

Relationships & Behaviour Policy: Davyhulme Primary School

Ready. Respectful. Safe.

Rationale:

The policy outlines the rationale and practicalities of our relational approach to learning and behaviour. Relational and behaviourist approaches are sometimes seen as in conflict which can be a concern for some staff and parents. In practice, we use a mixture of both. Clear expectations and boundaries and consistent and persistent responses from adults, such as, '*We do not do that in school,*' make school predictable and safe. How and why children respond to these clear messages is important. We want children to behave well because they care about themselves and others, not because they want to earn a reward or avoid a sanction.

Relational practice recognises the importance of the adult in how the child 'reads' and responds to expectations and boundaries. For example, the impact of an adult, who doesn't know you, giving you a sticker, a high five, or a star, is different from the impact of the same response from a teacher who knows and cares about you. The same is true when a teacher disapproves of your behaviour. Remove the relationships from behavioural strategies and they are simply about control. Remove the behavioural expectations and responses from relational approaches and there isn't clarity or safety. Children need both clear boundaries and a safe person to go to when they need more help, as they move from co-regulation with adults, to self-regulation as adults themselves.

Myth busting – in relational practice, do we have?

High standards and expectations? YES, and a high level of support for all children to achieve them.

Support systems in place for the most vulnerable? YES, and a relational approach, which builds the safety and confidence ALL members of our school community need to take on learning challenges. **A relationally inclusive approach benefits all of our children.**

Consequences? YES, logical steps, designed to help the child self-regulate, reflect and repair, not for punishment or revenge. We prefer to use the term, 'logical consequences.'

Rewards? YES, via relationships in which we notice what we want children to do more of. Stickers, 'wow walls', positive recognition boards etc. are symbols of positive regard, rather than part of a 'token economy.'

Clear rules and boundaries? YES, e.g., to help us to be ready, respectful and safe, rather than with compliance as an end in itself.

Calm and orderly? YES, with adults modelling self-regulation, and providing calming and solution focused support to enable children to do the same and as part of enabling '*optimal brain states for learning.*'

Persistent and consistent? YES, we '*persistently and consistently meet the relational and developmental needs of our children*', so we are firm, fair and adjust our approach to what works for the child.

Suspension and exclusion? YES, but, given that we believe that 'all behaviour is a form of communication', we will always focus on understanding and meeting the need communicated, as we would with an ongoing medical problem. Suspension or exclusion is always the very last resort, when all other possible options have been explored. Keeping everyone safe is key when making these difficult decisions.

The following are our guiding principles to relationally inclusive practice:

- We believe that if a child could do better, they would.
- Relationships are at the heart of everything.
- We accept all emotions, but not all behaviours.
- We identify and address the cause of the behaviour, not the symptoms.
- We foster a culture of compassion and repair.
- We recognise that a trauma-informed, attachment aware and low arousal approach isn't just about behaviour management – it is about equity, inclusion and responsive pedagogy. It is also an approach that benefits ALL pupils.

Policy Introduction:

This policy sets out our whole school approach to promoting excellent behaviour. It explains our approach to behaviour management, how it links to our core values, and how it helps us make our school a community in which everyone is and feels safe, welcome and at home, so people can learn, discover, and achieve their potential.

Our approach is based on helping everyone to be and feel safe, building relationships, understanding individual needs, and supporting the development of self-regulation skills so that everyone can achieve their potential in school. The policy applies to all adults and children in our school, and we ask parents, carers, our community and other adults involved to support it.

At the heart of our community are the people and the relationships they build. To make our community work, we expect everyone to treat each other with respect, kindness and compassion. We recognise the importance of relationships and the power of connection. Therefore, we strongly believe in '**connection before correction**', reminding educators of the importance of adults developing connections, and once the connection is there, they are more likely to be able to correct behaviour successfully without the need for rewards or sanctions.

We know that meeting these expectations can be challenging. To help, we build a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to achieve their potential, manage their mental health, well-being, feelings and behaviours, so that they become confident, self-regulated adults and positive members of their community, who show tolerance, respect and support for others.

At Davyhulme Primary School, we strongly believe that we must **teach** our children how to regulate, how to respond appropriately, how to be kind and how to repair...just as we do any other subject in the curriculum.

Legislation, statutory requirements and statutory guidance

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

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

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

Our Vision and Values:

Our support for everyone to meet our high expectations for behaviour.

All members of our school community will be known and valued for who they are, including their strengths and their needs and in turn, they will know these things about themselves. They will feel part of our school community. They will learn, grow, discover and achieve their potential.

All members of our school community will be supported according to their needs, helped to talk about and develop a better understanding of their emotions and feelings and how to manage them so that they can be resilient, confident and positive members of our community.

When things go wrong and we make mistakes, we will be honest and seek positive solutions that enable everyone to face and resolve problems and repair damage and relationships.

Our school will be a happy and safe place, where relationships are strong, needs are met and everyone feels valued and can learn.

Our parents, carers and community will know that we value and respect them and they will feel welcomed and included in the life of our school community.

The principles, theory and rationale behind our policy:

- We see behaviour as a form of communication. To understand behaviour is not to condone it, but understanding it enables us to respond effectively and appropriately. We challenge ourselves to understand and meet the need that the behaviour communicates, including the need for clear boundaries and support to face mistakes and repair them, build confidence and self-regulation.
- We continue to have very high standards for behaviour and a relational and restorative approach to enable children to achieve them.
- We never tolerate behaviour which is abusive, dangerous or destructive and will always challenge and address it.
- We are consistent in meeting the relational and developmental needs of our children as individuals.
- We model the behaviour we expect to see – we are calm and avoid shouting and we are kind and compassionate in our responses to behaviour.
- We notice what we want more of, rather than listing what someone has got wrong.
- We don't use revenge, fear, coercion, bribery, threats or humiliation.
- When behaviour is hard to understand and manage, we seek the best possible advice, work out what reasonable adjustments and interventions will help meet needs and work together to respond consistently and effectively.
- Children's behaviour may be inappropriate and unacceptable, but in themselves they are not, so we do not condemn children.

Our Rules – Expectations for Behaviour:

At Davyhulme Primary School, we will be...

1. **Ready** (to be in school, learn and work with others)
2. **Respectful** (kind, supportive and compassionate)
3. **Safe**

These three, simple rules will be clearly displayed in every classroom and in central areas such as corridors and cloakroom areas. Staff will refer to these rules when talking with children about behaviour, and when encouraging them to reflect during restorative conversations.

How we provide a safe environment for learning:

- We make sure our school is a safe, inclusive and welcoming place.
- We make sure that each of our children is known, recognised for their strengths and given support for their needs.
- We know our children's parents, carers and our community.
- We meet and greet all children on the gate, as they come into our classrooms and as we walk around the school.
- We welcome parents and carers into school and listen and respond to their concerns and views.
- To help ensure the school is calm, we treat each other with courtesy and respect.
- We avoid shouting.
- Our vision, values and our children's achievements are visible as you walk around the school.
- We encourage empathy by guiding children to make choices based on empathy and mutual respect.
- We develop routines that help everyone to feel safe.
- When things go wrong, we are honest and just and always look for solutions that repair damage and relationships.
- We recognise and celebrate great behaviour.
- There are safe places for pupils to go to when they need calmness or reflection.
- There are outdoor spaces and room for children to run and use their energy safely.
- Every child has a trusted adult (a safe person) who knows them and who they can go to if they are struggling.

How do we promote appropriate behaviour?

- We recognise the power of positive attention. We believe that the biggest reward is to be noticed and valued by an adult with whom you have a trusted relationship.
- We intentionally use consistent language when talking about behaviour and pupils including: dysregulation, co-regulation, self-regulation, window of tolerance and attachment seeking (Appendix 1).
- We consistently and persistently remind children of our 3, clear rules and we embed these through the use of relentless routines and rewards & recognition which focus on the behaviours we want to see more of.
- We encourage children to have a positive view of themselves and their futures, so that they focus on future rewards and goals, rather than always needing immediate rewards.
- We notice what we want more of, ensuring we communicate what the child did well e.g., not simply, '*good work, two team points*' which focuses on the reward currency, but instead, '*When Sam was upset, you were very kind and helped him. I noticed that. Thank you.*'

- We use stickers, stars, certificates, special assemblies, boards of recognition etc. to celebrate good and great behaviour, but when we do this, we always comment on the positive behaviour that we notice and value.

Below is a summary of how we promote appropriate behaviour:

Our Rules	Relentless Routines	Rewards & Recognition
<p style="text-align: center;">Ready Respectful Safe</p>	<p>Daily meet and greet. First attention for best conduct. Praising in public (PIP) Reminding in Private (RIP) Kind, consistent, calm. Consistent procedures – Wonderful Walking Legendary Lines Tremendous Transitions Marvellous Manners</p>	<p>The reason for the reward must always be shared – reinforcing that this is the behaviour we wish to see.</p> <p style="text-align: center;">Verbal praise Recognition board Stickers Postcards of Praise Values awards Phone call home Notes home Class rewards Celebration assemblies Hot Chocolate Club</p>

What do we do when things go wrong?

In an emergency, we deal with the immediate risk and keep ourselves and others safe, calling for help as needed. Keeping everyone safe is a priority.

We follow a clear, consistent system of procedures when dealing with behaviour which we call our 'Relationships Pathway'.

Gentle approach; use child's name; child level; eye contact; deliver message clearly and calmly.

Our Relationships Pathway

Remind	<ul style="list-style-type: none"> • A reminder of the expectations: Ready, Respectful, Safe (to be delivered privately wherever possible) • De-escalate and decelerate where reasonable and possible and take the initiative to keep things positive at this stage. • Remind pupil of a previous example of good behaviour • Give praise if the child is able to model good behaviour as a result of the reminder – notice it straight away!
Request	<ul style="list-style-type: none"> • A clear verbal warning (delivered privately wherever possible), making the child aware of their behaviour • Clearly outline the outcome if they continue • Refer to previous examples of good behaviour.
Reflect & Regulate	<ul style="list-style-type: none"> • Time-out as part of a therapeutic approach to regulating emotion • Child to access quiet space/calm zone/sensory circuit or activity e.g., regulation station • Use of visual aids, calming activities and sensory aids to aid de-escalation and self-regulation or co-regulation.
Relate & Restore	<ul style="list-style-type: none"> • Attune with the child, showing understanding and compassion • Set boundaries for acceptable behaviour • Work together to resolve/restore • Logical consequence where appropriate.



Things that are unhelpful and that we avoid

- We don't use a hierarchy of escalating punishments.
- We don't use fear, threats, bribes, coercion, or humiliation. Whilst these strategies may get compliance, they don't develop children's self-regulation. Research shows that these strategies work with the fight, flight, freeze, flop part of the brain and switch off higher order thinking skills so children don't internalise a different way of behaving: they simply do what is necessary to survive in that moment. In some cases, where there is pre-existing trauma, this can be counterproductive or damaging.
- We don't turn it into a power struggle – we are the adults and it is not about our egos.
- We don't take it personally, even if it feels personal. Staff are supported to recognise the feelings that their work brings up for them, particularly when they are supporting young people who are struggling with their behaviour. We are clear that, although we may feel upset or angry at times, revenge is not an appropriate or productive solution.

We manage ourselves

- We respond in a way designed to help a child learn to self-regulate, manage the underlying reasons for the behaviour, keep themselves and others safe, repair relationships and get back to learning.
- When dealing with difficult situations, we may start to feel intense emotional responses ourselves. We may feel anger, frustration, upset or anxiety, for example. However, when we are 'dysregulated', we cannot support others to regulate, in fact, we are more likely to pass on our dysregulation to others! So, we recognise the importance of being able to self-regulate (check-in with yourself, take a break, seek support if needed) prior to managing any difficult situations. It is important that we invite children into our calm, and do not join them in their chaos. Sometimes, it is important to recognise that you may not be the best person in that moment to support a child and that it is okay to allow someone else to step in to support. Wherever possible, the support should be provided by staff who know the child and there is a relationship established. SLT will provide support, if and when needed, particularly if there are not enough staff available to support a child, or if an incident has escalated and is not safe. We must remember that for some pupils the seniority of a member of staff is an escalator, because the more serious the person, the more serious the incident seems. See Appendix 2 for Help Scripts.

This means:

- We take a breath.
- We don't take it personally (even if it feels personal).
- We are calm to create a sense of safety and order.
- We model the behaviour we expect to see.
- We notice and value the behaviours we want to see.
- We remind children of their good behaviour.

- We are focused on what the children need and what anyone who has been negatively affected needs (not our need for control or punishment). We ask children, *'What do you need?'* as opposed to, *'What have you done?'*
- We reflect on the wider context (the child's experience and perspective).

We help the child to regulate, reflect and repair:

- Our aim is for our children to be and feel physically and psychologically safe – including giving them time and space (other than in an emergency).
- We will support our children to regulate their emotions and behaviours, for example, by teaching them breathing techniques; how to release anger in non-destructive ways and by naming and understanding their emotions.
- We will encourage our pupils to reflect and build a better understanding of themselves and others.
- We will deal with any underlying issues.
- We will teach our pupils other ways to manage themselves and their emotions, for example, by using Zones of Regulation.
- We will encourage our pupils to reflect and to consider the impact of their behaviour/actions on others.
- We will support our pupils to put it right with others through restorative conversations and by repairing damage with the right support to make this solution focused.
- We may also need to use more formal consequences (see below).

Restorative Practice:

A **restorative approach** focuses on supporting pupils with a skilled member of staff after an incident and always with the intention of reflection and reparation, rather than harsh punishment and deterrent.

We believe that a restorative approach acknowledges that children and young people make mistakes in the process of growing up, **and that these mistakes then provide them with an opportunity to reflect and to learn. This will hopefully then lead to change in a pupil's behaviour over time.**

We follow 3 simple steps during this process of regulation, reflection and repair:

1. **Regulate** – encouraging the ADULTS to remain calm and regulate their own response first in order to make the child feel safe and not threatened. Sometimes, **this may need recognising that you are not always the best person to deal with an incident in that moment and that is okay. It is important to acknowledge that as adults, our own regulation sets the immediate tone for dealing with the incident and whether this is escalated or de-escalated.**
2. **Relate** – this is when as adults we empathise with the child, their situation and their response.

3. **Repair** – this is when the child is encouraged to put things right, but recognising that they will need help and support to do this. During this time, adults must resist imposing an immediate sanction and instead **focus on reflective discussion. This will often lead to a logical consequence as a result of the reflection.**

The Restorative Conversation:

1. Can you tell me what happened? What were you thinking or feeling at the time?
2. Who was affected by it?
3. What can we do to put it right? What needs to happen next?

Other possible questions that could be asked:

- How have you felt since the incident?
- How could things have been done differently?
- What could/should you have done?

Rather than forcing an apology in all situations, we will reframe this as, '*What can we do to put it right?*' Rather than focusing on SAYING sorry, explain that you would like to SEE sorry by what a child does to put things right.

Possible scripts to use during regulation and restorative process:

'It's okay to feel upset/angry/worried.'

'I can see that you are upset/angry.'

'I can see that this is really hard for you.'

'I understand that this is hard for you. It's okay.'

'I know you are upset. We need to fix you first. I will help you to put it right, but first you've got to feel better/feel okay. I will help you.'





'I want to help you feel better.'

At Davyhulme Primary School, we strongly believe that by supporting a child through their dysregulation, we are not rewarding poor behaviour. We are very simply supporting a child to re-regulate. The issue will always be followed up when the child is regulated and ready to listen and to reflect.

***'Empathy with children during a meltdown is not rewarding behaviour. It's meeting a need; the need for connection and understanding.'* (Rebecca Eanes)**

If an incident has occurred at the end of the day and there isn't sufficient time to talk about what has happened, we will reassure the child that this will be followed up the next day, for example, '*We want to sort this problem out properly. We will come back tomorrow and we will sort it out/get it fixed.'*

Another useful approach when encouraging a child to reflect and repair during the restorative process is WINE:

Wonder	<p>'I wonder if you could help me to understand what happened?'</p> <p>'I wonder how this may have made other people feel?'</p> <p>'I wonder what we could do to make things right again?'</p>
	
Imagine	<p>'I imagine you have been thinking about...'</p> <p>'I imagine this must have made you feel...'</p> <p>'I imagine you are feeling frustrated because...'</p>
	
Notice	<p>'I notice that you seem really upset'</p> <p>'I am noticing that when X happens, you do X...'</p> <p>'I notice that you appear distracted, shall we go somewhere quiet'</p>
	
Empathy	<p>'I understand that must have been really hard for you'</p> <p>'I can see why that would make you feel upset, I am here to support you'</p> <p>'I think I am starting to understand now'</p>
	

Supporting Dysregulated Pupils - Stages of Distress and Support:

It is both necessary and important that, as a staff, we are able to identify and recognise different levels of distress of our pupils so that we can consider how different forms of support may be appropriate at each stage of distress. We understand the importance of reviewing incidents to look for possible triggers and to devise better ways of supporting individuals in the future.

Below is a table which identifies possible behaviours and strategies to consider at each stage of distress. As a school, we use this **common language** to describe a child's level of distress, without the need to say anything more if further support is needed, e.g., 'X is at stage 2, so we are going for a walk' or, 'X is at stage 3. Support is needed in the Sensory Room.'

Stages of Distress and Support – how do describe dysregulation

Stage 1: Anxiety/Trigger

An individual may feel anxious, upset, or agitated, and they are in need of support and reassurance.

Possible behaviours	Strategies to consider
<ul style="list-style-type: none"> • Appearing anxious • Hands over ears • Hiding face in hands or bent over/under table • Pulling up collar or pulling down hat • Rocking, pacing or other stimming • Repeatedly asking questions • Withdrawing from group • Refusing to speak or dismissive • Some individuals may appear calm without showing obvious outward signs of distress 	<ul style="list-style-type: none"> • Intervene early to remove sources of frustration • Offer reassurance – including positive physical prompts such as guiding away from a potential trigger • Talk to them using the help script, 'Asha, I can see that something has happened. Talk and I'll listen...' • Use CALM body language • Talk low, slow and quietly • Divert and distract by introducing another activity or topic • Use strategies that have worked well for this individual in the past

Stage 2: Defensive/Escalation

An individual is beginning to show higher levels of tension and distress.

Possible behaviours	Strategies to consider
<ul style="list-style-type: none"> • Making noises and moving in an agitated manner • Using abusive language • Talking louder, higher and more quickly • Changes to body posture and facial expressions showing that they are feeling angry • Changes in eye contact • Pacing and other stimming becoming more noticeable • Breaking minor rules • Shouting, screaming or crying • Low level damage to property • Picking up objects which could be thrown • Challenging instructions 	<ul style="list-style-type: none"> • Continue to use de-escalation responses • State desired behaviours clearly • Offer alternatives and options • Give clear limited choices • Move furniture and remove objects that could be used as weapons • Offer individual a way out that maintains their dignity • Encourage any audience to move to a different environment • Think about whether you may need assistance from a colleague, rather than waiting until the individual is in crises.

Stage 3: Crises

An individual is in crises, and may pose a risk to themselves and others around them.

Possible behaviours	Strategies to consider
<ul style="list-style-type: none">• Head banging against people or surfaces• Shouting, screaming or crying• Self-harming behaviours• Damaging property• Hurting others• Moving towards danger• Escaping from a situation• Using objects as weapons	<ul style="list-style-type: none">• Make the environment safer• Offer a change of environment to other individuals• Move furniture and remove objects that could become weapons• Ensure face, voice and posture are supportive, not aggressive• Use of help scripts for a change of face• Guide the individual to a place of safety if they are at risk• Use physical interventions if necessary, but only if they are reasonable, proportionate and necessary

Stage 4: Recovery

An individual will take time to recover after an incident. It is possible to loop back into a crisis without the right support tools in place.

Possible behaviours	Strategies to consider
<ul style="list-style-type: none">• Sitting hunched over• Hiding face in hands or pulling up clothes to hide face• Rocking, tapping and other stimming• Withdrawing• Refusing to speak• Feeling guilty and apologising	<ul style="list-style-type: none">• Give space and time• Offer reassurance and support• Be present and available• Remove sources of frustration• Look for signs that a person is ready to communicate• Use individualised strategies that have worked in the past• Continue to support and monitor, remembering that self-regulation can take much longer than expected.

Stage 5: Depression

After a significant incident, people can feel low and upset. They may not want to interact, but still need support and reassurance.

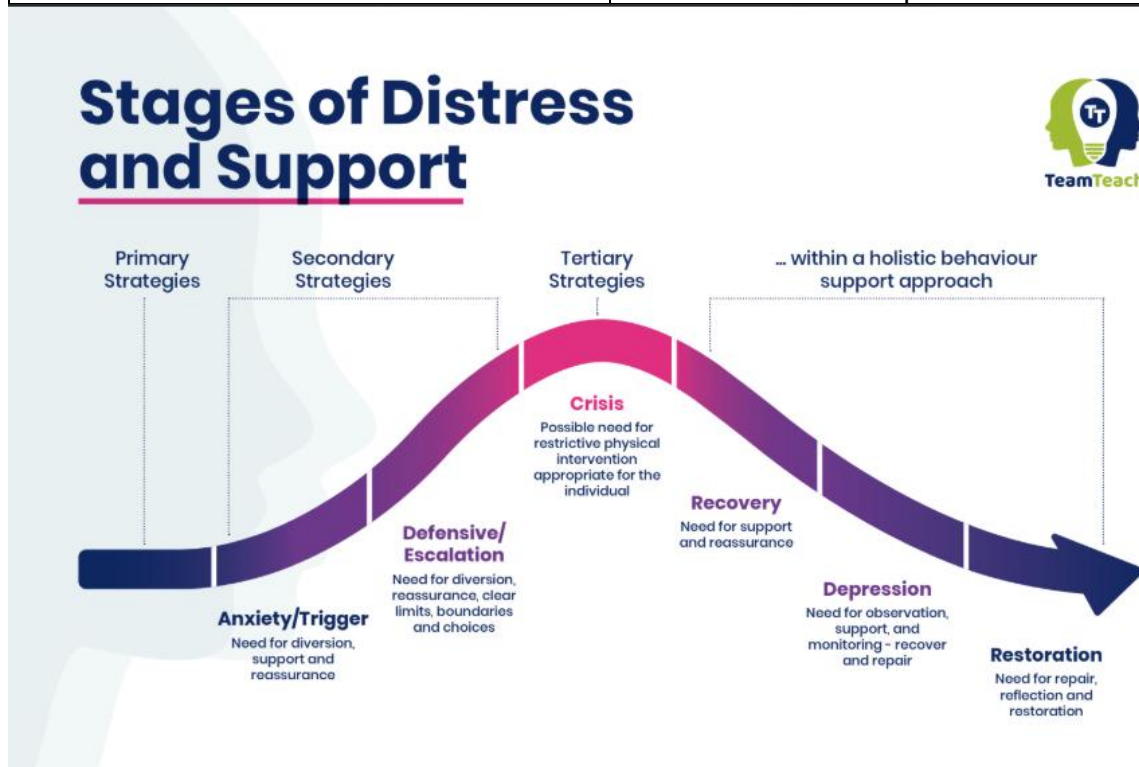
Possible behaviours	Strategies to consider
<ul style="list-style-type: none">• Crying• Withdrawing from people• Feeling embarrassed or ashamed	<ul style="list-style-type: none">• Give time and space for recovery

<ul style="list-style-type: none"> Negative self-talk 	<ul style="list-style-type: none"> Show the individual that you are emotionally available when they are ready to talk Positive praise focused on strategies used to self-regulate Divert and distract with activities they enjoy
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Stage 6: Restoration

It is vital to reflect on and repair relationships after a crisis. This is an opportunity to strengthen bonds and build strong lines of communication.

Possible behaviours	Strategies to consider
<ul style="list-style-type: none"> Signs that the individual wants to communicate Appear calm and regulated Communicate as usual Willing and able to reflect on what has happened Joining in with activities they enjoy and usual routines. 	<ul style="list-style-type: none"> Show concerns and care, but do not attempt to resolve any issues at this time Listen to the individual and reflect on their perspective Respond to signs the individual wants to communicate Continue to support, reassure and monitor Focus on the repair and rebuilding the relationship.



How do we use consequences?

- All actions have consequences. We define consequences as the natural and logical responses to actions. We define punishment as the use of fear, shame or humiliation or revenge. Because of this, we don't use punishments or

sanctions. Instead, we prefer to use the term 'logical consequences' if and when appropriate.

- We therefore have a consequence system which is clear, transparent and provides structured and supported opportunities to resolve issues and hopefully, lead to change. It is explained to all children, parents and carers and it is recorded so that patterns can be understood, and effective interventions implemented.
- We use consequences according to what needs to be done to help the child to learn to behave differently and to put things right.
- We use a consequence which is logical and natural – for example, if you drop litter, you help to pick it up; if you don't do your work, you catch up; if you hurt someone, you repair the relationship.
- We deal with minor things in the moment.
- Our intent is always to de-escalate a situation by how we choose to respond to it.
- We start afresh after a consequence has been completed.
- If there is a person affected by what has happened, then their feelings must be dealt with and respected via the reflection time and a restorative approach.
- We accept that the consequence of some actions under some circumstances may mean that a child may not be in school temporarily or permanently. In both cases, we proactively engage in finding long-term solutions and track their impact. This is always the last resort and is not an action that we take lightly.

How do we use suspension?

- In an emergency, we may need to suspend a pupil until we can put in place the strategies above e.g., if there was a major incident and we cannot keep people safe. Even in this situation, we need to assess the risks to the young person who is suspended.

Following any suspension, including if any alternative provision has been accessed, we:

- Encourage and support the pupil to make a fresh start.
- Reintegrate, ensuring that damage and relationships are repaired and that strategies are agreed, shared and adhered to consistently.
- Track longer term outcomes.

How we do we address underlying issues:

- We look at what and how the child is learning; consider the appropriateness and effectiveness of the learning; ask, can the child access, engage and experience any success?
- We make sure that we understand underlying issues and patterns, for the child, their network and the school that are giving rise to the behaviour, seeking the input of parents, carers and professionals as needed.

- We make plans to pre-empt and address issues with all those involved and ensure that these are clearly communicated, so responses are consistent.
- We make reasonable adjustments to support the needs of pupils who are recognise are struggling and who require additional support and intervention. This may include considering a reduced timetable if this is in the best interests of the child.
- We log issues and any positive progress accurately by looking at behaviours, possible triggers and circumstances that may have given rise to them e.g., by using STAR analysis charts. This enables us to identify and possible trends and triggers so that we can put the necessary support and intervention in place.

How do we face challenges together?

- We approach all in appropriate behaviour calmly and flexibly, adapting to the needs of the individual and supporting them to achieve our high standards.
- Incidents are managed calmly, empathetically and with dignity, focussing on 'safety-first'.
- We will enable and support everyone to feel safe by giving them time, space and strategies to regulate their emotions and behaviours so they are ready to learn.
- We will use restorative conversations that are solution-focused to help everyone to understand their behaviour and to repair relationships.

How do we engage our pupils in understanding and supporting good behaviour?

- Our aim for our children is that they develop and internalise their own values and learn to self-regulate. We recognise that this sets a high bar for our policy and a greater challenge than just achieving compliance alone. To achieve our aim:
- We discuss values, rules, rights and responsibilities with our pupils so they understand and invest in our approach to behaviour.
- We are clear about basic non-negotiable, fundamental rights that all children should expect to enjoy at school: the right to respect and fair treatment; the right to learn without this being impacted by others, and the right to feel safe and be safe.
- We link rights and responsibilities in an age-appropriate way: if we have rights then we also have a responsibility to uphold the rights of others.
- As our pupils move through our school, they are encouraged to take responsibility to engage in thinking about their behaviour as a member of our school community and as an active participant in establishing agreements.
- We explain rules as agreements which serve a purpose in supporting everyone's fundamental rights.

How do Leaders support appropriate behaviour in our school?

- Set high expectations and hold aspirations for everyone's behaviour.
- Model the behaviour they expect from everyone.
- Are open, honest, willingly accountable, notice achievement, challenge and support, and have the humility to apologise when and if they get it wrong.
- Know the children and their needs; notice what they do well and support them to resolve problems when things go wrong.
- Know their staff and recognise and value their hard work.
- Do not fix everything, but support the whole team to find solutions and to resolve conflict via restorative practice.
- Ensure that the vision is shared, lived and developed with staff, children, parents, carers and external agencies.
- Provide flexible and accessible opportunities and a safe space for adults to debrief, decompress, reflect and have a professional conversation.
- Provide support for staff if they are struggling with challenging behaviour.
- Provide high quality CPD for all adults working in school.
- Provide quality supervision for staff on a termly basis.
- Work pro-actively with other agencies to ensure plans are joined up and solutions are found.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

'Never under estimate the importance of small things, done well. It may look effortless, but it is achieved by lots of hard work and absolute consistency. It is achieved by never letting anything go, and is based entirely on fostering positive, nurturing relationships.'

Paul Dix, 'When the Adults Change, Everything Changes'

Additional Statutory Information on how Behaviour is Managed

Formal Procedures for Unacceptable Behaviour

Teachers will use their professional judgement to manage challenging behaviour using a variety of strategies. Serious or continual incidents will be recorded on CPOMS. If the strategies are unsuccessful, parents will be informed that formal procedures will now be adopted as follows:

Stage 1

The Phase Leader and Deputy Head are informed and will contact parents where applicable to discuss child's behaviour and strategies for improvement.

Stage 2

Head teacher informed and parents invited into school for a meeting to discuss that a fixed term suspension is being considered.

Stage 3

Fixed term suspension, or permanent exclusion.

Short Circuit Cases

Short circuit for extreme cases of verbal or physical abuse. These are referred directly to the Head teacher and may be put on any stage of the sanctions stages at the Head teacher's discretion.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy & Harmful Sexual Behaviour Policy for more information.

Serious Sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (internal exclusion).

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regulate in a calm, safe space

Pupils who have been removed from the classroom are supervised by the Deputy Head teacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head teacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pastoral leads
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Support from specialist teachers from the Behaviour Support Service
- Multi-agency assessment

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal on CPOMS.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head teacher and only as a last resort.

Only the Head teacher has the authority to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed days in line with the stages of our sanctions guidelines, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Parents are informed in writing by the Head teacher of any exclusion, and they are informed of their right to appeal to the Governing Body.

The Head teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term suspensions exceeding 5 days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The Governing Body has a Discipline Committee which is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the Governors.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

As a school, we will endeavour to anticipate and remove triggers of misbehaviour by making reasonable adjustments, such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Use of sensory equipment to help pupils to self-regulate
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or a medical need
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This is particularly important for pupils who have been removed from class for a period of time, or excluded.

Strategies include:

- Reintegration meetings following an exclusion with Head teacher and parents/carers
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

Reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control and Restrain Pupils*. The actions we take are in line with the government guidelines on the restraint of children. All staff have received training in safe handling of pupils. Reasonable force covers a range of

interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Be reasonable, proportionate and necessary

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation & Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed earlier in policy) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head teacher, or by the Head teacher themselves.

The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head teacher, designated safeguarding lead (or Deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the head teacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Roles and Responsibilities

The Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head teacher in carrying out these guidelines.

The Head teacher has day to day authority to implement the school's Relationships & Behaviour Policy, but the Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

The Head teacher

It is the responsibility of the Head teacher, under the Schools Standards and Framework Act 1998, to implement the school Behaviour Policy consistently through our school and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in our school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents or the LEA and consider whether the pupil should be reinstated.

If the Governors' appeal panel decides that a pupil should be reinstated, then the Head teacher must comply with this ruling.

The Head teacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from our behaviour recording systems, such as CPOMS, is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- The Head teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious

acts of anti-social behaviour, the Head teacher may permanently exclude a child. School governors are kept informed of both fixed term and permanent exclusions.

Class Teachers

Staff are responsible for:

- Building positive relationships with their pupils
- Creating a calm and safe environment for pupils
- Having consistently high expectations for all of the children
- Treating every child fairly and with respect and understanding
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Relationships & Behaviour policy consistently
- Communicating the school's expectations, rules, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations.
- Liaising with other members of staff and external agencies if further support and advice is needed

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Our school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

The schools Relationship & Behaviour Policy and relational approach is explained to the parents in the School Welcome Pack and parents sign a consent form in support of our Relationships & Behaviour Policy in the Home School Agreement. Our expectations are also reinforced in pupils' planners.

We expect parent to support their child's learning, and co-operate with the school, as set out in the Home-School agreement. We try to build a supportive dialogue between the home and our school, and parents are informed about concerns regarding their child's welfare or behaviour.

If our school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way in which their child has been treated, they should initially contact the class teacher, then Phase Leader or Deputy Head teacher. If the concern remains, they should contact the Head teacher and then the school governors. If these discussions cannot resolve the problem informally, a formal grievance or appeal process can be implemented.

Parents and carers, where possible, should:

- Get to know the school's Relationships & Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Relationships & Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following when we talk about the behaviour culture and high expectations at Davyhulme Primary School:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's Core Values and 3 simple rules: Ready, Respectful, Safe
- The rewards they can earn for meeting the behaviour standard, and the logical consequences & restorative conversations that will follow if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated sessions to reinforce our expectations, our values and our school rules, wherever appropriate.

Pupils will be supported to develop an understanding of the school's Relationships & Behaviour policy and wider culture through, for example, Assemblies and PSHE lessons.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Relationships & Behaviour policy.

Training

Staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint and reasonable force
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Relational inclusion

Behaviour management will also form part of continuing professional development.

Monitoring this policy

This Relationships & Behaviour Policy will be reviewed by the Head teacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Reviewed: October 2025

Appendix 1 – Intentional Language

At Davyhulme Primary School, we consistently use the following language:

Language	Description
Dysregulation	When a pupil is in crises and is struggling to manage their emotions.
Co-regulation	When an adult helps a pupil to manage their emotions.
Self-regulation	When a pupil can manage their own emotional responses.
Window of tolerance	The zone in which a person can function most effectively.
Attachment or Connection seeking	We use this term as opposed to 'attention seeking'.

Appendix 2 – Help Scripts

Help Scripts:

We recognise that communication is vital during a crisis. **Help scripts are codes we use when a situation is becoming difficult as they support clear and accurate communication between colleagues.** We recognise that some situations may be challenging and may cause staff to feel anxious when dealing with them. Sometimes, if we become anxious ourselves, it is important to have a script that can be practised and rehearsed, so that it comes more easily at a time of crises. It also allows consistency of communication between professionals, carers and the individuals we support.

Help Script Examples:

1. Start with the individual's name to get their attention.
2. Acknowledge that something has happened and state what we have noticed, '*John... I can see that something has happened.*' Telling a person that we can see they are angry, or upset, can suggest that they are the problem.
3. Show them we are emotionally available and listen without interrupting, '*Tell me what happened and I'll listen.*'
4. Give the individual a direction, '*Let's go and...*'

This invites the individual to go with us, and offers a way out with dignity, allowing for further support to then happen.

Help is Available

At Davyhulme Primary School, we recognise that **seeking help is a sign of professional strength.** We believe that the key to establishing a positive, supportive culture is for it to become embedded as daily good practice. This will enable our staff to feel confident in offering help, and to enable a culture in which accepting help is not seen as weakness. In strong, supportive teams, it should be an expectation that colleagues offer to help one another, and accept help when it is offered. We recognise that having a help script makes it simple to offer assistance to a colleague, or to receive it from them:

- Offer: '*Help is available...*'
- Response: '*You can help me by...*'

We recognise that accepting help involves telling colleagues exactly what they are required to do, so they are clear about what will happen next. This keeps everyone safe and ensures there is no confusion. The intent always is to defuse and de-escalate.

More Help is Available

At Davyhulme Primary School, we believe that it is professional courtesy to offer help and allow a colleague to choose what sort of help they require. However, there are occasions when the individual involved is not best placed to make the decision: other things may be happening that they are not aware of. Alternatively, they may be getting stressed, anxious or tired without realising it. This is where the 'more help' script is important. With 'more help', it becomes the responsibility of the person offering help to make the decision, not the colleague already involved in the incident. This should trigger an automatic response:

- Offer: *'More help is available.'*
- Response: *'What do you suggest?'*

The person offering more help needs to give a clear direction. There is a clear expectation in our school that help will be offered and accepted as this benefits everyone. Each time help is offered and accepted, a choice point is created which may help the distressed member of staff to calm and regulate.

We recognise, without any judgement, that a 'change of face' (switching staff members) can also help to de-escalate a situation, as conflict can quickly become personal to the member of staff who happens to be there. This allows the professional to walk away from the situation in a planned and safe manner, while keeping their dignity intact. We understand that by simply introducing a fresh face, conflict can often be reduced.