



HILTON
SPENCER ACADEMY

What if we replaced the word 'consequences' with the word 'experiences'?

When a child is presenting emotional and behavioural challenges, let us ask ourselves, "What experiences would help this child begin to learn a new way?"

Relationships, Attachment and Behaviour Regulation Policy

March 2026

Purpose

At Hilton Spencer Academy, we are committed to fostering a nurturing and supportive environment where all pupils feel safe, valued, and understood. As an Attachment Aware school, we prioritise the emotional well-being of our pupils, recognising that strong relationships enhance learning and promote positive behaviour.

Core Values

- **Respect:** Respect for oneself, each other, and the environment is our foundational rule.
- **Responsibility:** Pupils are encouraged to take ownership of their actions and understand their impact.
- **Engagement:** Active participation in lessons is vital for personal and academic growth.

**We respect ourselves,
each other and
our school.**



Key drivers of our approach

- ❖ **Putting relationships first.** Strong relationships between staff, children and their parents/carers are paramount. Our culture fosters connection, inclusion, respect and value for all members of the school community.
- ❖ **All feelings are OK – all behaviours are not.** Behaviour is a form of communication. Behaviour should be viewed as a communication of an emotional need (whether conscious or unconscious). All adults in school recognise this and focus on the feelings and emotions that drive certain behaviours, before addressing the behaviour itself. We teach Zones of Regulation from EYFS to Year 6 to support children to self-regulate and understand their own emotions.
- ❖ **Being 'fair'** is not about everyone getting the same (equality) but about everyone getting what they need (equity). Universal behaviour systems will not meet the needs of all children. Targeted approaches need to be in place for those children for whom the Relationships, Attachment and Behaviour Regulation policy does not suffice.
- ❖ **Desired behaviour needs to be explicitly taught and modelled.** Children need to understand what is expected of them – this needs to be consistent. Children need predictable routines and expectations of behaviour. This is reflected in our Behaviour Curriculum and direct teaching of Zones of Regulation.
- ❖ **Children who struggle to regulate their behaviour need our support, not our condemnation** – they need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress”

Behaviour Expectations

- **Communication:** Speak respectfully to staff and peers, fostering a culture of kindness.
- **Classroom Routines:** Follow established routines for starting and finishing lessons to create a sense of security.
- **Classroom Tidiness:** Maintain an organised and tidy classroom to promote a calm learning environment.
- **Exercise Book Rules:** Respect personal workspaces by avoiding doodling or tearing pages.
- **Misbehaviour Consequences:** Understand the supportive measures in place for addressing inappropriate behaviour.
- **Managing Difficulties:** Know how to seek help if struggling emotionally or academically, including requesting time out.

Recognising and Celebrating success

At Hilton Spencer Academy we recognise and celebrate good behaviour. In addition to class teacher initiatives, we use Class Dojo points and certificates in celebration assemblies. We also spend time teaching behaviours we value through our Behaviour Curriculum and Zones of Regulation.

Behaviour Management Flow Chart

1. Levels of Behaviour

Level of Behaviour	Examples	How to Deal	Communication	Recording	Escalation
Low Level	- Calling out - Not listening - Tapping noises	- Use "The Look" and gentle reminders - Engage in discussion during playtime to understand underlying issues	- Monitor by class teacher - Call/Dojo parents (discretion)	Recorded as - 1 behaviour on Arbor	Escalate to Medium Level if persistent
Medium Level	- Swearing - Leaving without consent - Name-calling	- Discuss during playtime to understand feelings - Ensure restorative conversations - Involve behaviour support if unresolved	- Add incident to Arbor - Contact parents to discuss emotional context	Recorded as - 2 behaviour on Arbor	Escalate to High Level if persistent
High Level	- Physical attacks - Bullying - Online aggression	- Call for Pastoral Team support - Use de-escalation strategies to address emotional triggers - Involve SLT/Head if needed	- Record initial incident on Arbor - Inform parents and discuss emotional needs	Recorded as - 4 behaviour on Arbor	Possible meeting with parents; may involve police

For further examples of behaviours, please see appendix 1

Bullying

At Hilton Spencer Academy, bullying is not tolerated and is treated with the utmost seriousness. We are committed to providing a safe and respectful environment where all pupils feel valued and protected. To support this commitment, we have a dedicated **Anti-Bullying Policy** that outlines our approach to preventing and addressing bullying in all its forms.

Additionally, to ensure every pupil has a voice, we offer the '**Ban the Bully**' online reporting system accessible via our school website. This system enables pupils who may feel unable to speak directly to an adult in school to confidentially report concerns or incidents of bullying.

Our approach aligns with best practice guidance, promoting a culture of respect, kindness, and safety for all members of our school community.

Serious behaviour incidents

Serious incidents may include the following behaviours:

- Use or threat of use of an offensive weapon
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Physical assault against pupil or adult
- Bullying
- Racist abuse
- Child on child abuse (please see separate policy)
- Drug and alcohol related incidents
- Wilful and significant damage to property
- Absconding from school premises (this list is not exhaustive)

When these incidents occur, if a child has an individual behaviour plan, this should be followed.

For children without an individual behaviour plan, the following steps will be followed:

- **Staff present** at scene of incident will always aim to de-escalate a situation by maintaining a calm approach (see appendix 2)
- If support is required, staff will contact **Behaviour Mentor** on 07815 013978/ Teams message
- **Behaviour Mentor** will prioritise these incidents to be present as soon as possible
- **Behaviour Mentor** will diffuse situation and make sure everyone is safe
- **Behaviour Mentor** will attempt to determine the circumstances of the incident and inform the **class teacher**
- Depending on the circumstance, the Behaviour Mentor may inform **SLT, SENCo** or **FSW** as relevant
- All serious incidents should be logged on Arbor by the staff who were present initially. Actions can then be added by class teacher, Behaviour Mentor, SLT, SENCo and FSW.
- **Class teacher** will inform parents regarding the incident. Where a serious injury has occurred or a child is at risk of suspension/exclusion, **SLT** will contact parents.

- Reflection and restoration will take place when appropriate with the staff who were present when the incident took place (see appendix 3)

Searches for banned items

It is vital that all pupils and staff feel safe in school.

The following items are therefore banned from the school premises:

- Knives and other weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Pornographic images

The Principal and members of SLT have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may be in possession of one of the above items. Any searches will be carried out away from other pupils, by a same sex member of staff and with a staff witness present. Items may be confiscated by staff.

The Use of Mobile Phones

Nursery to Year 4 pupils are forbidden from bringing a personal mobile phone to school. If a child in these year groups brings a phone to school, the agreed procedure is that this will be handed over to the class teacher who will keep it stored away during the school day. This will then be handed to the parent/ carer at the end of the school day.

Pupils in Year 5 and 6 are permitted to bring a mobile phone to school. Parents must sign the consent form (appendix 6) prior to pupils bringing in their mobile phone.

All mobile phones should be handed into the class teacher at the beginning of the day and collected at the end of the day. If parents/carers want their child to bring a phone, it is on the understanding that they agree with the following limitations on use, namely:

- Mobile phones must be switched off at all times during the school day and remain off whilst pupils are on the school premises.
- It is not permitted to film, photograph anyone on school grounds.
- The phone will be kept secure by the class teacher during the day.
- The school will not be held responsible for the security of a mobile phone brought into school unless they are handed/ sent to the office for safekeeping.
- Content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher/principal when requested if there is a need to do so.

The use of Smart watches with the capacity to video/ take photographs is not permitted on the premises.

Exclusions and Suspensions

We do not wish to suspend any child from school, but sometimes this may be necessary. When all reasonable strategies have been attempted and have failed (including internal suspension), external suspension is the next option for the school.

Exclusions will occur if children repeatedly violate the Relationships, Attachment and Behaviour Regulation Policy; children seriously assault children or staff, or children commit serious breaches of the Behaviour Policy. Suspensions from lunchtimes will also be considered if children are repeatedly violating the policy during this time. (See Derbyshire Statutory Suspension Guidance for further information). The decision to suspend can only be made by the Principal. Where suspension occurs, parents / carers will be invited to a reintegration meeting on their child's return to school. Fixed term suspensions and exclusions are reported on Arbor and to the LA. For further information about exclusions and suspensions, please see the Exclusion Policy on the school website.

Early Intervention for Behaviour Support

At Hilton Spencer Academy, we recognise that early intervention is key to supporting pupils who struggle with their behaviour. We foster strong, collaborative relationships between class teachers, support staff, and our pastoral team to provide timely and effective support.

Pupils are encouraged to self-regulate by using designated calm spaces such as the classroom calm bench or the Hub, where they can take time to reflect and regain composure in a safe and supportive environment. We also teach using The Zones of Regulation to support children's understanding of their emotions and self regulation.

Where additional support is required, we implement personalised behaviour plans and risk assessments tailored to the individual needs of the pupil. These plans are developed in partnership with relevant staff, including SEND specialists when appropriate, and are regularly reviewed to ensure they remain effective.

This approach ensures that all pupils receive the right level of support to succeed academically and socially, promoting a positive, inclusive, and safe school culture. (see appendix 4- examples of Behaviour plans)

Including parents and carers

It is important that school and parents work in partnership to promote excellent conduct. We expect our parents to adhere to the school Relationships, Attachment and Behaviour Regulation policy and to support the actions of the school. Parents are able to address any queries regarding behaviour firstly to the class teacher and then to SLT and Headteacher.

To ensure that our Relationships, Attachment and Behaviour Regulation policy is successful, all staff will:

- Be made aware of the policy during induction processes.
- Understand how to deal with challenging behaviours (see appendix 5)
- Share the policy with the children in their class and regularly recap and revisit the school rule and expectations.
- Make children feel welcome in school – this may be achieved through meet and greet, asking questions, taking an interest etc.
- Use the language of our school rule – respect and regularly help children to understand what this means.
- Model positive behaviours – seek opportunities to verbalise what you are doing and why e.g. picking up litter and explaining your reasons for doing so (respecting our school).
- Encourage and build positive relationships with children, their families and colleagues.
- Address inappropriate behaviour – this may be done directly (e.g. reminder) or indirectly (e.g. praising others who are doing the right thing) e.g. if in the vicinity of children behaving inappropriately this will be addressed, even if the children are not in your class or year group.
- Acknowledge that all feelings are OK when dealing with incidents, whilst making clear that all behaviours are not (refer to Zones of Regulation teaching).
- Regularly share good practice.
- Attend ongoing CPD as appropriate.
- Work together to support children with more complex and SEMH (social, emotional and mental health) needs by providing bespoke strategies which are regularly reviewed. Eg. Where pupils are also on the SEND register, Support and bespoke Behaviour Plans with a clear graduated approach are identified and put in place.

Additional considerations

- It may be necessary to be flexible with break duties, assembly duties to free up adults who need to spend time talking to children.
- If an incident occurs in the afternoon and there is not another suitable time to talk to the child before bedtime, it might be necessary to tweak the timetable in some way e.g. TA delivering story time so teacher can talk to child.
- A child (and member of staff) will need to be calm before any restorative process can take place. This may not be until the next day – if this is the case, make sure the child knows this before going home.

Special Educational Needs and Inclusion

At Hilton Spencer Academy, we believe that school should provide an environment that is inclusive and free from discrimination, ensuring all children feel valued and have equal opportunities. Please see SEND Policy which further supports this.

Documents and research to support this policy



<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

<https://kca.training/>

<https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/CYP%20PiC%20Recently%20Published%20Resources%20List%20schools%20Jan%202019.pdf>

Appendix 1

Behaviour types and Severities – Arbor set-up

Appendix 1

Level of Behaviour	Examples of behaviours
Level 1- Low Level behaviours	• Calling out / interrupting (without raising hand or waiting turn) • Not listening to teacher instructions • Tapping, clicking, or making noises to distract others • Talking to peers during independent work or teacher input • Wandering around the classroom without permission • Deliberately working slowly or refusing to start work • Swinging on chairs • Playing with equipment or objects (pens, rulers, etc.) • Eye-rolling, tutting or sighing in response to instructions • Excessive fidgeting or leaving seat without a valid reason • Deliberate attention-seeking behaviour (e.g. silly voices, pretending not to understand) • Avoiding work by frequently asking to go to the toilet or get a drink • Distracting others with jokes, faces, or gestures • Muttering or whispering under breath • Passive non-compliance (e.g. pretending to follow instructions but not doing so) • Messing with others' belongings or workspace
Level 2- Medium level behaviours	1. Swearing or inappropriate language (not directed aggressively, but still inappropriate) 2. Persistent low-level disruption despite warnings or support 3. Leaving the classroom without permission 4. Name-calling or targeted unkindness

	5. Online unkindness or misuse of technology/devices 6. Perceived or alleged bullying (initial incidents or ongoing concern under investigation) 7. Theft or taking others' belongings without permission 8. Defiance or refusal to follow adult instructions (e.g. walking away when being spoken to) 9. Spreading rumours or gossip to hurt others 10. Deliberate damage to school property or others' belongings (minor to moderate) 11. Lying to avoid responsibility (especially when it involves others) 12. Inappropriate physical contact (e.g. rough play, pushing, shoving) 13. Mocking or imitating staff or peers in a disrespectful way 14. Use of discriminatory language (e.g. sexist, racist, homophobic – where understanding is still being developed) 15. Sexualised language or behaviour (age-inappropriate but not malicious) 16. Repeated truancy from lessons within the school 17. Bringing prohibited items into school (non-dangerous but inappropriate e.g., toys, gadgets)
Level 3- High level behaviours	1. Threatening behaviour towards staff or pupils (verbal or physical intimidation) 2. Deliberate physical attacks (hitting, kicking, biting, etc.) 3. Serious, deliberate damage to property (vandalism, smashing items, setting fires) 4. Online aggression or abuse (including doxxing, serious threats, or image misuse) 5. Racist behaviour or use of racist language (intentional and targeted) 6. Sexist, homophobic, transphobic, or ableist abuse 7. Sexual harassment or assault (verbal or physical, age-dependent seriousness) 8. Bringing weapons or dangerous items into school (knives, lighters, etc.) 9. Possession or use of drugs, alcohol, or harmful substances 10. Bullying that is sustained, serious, or part of a wider pattern 11. Running away from school premises / absconding 12. False allegations against staff or pupils with intent to harm 13. Involvement in criminal activity or external gang influence

	14. Deliberate breach of safeguarding protocols (e.g. trying to access restricted areas or systems) 15. Encouraging or coercing others to break rules (including via online platforms) 16. Persistent defiance that escalates into a health/safety risk
Severities	
	Hilton
Minus 1	Level 1
Minus 2	Level 2
Minus 3	Level 3
Minus 4	Level 4 (internal suspension)

Appendix 2

De-escalation strategies

De-escalation strategies

Act calm even if you're not.

Lower your voice.

Change the subject / distract.

Show you are listening.

Give them a job to do.

Use humour.

Give space.

Offer a solution / way out.

Show empathy.

Appendix 3

Restorative Questions

Name: _____ Date: _____

1. Describe what happened?

2. What were you thinking at the time?

3. Since the incident, what have you been thinking about?

4. Who has been affected by what you have done?

5. In what way do you think they have been affected?

6. What do you think you need to do to make things right?

7. How are you going to implement the items above to make things right?

Staff name: _____ Date: _____

Emotion Coaching

Steps 1 & 2 are vital and should not be rushed

a Recognise

Take a moment to recognise the child's feelings, recognising all emotions as natural and normal and not always within a child's control. Look for signs of the emotion being experienced beneath the behaviour.

STEP 01

b Empathise

Empathise with the child and sooth to calm: for example 'containing' the child's emotions (sharing, supporting and carrying), considering adult facial expressions and tone of voice and using soothing phrases that communicate empathy, e.g. 'you are ok', 'we can manage this together', 'I am here for you'.

a Name and normalise

Name and normalise the child's feelings. For example: 'you seem angry, that's ok', 'I wonder if you are feeling frustrated, that's normal'.

STEP 02

c Label

Help the child to label their own emotion if they are able to.

b Link emotions

Provide a link for the emotions if you can identify one, for example 'you seem angry, that's ok, I wonder if it is because Jonny took your toy'.

Only carry out step 3 if necessary

a Limits

Set limits on behaviour and remind the child what behaviours are not acceptable. For example 'it is not OK to grab when you want something'.

STEP 03

c Dignity

Retain the child's self-dignity so they can respond positively to support and retain positive emotional well-being. For example through empowering tone of voice and non-verbal cues communicating hope and belief in the child.

b Boundaries

Set the boundaries of behaviour and remind the child what behaviours are acceptable. For example by stating what is desired or required in the situation rather than what is not. E.g. 'we use kind hands when we play with others' (rather than 'no hitting').

b Scaffold

Scaffold alternative ways to express the feelings with the child and discuss what else these would lead to. For example: 'I know it can be hard when you feel angry. Would it help if you practiced a breathing technique with me?' or 'Would it help if we went for a walk or I gave you a toy to fiddle with?'

Problem solve when calm

a Explore

Explore the feelings underneath the incident.

STEP 04

c Empower

Empower the child to feel they can manage their emotions differently: they are not defined by their behaviour.

Appendix 4 Individual Behaviour Plans

Example



Hilton Spencer
Academy Behaviour Support Plan

Name: _____

When I am 'just right' what behaviours will you see?

- I will smile have fun with adults and other children.
- I will talk to adults and respond to simple instructions and tasks.
- I will ask to go to the Sensory Room when I am getting cross and have had enough.
- I will accept when I am being told that my words or actions are not good choices.



Great things about me!

- I have an amazing cheeky sense of humour.
- I love to have the attention of adults.
- I am curious and love to be outdoors!

When I am Angry what behaviours will you see and what brings me back to being 'just right'?

Behaviours:

- I hurt my friends and adults with my actions
- I throw things
- I use words which hurt people's feelings, and try and get you to argue with me
- I will refuse to engage and run away from adults who try and help

De-escalation/support strategies:

- Stay calm, talk calmly, concise and clearly, First and next.
- Find a safe place for me, and others
- Do not respond to my hurtful words, I do not mean
- Food/ snacks, using slime/ playdough.
- Keep your voice regulated and use minimal vocab.
- Key vocab: 'I can help when your ready' 'How can I help you' 'I wonder if you can...?' 'lets try'



Potential Triggers:

- Placing unwanted demands on me. (either academically or socially)
- Being told that I have done something wrong or cannot do something.
- Unwanted interactions from adults/ children
- Hungry
- Incidents happening at home before school.

When I am sad, what behaviours will you see and what brings me back to 'just right'?

Behaviours:

- I will cry, and seek comfort from trusted adults
- If an injustice has happened, I want this to be sorted

Regulation/support strategies

- Listen to what is making me sad, help me rectify this.
- Let me see that you are helping me.
- Language: if something goes wrong, when your ready, I can help. if I am struggling to do something, if you need help you can ask me
- Be careful what you use as reward, I may become demanding of this.
- I don't want you to hug me, I will not always want to hold your hand. I will initiate any physical contact I need.

Date Updated: 30.01.26 Review Date by June 2026
reviewer: Vicky Hunt (behaviour support)



Sensory Support:

Environmental Support:

- Movement breaks, large and small.
- Trusted adults who can react to my changing needs

Individual Support:

- Consistent calm approach, using calm praise and rewards
- Keep voice at an even level, I match your energy but can struggle to reregulate if I get over excited.
- Low demand, clear chunked instructions.
- I use the zones of regulation to explain my feelings
- if I am refusing to leave an area, ie playground, often if you walk away I will follow.

Appendix 5.

How to deal with challenging behaviours

Level of Behaviour	Examples of behaviours	How to deal with the behaviours	Communication	Escalation
Level 1- Low Level behaviours	• Calling out • Not listening to teacher instructions • Tapping/ making noises to disturb learning • Emotional support (upset child) This list is not exhaustive	Class teacher will use: • The Look • Verbal reminders • Discussion during playtime/ lunchtime and work missed will be completed either in classroom or the Hub • Use TA support	The Class teacher will: • Monitor and record behaviours as required (not necessarily on Arbor at this stage) • Call parents (at teacher's discretion)	If low level behaviours continue over a sustained period of time, this will escalate to Level 2- Medium level behaviours and actions.
Level 2- Medium level behaviours	• Swearing • Continued low level behaviours over a sustained period of time • Leaving classroom/ learning space without teacher consent • Name calling (inappropriate language) • Online unkindness • Perceived bullying • Theft This list is not exhaustive	Class teacher will use: • Discussion during playtime/ lunchtime and missed work will be completed in classroom • Involve the Pastoral Team (Vicky) if needed to support with the above(Pastoral phone/ Teams)	The Class teacher will: • Add incident to Arbor • Meet with pastoral team for further ideas about how to further support pupil (this could be a Behaviour Plan if needed) • Contact parents to inform them of the incident and actions taken (this could be alongside Pastoral Support- Vicky if needed)	If, following actions taken, behaviours do not improve then the Pastoral Team may: • Request a face to face meeting with parents • Request that Class teacher meet with pupils and parents to meet to improve behaviours. • Discuss how to move forward at the Pastoral meeting • Invite class teacher, TAs to a meeting to write/ review behaviour plans If Medium level behaviours continue over a sustained period of time, this will escalate to Level 3- High level behaviours and actions.
Level 3- High level behaviours	• Threatening behaviours towards staff and pupils • Deliberate physical attack	The Class teacher will: • Call for Pastoral Team (use Teams/ pastoral	The Pastoral Team will: • Inform SLT/ Head of the incident or call for support if	A meeting with parents face to face may be requested and a discussion of what improvement are needed and what will

	• Deliberate physical abuse of property (eg- upturning a classroom/ learning area) • Online aggression • Racism This list is not exhaustive	phone) for support The Class teacher and Pastoral Team will: • Try to de escalate the situation (See RAB policy techniques) • Call for SLT/ Head if needed	this is needed • Add incident to Arbor and any actions taken SLT/ Head will: • Add any further information to Arbor and actions taken • Inform parents	happen if improvements not made. This will usually be with Class teacher/Pastoral team/ SLT/ Head .This could be: • Warning and written notice to improve behaviours • Police involvement • Suspension
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Our Relationships, Attachment and Behaviour Regulation policy is based on the research within the EEF guidance report 'Improving Behaviour in Schools' 2019.

Appendix 6: Mobile Phone Agreement

Dear Parents/Carers,

As your child is now in Year 5 we are actively encouraging them to become more independent and responsible in readiness for their transition to secondary school next year. With the additional responsibilities we place on our oldest pupils come a number of privileges. Knowing that many of our Year 5 pupils walk to and from school on their own, we will be allowing them to bring their mobile phones into school providing they have permission from you to do so.

In accordance with our safeguarding and E-Safety policies and for obvious security reasons all phones will be kept in the classroom during the school day. Whilst we will take every reasonable step to ensure that phones are looked after in school, we cannot accept responsibility for any loss or damage to them.

Any instances of phones being used inappropriately in or out of school will be treated seriously and could result in this privilege being withdrawn. As issues surrounding the children's use of social media and Face Time outside of school are becoming more common, we are asking the children to sign below to agree to use their phones responsibly. Inappropriate use of messaging and social media sites is an increasing concern and can impact on children's happiness, safety and ability to learn well. Whilst we will provide more lessons on e-safety this year, we welcome your support and value the discussions you can have with your children about this at home.

Thank you for your support,

The Year 5 Team

Name of child _____

Class _____

I would like my child to bring their mobile phone into school and accept responsibility for any loss or damage.

Signed _____ (parent/carer)

I will not take photos or videos of children on the way to or from school and will not use social media, messaging services or video calls to intentionally upset or intimidate other children.

Signed _____ (child)