values

- Difference and diversity are celebrated across the school through diverse displays, books and images used in teaching. We are also developing our wider curriculum planning to ensure the concept of diversity is at the foundation of what our pupils are taught.
- The whole school participates in events such as Anti-Bullying/Positive Relationships Week, Online Safety Day, Black History Month etc.
- Stereotypes are challenged by staff and pupils across the school
- Children are continually involved in developing school-wide anti-bullying initiatives through consultation with the School Council and Year 6 Prefects, such as assemblies in anti-bullying week and completing an anti-bullying survey
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate
- The school will continue to develop and improve the children's break and lunchtime experience by making them structured, active and engaging and reviewing them through pupil voice
- Staff are vigilant and proactive
- Children are taught not to take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

If a child feels like they are feeling bullied they are encouraged to not retaliate but to tell a staff member immediately. Pupils can also call ChildLine to speak with someone in confidence on 0800 1111 (posters are displayed in school).

When bullying has been reported, the following actions will be taken:

- Staff will record the allegation of bullying on My Concern
- Designated school staff will monitor My Concern, analysing and evaluating the results and making decisions about next steps (which will also be recorded)
- Individual meetings will then be held with any target of bullying to offer support and devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will pro-actively respond to the instigator/those pupils involved in bullying who may require support.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school
- Restorative discussion and mediation between the perpetrator and the victim should take place at an appropriate point.

ROLES AND RESPONSIBILITIES

LGB

- To review this Relationships and Behaviour Policy annually
- To support the Headteacher in carrying out its contents.
- To monitor the effectiveness of this policy as part of the support and challenge cycle.
- The Governing body supports the review of the Relationships and Behaviour Policy.

Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school
- To report to the governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of behaviour.
- The headteacher has the responsibility for giving suspensions or exclusions to individual children for who have shown dangerous behaviours. The exclusion will be for a period in which the Headteacher and if necessary, the SENDCo adapt the current provision and individual behaviour reduction plan for the child, and make any changes to the school to keep the child safe (if needed calling upon external agencies).
- For repeated or very serious acts of detrimental behaviour, the Headteacher may make the decision that the school cannot meet the child's needs safely and therefore an alternative provision or setting may be deemed more appropriate. Both these actions are only taken after the Chair of Governors has been notified.

Parents/Carers

- Support the expectations outlined in the Home and School Agreement (appendix 4)
- Support the Preschool and school's therapeutic thinking approach to behaviour (appendix 2)
- Work with school and preschool staff so children receive consistent messages about expectations.
- Support the vision and values of the school which are shared in the school prospectus and on the school website.
- Speak openly and respectfully to school staff to have supportive dialogue between home and school as we work together to address concerns about a child's welfare or behaviour.
- If families have any concern about the way that their child has been treated, they should initially contact the class teacher or the Headteacher (please refer to the Complaints procedures).

Pupils

- Try to ensure actions and words follow ARK, our school values – (appendix 5)
- Try to engage in restorative conversations with other stakeholders where appropriate
- Strive to follow the Class Agreement

MONITORING

- The Headteacher monitors the effectiveness of this policy on a regular basis through 'drop-in' learning walks across the school day. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- 'Track It Lights' monitoring tracking system enable staff in the Primary school to make notes throughout the day regarding behaviour (both valued and detrimental) for all children. Staff (midday supervisors, teachers and teaching assistants) liaise together regularly to ensure continuity.

- Staff work with parents/families of individual children to manage home/school link books and review risk reduction plans to promote relationship between home and school.

- The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

The Staff and Governing Body review this policy annually. They may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

This policy should be read alongside other key school policies:
Safeguarding, Keeping Children Safe in Education, Coastal Learning Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions

APPENDIX

Appendix 1 - Therapeutic Touch, Physical Contact and Positive Handling

At Wool CE Primary School and Preschool, we recognise that safe, respectful and developmentally appropriate touch can be an important part of building trusting relationships and supporting emotional regulation.

Our practice is underpinned by our values of **Aspiration, Resilience and Kindness** and informed by:

- Therapeutic Thinking
- PACE (Playfulness, Acceptance, Curiosity and Empathy)
- Trauma-Informed Practice
- Attachment-Aware Practice
- Keeping Children Safe in Education
- The Equality Act 2010
- Department for Education guidance on the Use of Reasonable Force

All touch must be:

- Safe
- Appropriate
- Necessary
- Proportionate
- Developmentally appropriate
- Responsive to the child's individual needs and preferences

Staff remain aware that children may have experienced trauma, attachment disruption or adverse experiences which can affect how touch is perceived. For this reason, staff always consider the child's individual circumstances, known history and expressed wishes.

1. Everyday Supportive Touch

Everyday supportive touch forms part of normal professional relationships between children and adults.

Examples may include:

- Holding a child's hand when crossing a road or moving safely around school.
- Offering a brief reassuring touch on the shoulder.
- Congratulating a child with a high-five or similar agreed gesture.
- Supporting a child with personal care where appropriate.
- Guiding a child away from danger.

These interactions are often preventative and can help children feel safe, connected and supported.

Staff remain attentive to each child's individual comfort level and personal boundaries.

2. Therapeutic and Reparative Touch

Children who are distressed, upset, frightened or dysregulated may require additional support from trusted adults.

Where appropriate and welcomed by the child, therapeutic touch may be used as part of co-regulation.

Examples may include:

- Sitting alongside a child.
- Side-by-side comforting contact.
- Gentle reassurance through a hand on the shoulder.
- Supporting a child during emotional distress.
- Providing sensory regulation resources identified through professional assessment.

The purpose of therapeutic touch is not compliance or behaviour management. Its purpose is to support emotional safety, connection and regulation.

Staff use professional judgement and knowledge of the individual child to determine when such support is appropriate.

3. Early Years Practice

We recognise that younger children often require higher levels of nurturing support as part of healthy development.

Within the Early Years Foundation Stage:

- Children may seek comfort from familiar adults when distressed.
- Staff may offer age-appropriate physical reassurance.
- Children may occasionally sit alongside or close to trusted adults during story times, transitions or periods of emotional need.
- Front-facing embraces may occasionally occur within Preschool when initiated by the child and deemed appropriate by staff.
- As children move through Reception and Key Stage 1, greater emphasis is placed upon developing independence while maintaining nurturing relationships.

All interactions must remain professional, appropriate and focused on meeting the developmental and emotional needs of the child.

4. Playful Relational Interaction

Play is a vital component of healthy development and relational practice.

Consistent with PACE principles, staff may engage children in playful interactions designed to strengthen relationships, reduce anxiety and support regulation.

Examples may include:

- Shared games.
- Playful conversation.
- Interactive movement activities.
- Collaborative problem-solving tasks.
- Structured sensory play.

Such activities support engagement, belonging and emotional wellbeing and are particularly beneficial for children who may have experienced adversity or attachment difficulties.

5. Positive Handling and Restrictive Physical Intervention

The school's primary approach is always prevention, relationship-building, de-escalation and co-regulation.

Restrictive physical intervention must only be used:

- To prevent injury to the child or others.
- To prevent serious damage to property.
- To prevent behaviour that compromises safety.
- When all appropriate alternatives have been considered or attempted.

Restrictive intervention is never used:

- As a punishment.
- To secure compliance.
- Because of verbal aggression alone.
- As a consequence for refusing instructions.

Any restrictive intervention must be:

- Reasonable.
- Necessary.
- Proportionate.
- The least restrictive option available.
- Used for the shortest time possible.

Wherever possible, intervention should be carried out by appropriately trained staff.

During Any Physical Intervention Staff Will

- Maintain a calm and supportive approach.
- Continue communicating with the child in a respectful and reassuring manner.
- Use PACE-informed language.
- Seek to reduce anxiety and fear.
- Preserve the child's dignity.
- Monitor the child's physical and emotional wellbeing.
- End the intervention as soon as it is safe to do so.

Where possible, another member of staff should be present or informed.

6. Approaches Used Before Positive Handling

Before any restrictive intervention is considered, staff will seek to minimise distress and prevent escalation through:

Relational Approaches

- Building connection.
- Active listening.
- Validation of feelings.
- Use of PACE principles.
- Curiosity rather than judgement.

Environmental Approaches

- Reducing noise or sensory demands.
- Offering a quieter space.
- Adjusting expectations.
- Removing an audience where appropriate.

Regulation Approaches

- Co-regulation with a trusted adult.
- Breathing and calming strategies.
- Sensory supports.
- Movement breaks.
- Regulation tools identified within individual plans.

Safety Approaches

- Moving others away from risk.
- Removing potentially harmful objects.
- Seeking support from colleagues.

- Following individual risk reduction plans and support plans.

Restrictive intervention should only be considered when these strategies have not sufficiently reduced the immediate risk.

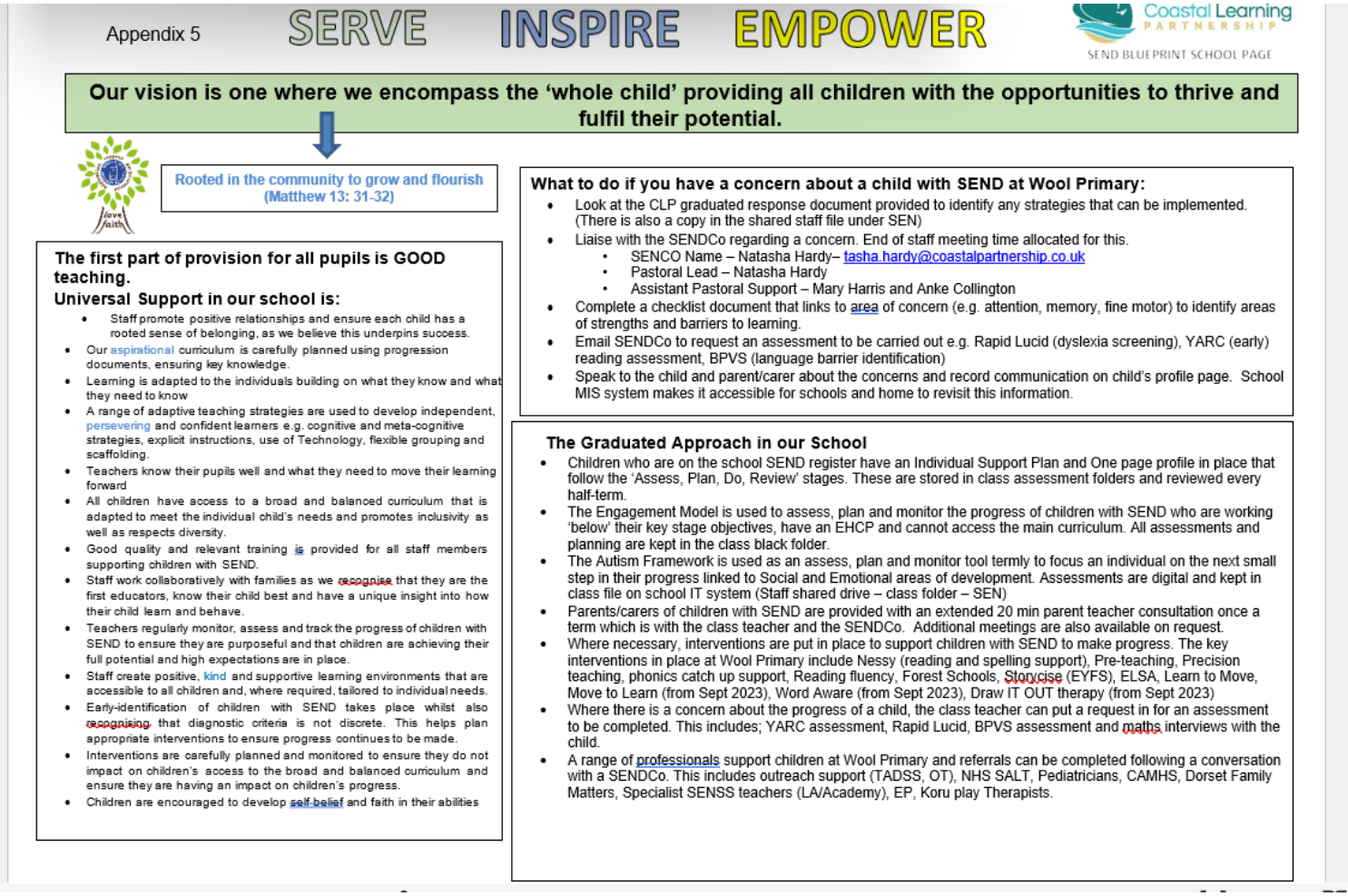
Reflection, Repair and Learning

Following any significant incident, staff will ensure:

- Emotional recovery for all involved.
- Restorative and relational conversations when appropriate.
- Reflection focused on understanding, not blame.
- Recording and review of any intervention.
- Communication with parents/carers.
- Review of support plans and risk assessments where required.

The emphasis is always on learning, repair, connection and strengthening future regulation rather than punishment.

APPENDIX 2:



Appendix 5 SERVE INSPIRE EMPOWER

Coastal Learning PARTNERSHIP
SEND BLUEPRINT SCHOOL PAGE

Our vision is one where we encompass the 'whole child' providing all children with the opportunities to thrive and fulfil their potential.

Rooted in the community to grow and flourish (Matthew 13: 31-32)

The first part of provision for all pupils is GOOD teaching.

Universal Support in our school is:

- Staff promote positive relationships and ensure each child has a rooted sense of belonging, as we believe this underpins success.
- Our aspirational curriculum is carefully planned using progression documents, ensuring key knowledge.
- Learning is adapted to the individuals building on what they know and what they need to know
- A range of adaptive teaching strategies are used to develop independent, persevering and confident learners e.g. cognitive and meta-cognitive strategies, explicit instructions, use of Technology, flexible grouping and scaffolding.
- Teachers know their pupils well and what they need to move their learning forward
- All children have access to a broad and balanced curriculum that is adapted to meet the individual child's needs and promotes inclusivity as well as respects diversity.
- Good quality and relevant training is provided for all staff members supporting children with SEND.
- Staff work collaboratively with families as we recognise that they are the first educators, know their child best and have a unique insight into how their child learn and behave.
- Teachers regularly monitor, assess and track the progress of children with SEND to ensure they are purposeful and that children are achieving their full potential and high expectations are in place.
- Staff create positive, kind and supportive learning environments that are accessible to all children and, where required, tailored to individual needs.
- Early-identification of children with SEND takes place whilst also recognising that diagnostic criteria is not discrete. This helps plan appropriate interventions to ensure progress continues to be made.
- Interventions are carefully planned and monitored to ensure they do not impact on children's access to the broad and balanced curriculum and ensure they are having an impact on children's progress.
- Children are encouraged to develop self-belief and faith in their abilities

What to do if you have a concern about a child with SEND at Wool Primary:

- Look at the CLP graduated response document provided to identify any strategies that can be implemented. (There is also a copy in the shared staff file under SEN)
- Liaise with the SENDCo regarding a concern. End of staff meeting time allocated for this.
  - SENCO Name – Natasha Hardy– tasha.hardy@coastalpartnership.co.uk
  - Pastoral Lead – Natasha Hardy
  - Assistant Pastoral Support – Mary Harris and Anke Collington
- Complete a checklist document that links to area of concern (e.g. attention, memory, fine motor) to identify areas of strengths and barriers to learning.
- Email SENDCo to request an assessment to be carried out e.g. Rapid Lucid (dyslexia screening), YARC (early) reading assessment, BPVS (language barrier identification)
- Speak to the child and parent/carer about the concerns and record communication on child's profile page. School MIS system makes it accessible for schools and home to revisit this information.

The Graduated Approach in our School

- Children who are on the school SEND register have an Individual Support Plan and One page profile in place that follow the 'Assess, Plan, Do, Review' stages. These are stored in class assessment folders and reviewed every half-term.
- The Engagement Model is used to assess, plan and monitor the progress of children with SEND who are working 'below' their key stage objectives, have an EHCP and cannot access the main curriculum. All assessments and planning are kept in the class black folder.
- The Autism Framework is used as an assess, plan and monitor tool termly to focus an individual on the next small step in their progress linked to Social and Emotional areas of development. Assessments are digital and kept in class file on school IT system (Staff shared drive – class folder – SEN)
- Parents/carers of children with SEND are provided with an extended 20 min parent teacher consultation once a term which is with the class teacher and the SENDCo. Additional meetings are also available on request.
- Where necessary, interventions are put in place to support children with SEND to make progress. The key interventions in place at Wool Primary include Nessy (reading and spelling support), Pre-teaching, Precision teaching, phonics catch up support, Reading fluency, Forest Schools, Storycise (EYFS), ELSA, Learn to Move, Move to Learn (from Sept 2023), Word Aware (from Sept 2023), Draw IT OUT therapy (from Sept 2023)
- Where there is a concern about the progress of a child, the class teacher can put a request in for an assessment to be completed. This includes; YARC assessment, Rapid Lucid, BPVS assessment and maths interviews with the child.
- A range of professionals support children at Wool Primary and referrals can be completed following a conversation with a SENDCo. This includes outreach support (TADSS, OT), NHS SALT, Pediatricians, CAMHS, Dorset Family Matters, Specialist SENSS teachers (LA/Academy), EP, Koru play Therapists.

Appendix 3:

Wool CE Primary School and Pre-School's Children's Anti Bullying Policy

School Values

Our Christian values of Aspiration, Resilience and Kindness help us to grow and flourish both in our learning and as human beings who can have a positive impact on the world around us.

What is Bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is:

S everal
T imes
O n
P urpose



Bullying can be:

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people

Bullying can be about:

- Race or ethnicity (racist bullying)
- Religion or belief, family and culture
- Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be). • Special educational needs or disability
    - What someone looks like
    - Where someone lives

In Wool CE Primary and Preschool, no form of bullying is acceptable and will be taken seriously.
If you are being bullied, it is important to remember that it is not your fault and it is not OK.
Bullying can happen at home, at school or online.

What should you do if you think you or someone else is being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying you can still tell them again.

You can:

- Tell a teacher – your class teacher or any other member of staff (Remember that Mrs Griffiths, Mrs Robinson, Miss Hardy and Mrs Johnson are all adults who have a special responsibility for keeping children safe. Mrs Harris and Mrs Collington also have a special role in school where they can talk to children to help them talk about their feelings and solve problems together).
- Tell a friend who will be able to help you
- Tell an adult at home
- You can also write a note about the bullying and give it to a School Council representative or a Year 6 prefect
- You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone else about what you have said.

What should I do if I'm being bullied?

If you tell a teacher or an adult at school, they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.

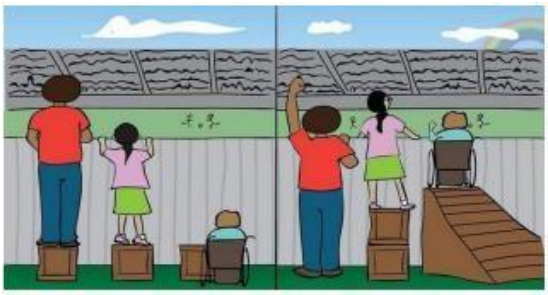
ChildLine
0800 1111

Appendix 4

Home and School Relationship Agreement

This document aims to outline essential elements of the partnership staff at Wool Primary and Preschool are committed to sharing with pupils and parents/carers. For all children to grow and flourish, we ask that everybody follows these essential guidelines. They are underpinned by our school vision and Christian values: Aspiration, Resilience and Kindness.

This agreement should be read alongside our Relationships and Behaviour Policy. All essentials are underpinned by our belief to encourage equity for our children. We believe that all children are able to achieve and flourish when their individual needs are met and they are encouraged to engage with appropriate strategies.



The difference between equality and equity - Equality means each child is given the same resources or opportunities. Equity recognises that each child has different circumstances and provides what is needed for them to reach an equal outcome.

Parents/Carers	Children	*Staff*
We will encourage our children to respect school policies by ensuring they wear the correct uniform or suitable clothing in preschool. *We will support and help uphold the therapeutic approach to behaviour in order to work with staff to encourage valued feelings and emotions.* *We will engage with staff through reading newsletters and engaging in parent teacher consultations, additional meetings and workshops.* *We will promote our children to live healthily and will: - provide healthy snacks (fruit and/or vegetables) for children in Key Stage 2.* *- ensure children have a booking for a hot school meal or bring a packed lunch.* *- Ensure pupils have a water bottle in school every day. - Encourage children to have a good night's sleep.*	*We will follow our Class Agreement and strive to demonstrate ARK through our actions and words (Aspiration, Resilience and Kindness)* We will strive to ensure our actions and words reflect our (pre)school values: Aspiration, Resilience and Kindness. *We will use strategies that help us to be ready to learn.* *We will show **KINDNESS** to others and to property throughout the day and when attending trips off site.* *How?* • *Being a good friend* • *Take care of my books, water bottle and resources* • *Wear my school uniform and clothes each day with pride* • *Talk positively at home about what I have learnt in school* • *Read at least 3 times a week outside of the school day (school age children)*	*We will collaborate with children to create Class Agreements which are appropriate for each different age group.* *We will model valued behaviours daily and use the language of ARK (Aspiration, Resilience and Kindness)* *We will celebrate and value prosocial behaviour through our words and rewards (like awarding Track It Lights and certificates)* *We will provide a positive ethos in which children are encouraged to learn from mistakes and build skills of **RESILIENCE*** *We will differentiate our approach and given learning tasks according to the needs of individual children.*

We will support children's learning at home by sharing books and promoting other home learning challenges. *We will be positive role models for pupils by demonstrating how to hold **KIND** conversations and raise concerns appropriately.* *Contact the school as soon as possible if my child will be absent on that day.* *Ensure my child(ren) attend (pre)school regularly and on time.* *Ensure my child is ready for learning by - Having positive, valued conversations and interactions before school - Giving my child a substantial breakfast and help build skills of resilience.*	*•Try my best to complete home learning tasks which are set* *We will only bring a mobile phone to school if we have got written permission from a parent/carer. When the school is brought to school it will be given to a staff member at the start of the day and returned at the end of the day.*	*We will plan an inclusive curriculum and create a timetable that allows time for identified children to receive specific interventions.* *We will provide valued experiences throughout the school day and reflect on practice.* *We will aspire for all children to conduct themselves always showing valued behaviours and we will support them in times of emotional need.* *We will promote tolerance, love and respect towards others.* *We will create and maintain learning environments which will enable each child to reach their full potential and flourish.*

Appendix 5



2026-27 Therapeutic Practice and Statutory Guidance Update

This policy is underpinned by a fully therapeutic and relational approach informed by PACE (Playfulness, Acceptance, Curiosity and Empathy), Therapeutic Thinking, trauma-informed practice and attachment-aware principles. Behaviour is understood as communication of need and staff prioritise co-regulation, connection and relational repair.

School values: Aspiration, Resilience and Kindness. Responses focus on support, restoration, safety and learning rather than punishment.

Reasonable adjustments are made in line with the Equality Act 2010 and SEND Code of Practice.

Policy aligns with Behaviour in Schools, Suspension and Permanent Exclusion guidance, Keeping Children Safe in Education and Working Together to Safeguard Children.