



The Beacon

Church of England (V.A.) Primary & Pre-School *Living life in all its fullness (John 10:10)*

Policy discussed by staff September 2025

Policy passed by Curriculum and Learning Governors 25.11.2025

Review date November 2028

Belonging, Relationships & Behaviour: How we will Flourish Together

Living Life in All Its Fullness – A Vision Rooted in Belonging and Relationship

Our vision is for 'Living life in all its fullness' (John 10:10). The Bible teaches us that God wants all His children to flourish, and that **community, connection, and living well together** are central to achieving this aim. At The Beacon, we call our community 'One Big Beacon Family'—a name that reflects our belief in the strength, joy, and comfort of belonging. We place relationships at the heart of all we do, recognising that secure, trusting relationships are the foundation upon which learning and personal growth are built. Working with parents and carers, we provide learning and play experiences which engage children's interests; inspire them to want to know more; motivate them to persevere with their learning and empower them to develop skills of independence to achieve their full potential.

Flourishing Together through Belonging

We are a relational community, where every child, member of staff, parent, and carer is welcomed and celebrated. We believe that **when people feel they belong, they thrive**.

At The Beacon, we aim for our children to grow into:

- **Confident individuals**, who can positively face the successes and challenges of life.
- **Successful learners**, who can take their place in a constantly changing world.
- **Responsible citizens**, who make a positive contribution to today's diverse society.
- **Respectful members** of the community, who recognise, appreciate and celebrate both their own uniqueness and that of others.



Building Lifelong Memories and Lasting Relationships

We want every member of our school community to develop wonderful, **life-long memories of their Beacon years**, and to leave us with the knowledge, skills, understanding—and the relational wisdom—to continue flourishing throughout their lives. The Bible, our spiritual guide, teaches us that **no one is alone**: relationships are the thread that binds our One Big Beacon Family.

A Place Made Special by People, Practice, and Purpose

We understand, as Jesus did, that for people to flourish they must first feel secure and known. Our approach reflects that **we must feel emotionally safe and relationally connected before we can thrive**.



The Beacon

Church of England (V.A.) Primary & Pre-School *Living life in all its fullness (John 10:10)*

Jesus the Good Shepherd: A Model for Relational Practice

John 10 presents Jesus as the **Good Shepherd**—one who knows his sheep, protects them, and empowers them to flourish. At The Beacon, **Relational practice** is visible in every interaction. Staff listen deeply to children, parents, and one another. We understand that through **attuned, responsive relationships**, children build trust, resilience, and agency

A Shared Vision through Collective Care

Open and trusting dialogue underpins our school culture. When staff feel heard and supported, they in turn build nurturing relationships with children and families. **Everyone matters; everyone has a voice.**

Living Our Vision: One Big Beacon Family

We teach our children that their uniqueness is a gift, and so is the uniqueness of others. Children are not only taught to value themselves, but to champion others too, fostering a deep culture of respect and belonging.

At The Beacon, children **don't just learn—they belong.**

This **Belonging and Behaviour policy** draws upon:

- **Biblical teaching** (John 10:10, John 10:11-14),
- **Relational Practice** (Finnis, 2021),
- **Maslow's Hierarchy of Needs**, and
- **Devon County Council's Relational Practice Guidance.**

It is designed to help every member of our school community understand how we promote positive behaviour, build secure attachments, and respond restoratively when challenges arise.

1. Our Relational Approach to Behaviour

We place *relationships* at the heart of all we do. We believe that behaviour is a form of communication—and that children flourish in a school environment that offers:

- Emotional safety
- Secure attachment
- Predictable boundaries
- Respectful, responsive adults

2. The Importance of Belonging

Belonging is defined as “the extent to which pupils feel personally accepted, respected, included, and supported” (Allen et al., 2021). When children feel they belong:

- They learn more effectively.
- They behave respectfully.
- They show empathy and kindness.

Our shared identity as *One Big Beacon Family* builds this culture of belonging for all.

3. Secure Relationships as the Foundation for Learning



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Children need to feel secure to engage fully in learning. Drawing on the Good Shepherd metaphor (John 10), we model:

- *Protection*: Safety, boundaries, consistency
- *Connection*: Attuned, emotionally available staff
- *Understanding*: Curiosity about children's experiences
- *Care*: Compassionate, validating responses

These four relational pillars underpin how we respond to behaviour and emotional needs.

4. Relational Practice in Action

Our staff:

- Think "Connect before Correct"
- Use *co-regulation*, not control
- Hold children in mind even when they're not present
- View behaviour as a learning opportunity

Children are taught scripts like, "I don't like it when...", and supported to resolve conflict through calm, safe conversations.

5. Creating a Culture of Respect and Safety

Children are taught that respect and safety are the keys to building a successful life and community. We support this through:

- Class Agreements (co-created annually)
- Consistent daily routines
- Clear behavioural expectations and visual supports
- Scripted conflict-resolution tools

We teach: "Is it safe? Is it sensible? Is it kind?"

6. Restorative Responses to Behaviour

When things go wrong, we focus on *repair, not punishment*. We support children through:

1. Co-regulation
2. Reflection
3. Restoration

Consequences are not intended to be punitive but are intended to teach and heal. These include:

- Time to talk with an adult
- Restorative conversations with peers
- Class reflections led by the teacher (especially after serious incidents)
- Family involvement and support

See [Appendix 1 Respect and Safety Levels](#) for further guidance -

7. Individual Needs and Equity

We know that behaviour is affected by a range of developmental, neurological, emotional and environmental factors. For some children, we provide:

- Individual Relational Support Plans – see [Appendix 2](#)
- Tailored co-regulation strategies



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- Visual and communication tools
- Trauma-informed practices

Staff always consider SEND, mental health, and background context when making decisions about behaviour.

8. Recording, Reflecting and Reviewing

We record repeated incidents using CPOMS and track behavioural trends to help support children proactively. Serious incidents will involve senior staff, restorative reflection, and parental engagement. Suspensions are rare and always used as a last resort.

9. Working in Partnership with Families

We value parents as co-educators and partners in behaviour development. We ask parents to:

- Share concerns or trauma that might affect behaviour
- Support the home-school agreement
- Encourage respectful behaviour and engagement

We commit to:

- Sharing successes and challenges regularly
- Creating a welcoming, respectful culture
- Listening to families and involving them in decisions

10. Rewards and Recognition

We celebrate success in ways that are meaningful and motivating to the individual child:

- Genuine, specific verbal praise
- Privileges or classroom responsibilities
- Stickers or tokens where appropriate
- Weekly *Star of the Week* certificates
- *Good Shepherd Awards* termly

We focus on effort, kindness, resilience, and relational growth—not just outcomes.

11. When Further Support is Needed

When behaviours remain challenging, we may involve:

- Advisory teachers
- Inclusion Teams
- Early Help or CAMHS
- Educational Psychologists

We will always discuss this with parents/carers and take a team-around-the-child approach.

Below you will find the statutory elements of our Belonging policy which previously formed our Behaviour and Anti-Bullying Policies. These elements continue to be important and will be approached as per our relational practice and vision above. Please see [Appendix 4](#) for the Legislation, statutory requirements and statutory guidance that informs this policy as a whole.



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Screen and Search and confiscate pupil's property Teachers have a power to screen and search pupils (Department for Education (DfE) Guidance, 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies') and also confiscate pupil's property (Discipline in Schools, DfE, 2016)

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

2) Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items, tobacco fireworks any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item. More detailed advice on confiscation is provided in the DfE Guidance, 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in the DfE document, 'Use of Reasonable Force – guidance for school leaders, staff and governing bodies'. We will use this power, if deemed appropriate, to safeguard and protect pupils. Staff working with children who might need Physical restraint have all received PIPS training (Passive Intervention and Prevention Strategies). Any incidents requiring restraint of a child are recorded on CPOMS and a paper copy-incident form is also held securely by the headteacher (see [Appendix 3](#))

Power to discipline beyond the school gate. At The Beacon this means that any poor behaviour that takes place during any school organised/related activity, or whilst pupils are wearing school uniform, or that causes damage to property, that poses a threat to a pupil/staff member/member of the public or could have repercussions for the orderly running of the school can be dealt with, or have involvement of, the Headteacher/senior staff. (Behaviour would need to be witnessed by a school member of staff, or reported to the school and be beyond reasonable doubt that information is correct. Where this is the case, the Governing Board must be satisfied that the measures proposed by the Headteacher are lawful. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed).

ANTI-BULLYING POLICY

What is bullying?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological.

It can happen face-to-face or online.

Anti-Bullying Alliance

Bullying of any kind is unacceptable at our school.



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Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. As a school we take bullying seriously. Bullying will not be tolerated. Staff will deal with incidences of bullying early.

We recognise that there are times when a child can feel bullied by another / other where an incident has taken place and been resolved but can re-occur at a later date after time has passed. We take all incidents seriously and will follow our procedures.

BULLYING BEHAVIOURS

These include:

- **Physical:** hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence.
- **Verbal:** name calling, swearing, spreading rumours, threats, teasing. This may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- **Emotional:** being unfriendly, excluding, tormenting, ridicule and humiliation.
- **Cyber-bullying:** texting, emailing, social networking.
- **Damage to property, or theft:** pupils may have their property damaged or stolen.

PREVENTION: We encourage all of our school community to be proactive in the prevention of any unpleasant behaviour. Where unpleasant behaviour is seen it is dealt with immediately and the teacher informed so that an overall picture of everything surrounding a child is known. To prevent bullying, communication between staff, parents, pupil must be strong and a full picture around a child built. We encourage children not to stand by if they see something they dislike but to tell someone. Our PSHE programme, school Worship and ethos reinforce expectations that our pupils are responsible citizens who show their values through their actions.

DEALING WITH INCIDENTS:

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
- If a racial element to the bullying is suspected the Headteacher / senior staff member in charge must be informed immediately.
- The teacher will record the details of the incident on CPOMs and inform the relevant senior staff.
- All the parties will be interviewed and a record made.
- All teaching staff and key support staff will be informed.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen or by the Headteacher.
- Parents will be kept fully informed.
- Any sanctions will be determined by the Headteacher with the class teacher.
- Bullying or racial incidents will be reported to Devon County Council and the school Governors.
- The school uses the [Devon Support for Schools and Settings on Bullying](#) and reporting systems.

SUPPORT FOR THE CHILD:

- Children know who will listen to and support them.
- Staff know children well and if concerned about a child will create opportunities for children wishing to talk, (about bullying or any other issue that affects them).
- Potential barriers to talking (including those associated with a child's disability or impairment) are identified and addressed at the outset to enable children to approach adults for help.
- Children have access to Helpline numbers. Year 5 and 6 children will have a visit from the NSPCC every other year.
- Anyone who reports an incident of bullying will be listened to carefully and be supported.
- Any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved.



The Beacon

Church of England (V.A.) Primary & Pre-School *Living life in all its fullness (John 10:10)*

- Children being bullied will be supported and assistance given to uphold their right to play, live and learn in a safe environment which allows their healthy development.
- Those who bully will be supported and encouraged to stop bullying.
- Victims will have a programme of support planned around their individual needs.
- Sanctions and support for those bullying others will be implemented.

SUPPORT FOR THE PARENT/GUARDIAN

- Parents/guardians are advised on the school's bullying policy and practice.
- Any incident of bullying will be discussed with the child's parent(s)/guardians.
- Parents will be consulted on action to be taken (for both parties) .
- Information and advice on coping with bullying will be made available .
- Support should be offered to the parent(s) including information on other agencies or support lines.

Useful contacts: NSPCC Helpline 0808 800 5000, ChildLine 0800 500 / www.childline.org.uk

Kidscape www.kidscape.org.uk Anti-Bullying Alliance www.antibullyingalliance.org

REVIEWING THIS POLICY

We will involve pupils, parents and Governors in the development and evaluation of behaviour and anti-bullying policies and practices. Our Governing Board will fulfil their duty, under section 175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

Appendix 1 – The Beacon Respect and Safety Levels

Appendix 2 – Relational support plan template

Appendix 3 – Physical Restraint record template

Appendix 4 – Legislation, statutory requirements and statutory guidance that informs this policy

Guidance from the DfE.

Behaviour and Discipline in Schools. Advice for headteachers and school staff, January 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening & confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2020

Keeping Children Safe in Education

Exclusion from mainstream schools, academies & pupil referral units in England 2017

Exclusion from mainstream schools, academies & pupil referral units in England, including pupil movement 2022

Use of reasonable force in schools

Supporting pupils with medical needs at school

What maintained schools must r should publish online, 2024



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It is also based on Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

Section 175 of the Education Act 2022, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property



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The Beacon CE Primary School – Respect and Safety Ladder

Behaviour, action and Consequence list to be added to Behaviour Policy. Refer to the Respect and Safety grids below

The list cannot show all possible behaviours and the individual circumstances of each incident will be taken into account. Most particularly, the SEN needs and SEMH needs of the individual children MUST be considered when considering these behaviours and any subsequent actions. Please refer to the child's Individual Relational Plan.

Level 1 - Advisory given by a member of staff

- Minor **Disrespectful/impolite** e.g. Forgetting manners or ignoring instructions, Pushing in the line, Being disruptive: Calling out/ Interrupting/Silly noises.
- Minor **unsafe** behaviour e.g. Swinging on a chair, Careless actions

Level 2 – Time away from triggers. Consider a period of time at lunchtime or break where child has ‘time away’ from peers (‘grounding’) and spends that time thinking, discussing or repairing with trusted adult (Class teacher informed, and parent if necessary)

- Consistent Level 1 behaviour.
- **Disrespectful/impolite**- e.g. Rudeness or disrespect to a member of staff, Answering an adult back, Inappropriate language, Taking the mickey, Persistent talking in Collective Worship, Graffiti on books, Swearing, Silly name calling, Unkind laughter, Deliberately winding someone up, Dropping litter, Throwing food on the floor, Offensive name calling, Lying to get someone else into trouble, First instance of taking another’s property. Spitting at someone.
- **Unsafe** - eg Refusal to follow instructions (after a warning), Threats to others, Play fighting that got out of hand, Leaving the class without permission, Minor scuffle (pushing and shoving when angry), Deliberate damage to property, Hurting someone through dangerous actions.

Can be over multiple days depending on severity and frequency

Level 3 – Time away and Time in – children spend ‘time away’ from triggers/ class / other children and ‘time ‘in’ with trusted adults/members of SLT (parents informed). Decided by SLT

- Repeated L2-L3 behaviours
- **Disrespectful/impolite**- eg Significant incident of bullying. [Bullying is defined as ‘STOP’ – Several Times On Purpose]. Further incident of taking someone’s property.
- **Unsafe** - eg Fighting. Throwing furniture. Deliberately throwing stones or other objects at another person. Biting.

Level 3 PLUS - For more serious incidents - at the Headteacher’s discretion, including suspension (see appendix 4)

Repeated L2-L3 behaviours.

- **Disrespectful/impolite** - Serious verbal abuse towards staff or pupils. Repeated bullying. Persistent and consistent inappropriate/disruptive behaviour.
- **Unsafe** -Racist behaviour. Sexually inappropriate behaviour. Physical assault on a pupil or member of staff.
- Criminal behaviour



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Natural and designed consequence Reference grid for adults

Level	Action	Consequence
1	Respect <ul style="list-style-type: none"> Being impolite Ignoring Instructions Pushing in the line Disrupting others' learning (calling out, being silly, making noises) Safety <ul style="list-style-type: none"> Swinging on chair Running through classroom 	Regulate Check hydrated Check 'Safety pathway?' (Neuroception) What safety cues are we giving? Consider SEND and SEMH needs Consider supporting the activity/demands/situation
		Explain What do we expect to see from safe and respectful children Advisory from Adult that their behaviour needs to be safe and respectful
		Repair Remind of positive characteristics that will help child move forward, and strategies to use to help them remember
2	Respect <ul style="list-style-type: none"> Level one behaviours multiple times a day Answering back to an adult Graffitiing Swearing Unkind laughter Winding another pupil up Lying to get someone in trouble First time taking someone else's property Safety <ul style="list-style-type: none"> Threats to other pupils Play fighting getting out of hand Leaving class without permission pushing/shoving when angry Deliberately damaging property Hurting someone through dangerous actions (swinging a stick around) 	Regulate As above and... Check whether fight/flight or freeze pathway? How can we improve our safety cues? Consider their neuroception of safety. Suggest ways to calm before explanation Consider short- or long-term antecedents to their behaviour (trauma? SEND needs? SEMH needs?) Adapt response accordingly Consider changing the activity/demands/situation
		Explain What do we expect to see in safe and respectful children Why is it OK to feel but not OK to act Consider Time 'IN' with Trusted adult/SLT during their play/class time. Create new activity/ Consider SEND and accommodate/adapt accordingly Break or Lunchtime away from peers to make sure making good decisions (can be multiple times depending on how often and severity) (Parents/carers to be informed – discuss what else is happening for child/family)
		Repair What will the next steps be to help them understand what is needed? Help child repair relationships. How can the child feel that they can move forward?
3	Respect <ul style="list-style-type: none"> Repeated Level 1-3 behaviours Bullying Another incident of taking someone else's things Safety <ul style="list-style-type: none"> Fighting Throwing furniture Deliberately throwing things at another person Deliberately trying to hurt another pupil 	Regulate As above and... Ensure child and others are safe. Change demands of situation/setting Decide if the child entered the 'Danger pathway' and needs significant help to regulate Consider SEND and SEMH and accommodate accordingly.
		Explain OK to have strong feelings and express them, NEVER OK to make others feel unsafe or disrespected Why was it not safe/respectful? Longer Time 'IN' with Trusted adult/SLT . Consider SEND and accommodate/adapt accordingly (Parents/carers to be informed – discuss what else is happening for child/family)
		Repair As above and ... What will help build trust with those who were hurt? Who did not feel safe or felt disrespected?
3 PLUS	<ul style="list-style-type: none"> Repeated behaviours. 	Regulate Ensure level 1 and level 2 regulation has occurred Ensure child, and others are safe and calm before attempting any explanation



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- **Disrespectful/impolite** - Serious verbal abuse towards staff or pupils. Repeated bullying. Persistent and consistent inappropriate/disruptive behaviour.
- **Unsafe** -Racist behaviour. Sexually inappropriate behaviour. Physical assault on a pupil or member of staff.
- Criminal behaviour.

Explain as above and ..

Ensure child hears clear reasons and wish for future
Longer time not in classroom as not able to access safety pathway
Contact adults at home to discuss and hear about home life
Potential Suspension for rest of day
Suspension for two days

Repair as above and ...

Remind of positive characteristics
Remind of expectations for everyone feeling safe and respected
What will help next time? What can repair the broken trust?



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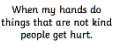





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Example for classes				
Level	Behaviour	What might adult say?	What can help you?	How to patch things up?
1	Silliness Rudeness Running in class	I wonder if you are feeling....?' I can see you are feeling....? (Fizzy, wobbly, worried, wild?) When I'm feeling 'X', I try 'Y'... what will help you?	What helps you calm? Push pad Sensory activity Drink/snack Colouring	I will try to say how I feel/show card I will accept help
2	Pushing/ shoving Refusing or shouting "NO!" Threatening to hurt Rough actions which cause some hurt	(Calm: As above) When you/when others feel safe... we can then do 'X' (positive activity) After the (blocks are clear/papers are picked up etc) we can think about our friendships/next steps.	You need help to calm Time out of the class Ball games/short physical activity A job to do/helping Remind of how great you are	I will talk about/show with cards how I felt and how others felt I will remind myself of ways to calm/seek help I will do a kind action to build trust
3	Throwing things to hurt Unkind hands/feet again Unkind words again Taking things Damaging things	(Calm: As 1 and 2) Things are not/I am not/the children are not ... feeling safe We need to move away from here, so you can find your kind voice/kind hands It is ok to feel (fizzy, confused, frightened, angry etc) but it is never OK to 'X' or 'Y' (choose to harm someone / use very unkind hands / use very unkind words)	Other ways to calm. (Level 1 and 2 ideas) Time in SLT office/library/FSU/Another space Remind what do we want to see What is great about you that helps	I will take a break away to calm. I will use my calming things to help I will find my kind hands and calm voice I will think about how I felt and how others are feeling I will think about what makes me safe and respectful. I will remember what I like about me
3 PLUS	Many times of level 3 Very hurtful hands/feet Very unkind words Very unsafe actions	You are struggling to accept help Your actions are very unsafe for you and others You will need to spend time at home, to calm and to think about what's happened	Explain helping to calm wasn't working Explain why its important for everyone to feel safe and calm What do we need to see next time What is great about you New day ahead Talk with home grown up about it	After I have found my calm, I will talk to my grown ups/ show my grown ups what went wrong At home I will think about how I can help myself when I feel like that. I will talk about what might make things better I will remember what is great about me and how I am respected and safe at school



The Beacon

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Year 2 example for class				
Level	Behaviour	What will adult do?	What can help?	How to patch things up?
1	Silliness Rudeness  Running in class	I wonder if you are feeling....?' I can see you are feeling....? (Fizzy, wobbly, worried, wild?) When I'm feeling 'X', I try 'Y'... what will help you?	What helps you calm? Push pad Sensory activity Drink/snack Colouring	I will try to say how I feel/show card I will accept help 
2	Pushing/ shoving  "NO!" Threatening to hurt Unkind words Rough actions which cause some hurt 	(Calm: As above) When you/when others feel safe... we can then do 'X' (positive activity After the (blocks are clear/papers are picked up etc) we can think about our friendships/next steps.	You need help to calm Time out of the class Ball games/short physical activity A job to do/helping Remind of how great you are	I will do a kind action sharing  I will find ways to calm
3	Throwing things to hurt  Unkind hands/feet again Unkind words again  Taking things Damaging things	(Calm: As 1 and 2) Things are not/I am not/the children are not ... feeling safe We need to move away from here, so you can find your kind voice/kind hands It is ok to feel (fizzy, confused, frightened, angry etc) but it is never OK to 'X' or 'Y' (choose to harm someone / use very unkind hands / use very unkind words)	Other ways to calm. (Level 1 and 2 ideas) Time in Hub/library/FSU/Year 1/Another space Remind what do we want to see What is great about you that helps	I will take a break away to find my kind hands and calm voice   I will think about how others are feeling I will think about what makes me great
3 PLUS	Many times of level 3 Very hurtful hands/feet Very unkind words Very unsafe actions 	You are struggling to accept help Your actions are very unsafe for you and others   You will need to spend time at home, to calm and to think about what's happened	Explain helping to calm wasn't working Explain why its important for everyone to feel safe and calm What do we need to see next time What is great about you New day ahead Talk with home grown up about it	I will I will talk to my grown ups about what went wrong At home I will think about how I can make things better I will say what can help next time  I will remember what is great about me



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Relational Support Plan for **Child's Name**

Date:

Team of adults (in school):		Timetable overview:	
Family information – key people, places, events, cultural: •		Child's strengths, interests, friends •	
Home routine – who drops off & picks up; child's regular activities: •		Identified PP/ care/ health/ SEND needs •	
Triggers: •		Emergency procedure: •	
Co-regulation plan has also been discussed (see below).	Signed parent/ carer:	Signed teacher:	Signed SEND team member:



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Responsive Co-regulation Plan for **Child's Name** Date:

State of Regulation	Potential displayed behaviour	How the child manages their timetable & other adults	Agreed adult response
Calm <i>Safe</i> <i>Socially Engaged</i>	•	• •	•
Mild Stress <i>Alert</i> <i>Aroused</i> <i>Agitated</i>	•	•	•
Stress <i>Mobilised</i> <i>Immobilised</i>	•	•	•
Crisis <i>Unsafe</i>	•	•	•