

Learn. Grow. Achieve. Flourish.

'I instruct you in the way of wisdom and lead you along straight paths.' Proverbs 4:11
Love. Respect. Peace. Wisdom. Responsibility. Honesty. Forgiveness. Resilience. Perseverance.

St Mary's Church of England School



Learn. Grow. Achieve. Flourish.

Behaviour Policy

POLICY: Behaviour Policy

APPROVED BY: Full Governing Board/Headteacher

APPROVED DATE: November 2025

REVIEW DATE: November 2026

This policy is: statutory

This policy is reviewed: annually

Our School Vision

St Mary's school vision is to embrace a Christian like way of living, learning and teaching.

As a Church of England primary school, we value and are ambitious for all children and are committed to providing a positive, happy, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)

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1. CONTEXT

It is a statutory requirement that all maintained schools have a behaviour policy in place. This policy is based on Legislation and statutory requirements from the Department for Education (DfE) on:

- Behaviour in Schools DfE Guidance 2022
- Searching, screening and confiscation at school 2022
- The Equality Act 2010
- Use of reasonable force in schools including the DfE guidance on the use of reasonable force 2013
- Supporting children with medical conditions at school 2014, updated 2017
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England 2022
- SEND Code of Practice 2014

2. INTRODUCTION

At St Mary's Church of England Primary School, we have high standards and high expectations of behaviour. We recognise that good behaviour in school is central to accessing a good education and everyone's wellbeing which enables us to flourish.

We believe that the use of a positive, supportive behaviour management system, which operates within a well-structured and consistent framework, contributes significantly in meeting the safeguarding and wellbeing needs of all children and maximizes learning and teaching time.

Children learn best when they are clear about what is expected of them and when they are consistently encouraged to reach these expectations. Clear guidelines, professional relationships, reinforcement of positive aspects of children's behaviour and the children's own sense of self-worth all contribute to their willingness to behave in an appropriate manner.

St Mary's recognises that a small number of pupils will need additional support to reach the expected standard of behaviour. Where necessary, appropriate provision will be identified and put in place as soon as possible to support pupils with their behaviour and self-regulation skills. When pupils do not display expected behaviours, we will respond professionally, promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. This will mean working with colleagues, individual pupils, their parents and potentially outside agencies.

3. AIMS

Our aims are to:

- Ensure good behaviour permeates every aspect of school life.
- Establish a clear and consistent approach to behaviour management for all staff to collectively always embody.
- Promote equality, the British values, our school values, our Christian ethos and the school vision.
- Improve, promote and maintain high standards of behaviour throughout the whole school.
- Ensure the behaviour culture of the school is of a high standard.
- Recognise the school as a calm, supportive and safe environment for all children, visitors and staff.
- Make a positive contribution to the development of good citizens in modern Britain.
- Enable individuals to take pride in themselves, one another, equipment and in their school when in uniform and in the community.

4. PROFESSIONAL RESPONSIBILITIES

To achieve the aims St Mary's **leadership team** will:

- Create a behaviour policy to ensure there is clarity of the expected standards of behaviour.
- Celebrate and acknowledge pupils achieving rewards for positive behaviour through weekly celebration assemblies.

- Make sure the behaviour policy is clearly understood by all staff, parents and pupils.
- Hold regular training for staff on behaviour to ensure a consistent understanding is embedded across the school.
- Have a system in place to make sure pupils do not miss out on rewards or sanctions.
- Model the behaviours expected of all staff.
- Be visible by welcoming children into school and visiting areas of the school such as classrooms, the lunch hall, playground etc. on a regular basis.
- Check pupils come into school and move around the school in an orderly manner.
- Monitor behaviours outside of school (e.g. during trips, local walks, swimming, church visits).
- Engage in regular Q&A sessions with pupils around the school regarding behaviour including those with high needs.
- Take action to work with those who fail to follow the behaviour policy (accountability, training and support).
- Monitor the amount of praise, rewards and sanctions given by individual staff.
- Ensure staff praise good work and behaviour.
- Ensure staff understand the special needs of pupils and make allowances for this.
- Support teachers to have clear plans in place for pupils who are displaying negative behaviour.
- Put in place a suitable programme of support for pupils with behavioural needs.
- Build positive relationships with parents and pupils, particularly those who have children with behavioural difficulties.
- Monitor behaviours and reporting of incidences.

To achieve the aims St Mary's **teachers and support staff** will:

- Behave according to the 7 principles of public life.
- Read, understand and always follow the school behaviour policy.
- Meet and greet pupils in the classroom every day.
- Create a calm, orderly and safe class environment.
- Share and display the class rules.
- Share and display the tariff of systems for rewards and sanctions (Dojos and Levels and school rules).
- Ensure a visual timetable of the day is displayed and shared with the pupils.
- Have a plan in place for those who are struggling to display expected behaviours and regularly review this with the inclusion lead, parents and the child.
- Understand pupils' individual needs and be supportive of these.
- Remain calm, in control and professional (it is expected no staff member will raise their voice, scare, belittle or humiliate a child, visitor, parent or staff member).
- Be aware of their use of tone ensuring that it creates a sense of safety and demonstrates their authority when needed in a calm and professional manner.
- Use good manners to all staff, visitors, parents and pupils.
- Form a good relationship with parents/carers and communicate with respect.
- Ensure all resources are prepared in advance of teaching.
- Ensure lessons are carefully planned to meet the needs of all learners through differentiation.
- Praise the children who are doing the right thing rather than criticise those doing wrong.
- Teach children the class routines, behaviour expectations and transitions and remind them of these regularly. Ensure the visuals to support this are displayed in the classroom.
- Teach children the behaviour expectations across the school.
- Support playtime and lunchtime staff with behaviour management.
- Report on any negative behaviour on CPOMS.

In addition to the above, **year leads** will:

- Support their colleagues to ensure they consistently follow the behaviour policy and support them when experiencing difficulties implementing classroom management systems.
- Demonstrate positive behaviours and act as an ambassador to colleagues, visitors, parents and pupils.
- Monitor behaviour policy expectations across the year group to maintain consistency.

- Reinforce and discuss behaviour expectations in year group meetings, identifying those pupils who require additional support or pastoral processes such as MHST or ELSA.
- Report behaviours and any incidences on trips, clubs, walks and visits to a SLT member.
- Report to SLT staff who have difficulty with following the behaviour policy, the behaviour management of their class and personal emotional stresses.

To achieve the school behaviour aims St Mary's **parents** are expected to:

- Greet their child with a smile at the end of the day.
- Be supportive of the school behaviour policy.
- Form a good relationship with the school and communicate with respect and courtesy.
- Be aware of the appropriate behaviour expected while on site.
- Model good behaviours to their child(ren).
- Support the school rules, expectations and consequences given to their child.
- Always show respect to the school staff and members of the school community.
- Report any concerns to the school and not confront other children or parents to discuss any issues.

5. **PUPIL VOICE**

During a discussion with the pupils of St Mary's, they want staff to:

- Help them to learn.
- Treat them with respect.
- Listen and don't shout.
- Be happy.
- Make everyone feel important and valued and develop their confidence.
- Be fair.
- Give them Dojos / stickers for being good and for doing good work.
- Give them a 'fresh start' every day demonstrating our school value of forgiveness.
- Deliver engaging lessons.

Taking research and pupil voice into account, the school has adopted a positive teaching and learning approach towards behaviour. To maximise this, any incidents of bullying, discrimination, aggression, and derogatory language (including name calling and racism) are dealt with quickly and effectively. Children will be encouraged to reflect and learn from their behaviours making better choices in the future (restorative approach).

6. **ST MARY'S SCHOOL RULES**

The school has adopted three simple rules that have a great deal of meaning behind each of them. Children will be taught these rules and reminded at the start of each term, so they become embedded as part of their behaviour and school culture.

Be Ready. Be Respectful. Be Safe.

- **Be Ready:**
 - To learn and make progress (this includes compliancy towards uniform, equipment, attitude).
 - Be punctual and prepared.
 - Be ready to accept responsibility for one's actions.
- **Be Respectful**
 - Demonstrate respect to everyone; to their peers, to their parents/carers, to all staff; and to the environment both inside and outside of school
 - This includes being courteous, considerate, tolerant of others and their views, acknowledging and

stopping for adults, making eye contact while speaking or being spoken to, showing gratitude, good work ethics, and support tidiness in their class and around the school.

- **Be Safe**

- Make responsible choices and learn to manage conflict and disagreements respectfully and honestly.
- Showing responsibility for health and safety within the school.
- Know how to keep safe online and in the community and through reporting any concerns to an adult.
- Demonstrate expected transition and classroom behaviours,
- Walk around the school safely and sensibly demonstrating the St Mary's Way – hands behind back.

Alongside these 3 simple rules pupils are expected to demonstrate the Core Values of St Mary's. Pupils are also expected to 'Give me 5' – these are key behaviours that demonstrate they are following the 3 overarching rules. These are taught explicitly, and reminders are displayed in classes. This helps pupils to be clear about what expected behaviour looks like in a range of situations such as in the classroom and travelling around the school. These posters are attached as an appendix at the end of this policy.

Managing Challenging Behaviour in the EYFS

In Nursery, we are committed to creating a safe, nurturing, and inclusive environment where every child can thrive. We recognise that young children are still developing their social, emotional and communication skills and may at times express themselves through behaviours such as hitting, biting, kicking, scratching, shoving, spitting, pulling, shouting or defiance. These behaviours are not seen as intentional misbehaviour but as signals that a child may need support in managing their emotions or communicating their needs.

To support this, the Nursery/YR team use a variety of visuals to help children identify and regulate their feelings.

The Nursery/YR team is expected to respond to such behaviours consistently, calmly and with empathy. Staff will use clear, age-appropriate language to help children understand boundaries and expectations. For example, instead of saying "Don't hit," staff will say, "We use gentle hands," or "Hitting hurts, we keep our friends safe." The focus is always on teaching and reinforcing positive behaviour. Sometimes it may be appropriate for a child to have a timeout for up to 5 minutes to identify and regulate their own emotions and behaviour, understanding what appropriate behaviour is both at home and at school.

When incidents occur, staff will follow a restorative approach: ensuring the safety of all children, comforting those affected and helping the child who displayed the behaviour to reflect and learn. All incidents will be recorded and communicated to parents or carers on the same day, with sensitivity and professionalism. We believe in working in partnership with families and will involve parents early when patterns of challenging behaviour emerge. Together, we will agree on consistent strategies to support the child both at home and in the setting.

The Nursery/YR team will receive regular training and guidance to ensure they feel confident and supported in managing behaviour. Our shared goal is to help children develop self-regulation, empathy, and respectful relationships with others.

EYFS Behaviour Management Scheme:

As a school we recognise that younger pupils require a more nurtured based approach to help them regulate behaviour. In EYFS we follow these core principles:





- **Positive Reinforcement:** we focus on encouraging good behaviour rather than punishing bad behaviour.
- **Consistency:** we ensure all staff follow the same rules and responses.
- **Clear Expectations:** we use simple language and visuals to communicate rules.
- **Emotional Literacy:** we help children understand and express their feelings.
- **Safe and Supportive Environment:** we create a space where children feel secure and valued.

In line with the rest of the school we encourage all pupils to follow the 'Give me 5' and the St Mary's Rules.

Alongside these visual displays, staff use consistent simple, positively phrased rules such as:

- "We use gentle hands."
- "We listen when others are talking."
- "We walk inside."
- "We tidy up after play."
- "We share and take turns."
- We reinforce these daily.

To help children understand consequences we use a simple traffic light system which provides visual prompts to enable children to take ownership of their behaviour choices. :

-  Green – Great choices! Praise and rewards.
-  Yellow – Reminder needed. Gentle correction.
-  Red – Unacceptable behaviour. Time-out or reflection.
- 

Children can move up or down based on their choices, with opportunities to return to green.

Positive is recognised and celebrated by:

- Verbal Praise: Immediate and specific ("Great job sharing your toys!").
- Stickers / Star Charts: For consistent positive behaviour.
- Special Roles: Line leader, helper of the day.
- Celebration Time: Weekly recognition of kind and helpful behaviour.

Where behaviour becomes challenging, staff will follow a 4-step approach:

- Step 1: Distraction & Redirection – Offer alternative activities.
- Step 2: Calm Conversation – Use "I" statements and active listening.
- Step 3: Reflection Time – Quiet space to think and reset.
- Step 4: Parent Partnership – Communicate regularly with families. Home-school communication books for key pupils.

To further support pupils, staff may use a range of Emotional Support Tools, such as:

- Feelings Chart: Children point to how they feel.
- Calm Corner: A cozy space with sensory toys, books, and emotion cards.
- Social Stories: Use short stories to teach appropriate behaviour.

7. REWARDING GOOD BEHAVIOUR

Children who are seen to be following St Mary's school rules and are making a concerted effort to use good behaviours must be encouraged and rewarded. Rewarding good behaviour must be the norm and all staff must engage in achieving this. All staff should be pro-active in celebrating ordinary good behaviour overtly and often throughout each day. It is expected that rewards are frequent, consistent and genuine.

Rewarding positive behaviour

The main vehicle for rewards within the classroom will be Class Dojo points. Dojos are awarded in acknowledgment of good work and positive behaviour, and clear application of the school rules and core values.

- On receipt of 50 Dojos a child will receive a bronze certificate in assembly together with a stationary prize.
- On receipt of 100 Dojos, they will receive a silver certificate and an educational resource.
- On receipt of 150 Dojos, they will receive a gold certificate and be able to choose a book from our box of specially purchased book prizes.

Each week the class teacher selects a child to receive a praise postcard. This card is sent home and explains to the parents how their child may have followed the school rules and core values, produced superb work, overcome a challenging situation or been an excellent role model for example.

A child from every class will also be selected to receive the Weekly Recognition Award which is celebrated in the weekly celebration assembly. These pupils will be invited to a break time reward with SLT and will be provided with a healthy snack to acknowledge their hard work, positive attitude and effort.

Staff will give verbal praise taking into consideration the sensitivity of the child (all staff are encouraged to do this and includes smiling, giving recognition and thanking children for their behaviour either privately or publicly).

100% class attendance is also rewarded with a 'dress-down Friday' for each class that achieves full attendance over the week. This is shared and celebrated in the weekly celebration assembly.

To encourage children who struggle to follow directions and rules, staff need to be skilful at building a good relationship with the child and employ a range of strategies in conjunction with effective teaching.

8. DEALING WITH POOR BEHAVIOUR

Low level disruption and behaviours

When dealing with low level instances of poor behaviour the following strategies may be used as guidance:

- Pre-empt poor choices
- Praise of children nearby
- The 'look'
- Stand close and encourage back to work
- Visit the child and ensure that the work/activity is understood and at an appropriate level. If a child is not on task in a lesson, always look to your own practice first and the content of the work. Ask: Is it engaging? Is it at the right level for the child? Do I need to re-teach or re-engage?
- When children continue to ignore directions and/or are disruptive teachers may give a clear rule reminder using the class rules display, a warning and give a reminder of the consequence, so the child has a clear choice about following direction.
- Speak to the child calmly to establish the problem or cause for the behaviour. For some pupils, it may be better to speak to them away from their peers.

Behaviours are categorised according to severity and possible sanctions are proportionate to the behaviour displayed. Where children choose not to make the correct choices they will go through the Level of Behaviour system. To support staff to implement a consistent approach across the school, a Behaviour Management Guidance sheet is attached to this policy (see Appendix 1). This clearly outlines example behaviours and categorises the level and advises on behaviour management strategies and actions to be taken.

Level 1 and 2: These are verbal reminders of the correct behaviour. The child will be reminded of the 3 rules and core values, with focus being placed on the rule which they have chosen not to follow. Level 2

- **Level 3:** Should a child persist in breaking the 3 rules or engaging in behaviour that warrants an immediate Level 3 (as outlined in appendix 1), sanctions could include SLT detention or 'Time out' in another class in a year group above. Pupils may be asked to write a letter of apology (or picture if age appropriate) with reference to school core values. A meeting with parents will be arranged with the Year Lead.

Level 4: For further infractions, or behaviour that warrants an immediate Level 4 (as outlined in appendix 1), sanctions could include an internal exclusion. A meeting with parents will be arranged with a member of the SLT.

Level 5: Should a child continue to make poor choices or demonstrate behaviour that warrants an immediate Level 5 (as outlined in appendix 1), they will be sent to the Headteacher. This will be logged on CPOMS and their parents will be informed by telephone, followed up with a standard letter requesting them to attend a meeting to discuss their child's behaviour.

At the meeting, strategies will be discussed to support better choices, and the parents will be asked to support their child in changing their behaviour. On the day the Level 5 occurs, the child will remain out of class for rest of day and work on classwork (if they can complete it independently). They may also receive a further internal exclusion the following day.

Direct progression to Level 5 and Exclusions:

For serious or extreme unacceptable behaviour children may progress straight to Level 5. Examples of such behaviour are listed below, but are not exhaustive:

- Extreme danger or physical abuse to staff or pupil
- Significant abuse/ threatening behaviour to staff, pupils or parents
- Serious challenge to authority that could lead to serious danger
- Physical abuse to member of staff
- Possession of a weapon with intent to harm.

Direct progress to a Level 5 must be authorised by the Headteacher before parents are informed. In the unlikely event of a child receiving two Level 5's in one month or less for the same type of behaviour, further support may be needed.

Examples of support may include:

1. Children can be removed from clubs including breakfast club, afterschool club and sports clubs if their behaviour is affecting the safety of themselves, and/or others.
2. Children may be referred to SEBDOS, behaviour panel or any other relevant outside agency that can offer additional support for that child where relevant.
3. These children will be closely monitored by the Inclusion Team and may also be given ELSA support.
4. It may be decided to move a child to a different class either temporarily or permanently depending on the child's needs.

As a last resort, children may be issued with a suspension or even permanent exclusion, but suspensions are rare, and a permanent exclusion has not happened in the tenure of the previous or current headteacher.

[See Appendix 2 for Reference.](#)

Sanctions

To prevent the need for sanctions because of poor choices. Adults must implement the following strategies to develop excellent behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH the correct behaviour and reason for it
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Sanctions should

- Be given with clear reference to which rule and core value has not been demonstrated.
- Make it clear that unacceptable behaviour affects others and is an offence against the school rules which impacts on our community.
- Not apply to a whole group or class for the activities of an individual.
- Be consistently applied by all staff to help children and staff feel supported, safe and secure.

Sanctions need to be in proportion to the offence. It should be made very clear that it is the child's behaviour that is unacceptable, and any sanction should address this; not be made personal to the child.

More serious behaviour can include:

- Being extremely physical and hurting another child (such as kicking, shoving, punching or biting)
- Verbally provoking another child
- Swearing
- Theft
- Being extremely rude and disrespectful to adults and others
- Damaging school property or that of our neighbour
- Absconding from adult supervision.

These incidents will not result in a reminder or a warning but result in Level 3/4/5 repercussions.

The school staff will record all Level 3 and above behaviour incidents on CPOMS. Year Leads will be notified of any incidents that are considered Level 2 or above.

The Behaviour Team (AHTs) will be alerted of all Level 3 and above behaviours and where necessary will assist with the investigation and action of Level 3 and 4 behaviours. The incident, actions and outcome will be recorded CPOMS.

Any Level 5 behaviours will be actioned by the Headteacher.

Persistent poor behaviour choices

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Language around Behaviour

At St Mary's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should always remain professional and calm.

Conversations should refer to the behaviour rules and core values and behaviours should be discussed as the behaviours they are and not be personal to the child.

Staff must always be mindful of their tone of voice and model respectful language and conversations.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS under the correct category.

Extreme Behaviours

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for some children they need to feel a level of safety before they can stop exhibiting extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke "Wellbeing / Behaviour Support Plan".

When dealing with an episode of extreme behaviour, a child may need Positive handling. This will only be used as last resort.

See Positive Handling Policy.

Exclusion

There may be exceptional and rare circumstances in which an exclusion becomes necessary. In this case, only the HT will exclude a child. In some cases, it may be appropriate to 'internally exclude' a pupil for a limited period, i.e. a morning or afternoon or a full day. In this situation the child would be withdrawn from class and supervised by a member of staff where they would be expected to complete their work away from their peers. This would be at the discretion of the SLT following an extreme behaviour incident (Level 4/ Level 5) and parents would be informed. [See Appendix 2.](#)

Recovery, reflection and making amends

It is extremely important to make time for recovery and make amends, no matter how big or small the incident. Before attempting to make amends, the child needs to have had time for recovery so that they are regulated, using their thinking brain, listening and communicating.

Reflection is an essential part of the children's social and emotional learning. After an incident a child may not be regulated sufficiently to process information and reflect effectively until the following day. Staff need to be mindful of this; however, it is possible to start the amends process.

Making amends should reflect the nature of the incident. As far as possible, the consequences should be a natural outcome of the incident, for example:

- Help an adult repair the damage
- Undertake an act of kindness for someone they hurt or upset
- Offer an apology, verbally, in a note, card or a drawing.

The child's preferred method should be used. It is important to remember that a few of the children lack the understanding and empathy it requires for an apology to be meaningful. Although we acknowledge that learning to apologise is an important aspect of social learning, we emphasise the value of practicing reflection over time.

In cases of repeated/serious damage and injury, this should be referred to the SLT who will then consider appropriate next steps including parental involvement and additional support as appropriate.

Pupils with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

We are aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We are conscious of our legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face because of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed on a pupil exhibiting the same behaviour who does not have that disability.

An individual Behaviour Support Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice may be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Please read our Special Educational Needs Policy for more information.

Investigating Incidents

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, St Mary's will ensure that a responsible adult is always present and will inform the pupil's parents of what has happened as soon as possible.

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school rules and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as part of keeping children safe or the investigation and are protected from liability for damage to, or loss of, any confiscated items.

A teacher or someone who has lawful control of the child can search for a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

Parents will be informed to come into school and conduct a search in the first instance. If not possible then the Headteacher and other members of staff authorised by them will have the right to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "Legal highs"
- stolen items
- e-cigarettes, vapes, tobacco and cigarette papers
- fireworks
- pornographic images or articles that have been or could be used to commit an offence or cause harm

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. If a

pupil refuses access the parent will be called to conduct this activity. These data or files may be erased before returning the item if they believe there is good reason to do this. If indecent images or pornography are believed to be on any device seized, the police will become involved. Staff or parents should never view inappropriate imagery.

Use of reasonable force

St Mary's strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the HT has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where pupils need to be held to help them to calm down will be recorded and reported to parents.

Bullying

St Mary's will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. Bullying is defined as the repetitive, intentional harm of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

St Mary's aims to make sure that all pupils feel safe and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Involving parents/carers

We value and recognise the knowledge, views and first-hand experience parents/carers have regarding their child. We believe that it is essential to:

- Work in partnership with parents/carers to support their child's learning and development.
- Formulate a Home School Agreement
- Maintain regular communication with parents/carers

Reporting and recording

When recording incidents please include:

- Date and time incident occurred
- Witnesses to the incidents
- In the child's words what happened
- Unpick what led up to the event
- Actions/outcomes
- Meeting dates with parents

All Level 3,4 and 5 incidents should be recorded on CPOMS under the Category of 'Behaviour' and the appropriate Level. These will be viewed by SLT, Designated Safeguarding Lead and in some cases by the Year Lead if appropriate. Level 1 and 2 will be tracked separately and are for information only and will not necessarily require any action to be taken but will help to build up a picture of pupil's behaviour over time.

Damage to school property

The school reserves the right to make reasonable charges for school property damaged due to inappropriate behaviour by children. See [Charging & Remissions Policy](#).

Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should follow the school complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

The Behaviour Policy will be reviewed bi-annually to assess its implementation and effectiveness.

Reference to other policies

This policy should be read in conjunction with the following documentation:

- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Exclusions Policy
- Health and Safety Policy
- SEND Policy
- Anti-Racism Policy
- Social Media Policy
- Aggressive Behaviour from Visitors and Parents
- Governor Behaviour Principles
- Equality Statement and Policy
- Charging and Remissions Policy

OTHER SCHOOL BEHAVIOUR GUIDANCE FOR STAFF:

- Transitions around school
- Collective Worship expectations
- Library Rules
- Fire Drill expectations
- Playtime rules and behaviours
- 7 principles of public life

Ratified by the chair of governors on behalf of the governing board.

Name: _____

Signature: _____

Date: _____

Appendix 1

Behaviour Management Guidance

When staff are addressing behaviour, the school core values and rules must be referred to and made explicit. Children should be aware of which values / rule has not been demonstrated. This is not an exhaustive list of behaviours and staff must apply professional judgement when considering the severity and level of behaviour and aligned consequences. Staff must also consider if a pupil has SEND and if this has directly contributed towards their behaviour and make reasonable adjustments in line with this.

Behaviour Level	Example behaviours	Behaviour management strategies	Actions taken
1 – low level	<ul style="list-style-type: none"> • Not on task • Distracting others • Not listening or following instructions • Being unkind to others (e.g. not sharing resources) • Minor playtime incident (first time) • Unsafe movement around the classroom / school 	<ul style="list-style-type: none"> • REMINDER of school rules and values • WARNING that further negative behaviour will result in Level 2 sanctions • Informal tone of voice • Praise of other children • Reminder of rules • A quiet word • Quiet, unobtrusive 'What should you be doing?' or 'Are you okay?' • Non-verbal gestures- 'the look', clicking for attention to redirect attention – not to shame or humiliate. • Re-seat strategically • Adult placement 	<p>Managed by TA/ class teacher</p> <p>CT makes note on class behaviour log.</p>
2	<ul style="list-style-type: none"> • Continued low level behaviour despite Level 1 warning. • Not moving around the school in the St Mary's way following a reminder. • Escalated play leading to 'playfighting'. 	<ul style="list-style-type: none"> • WARNING that further negative behaviour will result in Level 3 sanctions • Change of tone of voice – formal tone, authoritative, reduced language • Seat somewhere separate from class group • Set a time limit for improved behaviour • Reminder of expected behaviour • Move to end of row if in assembly, large class group • Additional time (age appropriate) in class at playtime to repay behaviour, e.g. completing work, etc. • Informal conversation with parent/carer • CT to have conversation with child to redirect positive behaviour 	<p>Managed by TA/ class teacher</p> <p>CT makes note on class behaviour log.</p>

Behaviour Level	Example behaviours	Behaviour management strategies	Actions taken
3 – challenging	<ul style="list-style-type: none"> ● Repeated refusal to comply or follow class teacher’s instructions despite Level 1 & Level 2 warnings ● Answering back ● Stealing / intent to steal ● Threatening behaviour – verbal ● Verbal abuse - discriminatory name calling ● Indirect use of discrimination, racism (lack of understanding) ● Deliberate destruction of school property through careless behaviour e.g. graffiti on books, classroom equipment ● Telling lies 	<ul style="list-style-type: none"> ● ‘Time out’ in another class in a different year group the next day. ● Pupil to be escorted by a member of staff and take work to complete with them. ● Y6 to go to Y3; Y5 to go to Y2; Y4 to go to Y1; Y3 to go to Y6; Y1 to go to Y3; Y2 to go to Y4. ● KS1: 20 min ● KS2 : 30 min ● Reflective / restorative conversation following timeout. ● Possible SENCo involvement (if SEND concerns) ● Child writes a letter of apology (or picture if age appropriate) with reference to school core values. ● Meeting with parents (SLT/Class teacher) 	<p>Teacher makes note on CPOMS and links Year Lead for oversight. Behaviour Team alerted. Record as Level 3. Year Lead informed via CPOMS.</p> <p>CT / Year Lead to inform parents on the day – face to face / phone call</p> <p><i>If 2 occurrences of Level 3 behaviour within a week, this will trigger a formal meeting with HT and pupil and lead to Level 4 repercussions.</i></p>
4	<ul style="list-style-type: none"> ● Continuation of Level 3/4 behaviours despite previous warnings and sanctions. ● Leaving the classroom without permission (defiance not dysregulation) ● Deliberate physical aggression – hitting, kicking, pushing ● Ongoing deliberate and purposeful disruption of class activity ● Refusal to follow instructions that could lead to serious danger ● Behaviour is creating a health and safety risk to other pupils ● Deliberate vandalism of school building ● Inappropriate conduct whilst wearing uniform on school trip (bringing school into disrepute) 	<ul style="list-style-type: none"> ● SLT detention break/lunch time – reflection room (Duty Rota) ● Internal suspension to be decided by SLT (1/2 / full day-See Appendix 2) ● Meeting with parents (AHT, CT, parents) ● Reflective / restorative conversation ● Possible withdrawal from next club or event/trip (if appropriate and behaviour related to club/event/trip) ● Behavioural/Pastoral Support Programme, Involvement of other agencies (CAMHS, SEBDOS, Inclusion team etc) 	<p>Managed by Assistant Headteachers</p> <p>Teacher makes note on CPOMS and links Year Lead for oversight – record as Level 4. Behaviour Team alerted.</p> <p>AHT to inform parents and update CPOMS.</p> <p>AHT to have meeting at the end of the day / next working day with parents and class teacher.</p>

	<ul style="list-style-type: none"> Inappropriate use of ICT whilst at school (mobile phones/ laptops etc) 		
Behaviour Level	Example behaviours	Behaviour management strategies	Actions taken
5 – significant	<ul style="list-style-type: none"> Extreme danger or physical abuse to staff or pupil Significant abuse/ threatening behaviour to staff, pupils or parents Serious challenge to authority that could lead to serious danger Physical abuse to member of staff Leaving school without permission Possession of a weapon with intent to harm. Swearing Definite and intentional use of discrimination, bullying or racism 	<ul style="list-style-type: none"> Internal suspension - minimum full day – see Appendix 2. Possible external suspension Possible permanent exclusion Possible managed move Behavioural/Pastoral Support Programme involvement of other agencies (CAMHS, SEBDOS, Inclusion team etc) 	<p>Managed by Headteacher</p> <p>Teacher makes note on CPOMS and links Year Lead for oversight – record as Level 5</p> <p>HT to inform parents and formal meeting arranged within 5 working days.</p>

Restorative / reparative questions:

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel? *Which of our values was not demonstrated?*
5. Who has been affected?
6. What should we do to put things right?
7. How can we do things differently to *demonstrate the values of...*?
8. What have you *learned*? How will you *achieve* better behaviour?
9. Remind pupils that with positive behaviour *we all flourish*.

Appendix 2

Risk with Consequences: Pupils with Extreme/Challenging Behaviours

	Category of Risk				
	Level 1 Low Risk Minimal harm, disruptive to learning	Level 2 Moderate Risk Potential minor injury, emotional distress, disruption	Level 3 High Risk Serious injury risk, high emotional impact, safeguarding concern	Level 4 Critical Risk Severe injury/property damage, safeguarding breach	Level 5 Sustained Critical Risk Severe injury/property damage, safeguarding breach
Examples of Challenging Behaviour	Consequence				
Reminder of expectations - Redirect to activity - Restorative conversation - Record if persistent	Removal from group/area - Formal incident record - Restorative conversation - Parent informed if repeated	Evacuate pupils - Crisis team/SLT called - Incident logged as high-level - Parents contacted same day - Review risk plan - Possible internal suspension first instance: ½ day second instance: 1 day (1.5 days cumulative) third instance: 1.5 days (3 days cumulative) fourth instance: 2 days (5 days cumulative) fifth instance: 2.5 days (7.5 days cumulative) sixth instance: 3 days (10 days cumulative) seventh instance: 3.5 days (14 days cumulative)	SLT immediate intervention - Emergency safeguarding procedures - Parents/Guardian contacted immediately - External agency involvement - Fixed-term suspension up to 15 school days in a full term: first instance: ½ day second instance: 1 day (1.5 days cumulative) third instance: 1.5 days (3 days cumulative) fourth instance: 2 days (5 days cumulative) fifth instance: 2.5 days (7.5 days cumulative) sixth instance: 3 days (10 days cumulative) seventh instance: 3.5 days (14 days cumulative)	Permanent Exclusion/Managed Move 1. Critical one-off incident of significant harm/damage to school property/staff/children/visitors/external agencies 2. Pattern of rising fixed term exclusions. 3. Pattern of rising internal exclusions as extreme behaviour is rising.	
Risk to Self					
Jumping on/off tables: slipping/ falling off					
Throwing object: hitting self					

Throwing table/chair: slipping/falling					
Throwing object at glass window/door: cutting self					
Risk to Staff/Children					
Spitting	Spitting on inanimate object outside e.g. concrete floor, window, door	Spitting on inanimate object inside.	Spitting at staff/children: spread of germs.	Sustained physical aggression.	Repeated sustained physical aggression with intent to harm.
Throwing: small objects	Act of physical aggression with no intent to harm due to: SEND/Emotional need.	Act of physical aggression with no intent to harm due to: SEND/Emotional need.	Act of physical aggression with intent to harm.	Sustained physical aggression.	Repeated sustained physical aggression with intent to harm.
Throwing: dangerous objects e.g. scissors, heavy metal objects, tables, chairs, hard backed books,	Act of physical aggression with no intent to harm due to: SEND/Emotional need.	Act of physical aggression with no intent to harm due to: SEND/Emotional need.	Act of physical aggression with intent to harm.	Sustained physical aggression.	Repeated sustained physical aggression with intent to harm.
Assault: kicking/hitting/punching/scratching/pulling hair/biting/pushing with force/strangling	Act of physical aggression with no intent to harm due to: SEND/Emotional need.	Act of physical aggression with no intent to harm due to: SEND/Emotional need.	Act of physical aggression with intent to harm.	Repeated sustained act of physical aggression with intent to harm.	Repeated sustained physical aggression with intent to harm.
Destruction of Property					
Throwing: small objects	Throwing on the floor.	Throwing at inanimate targets.	Throwing at school property with intent to damage.	Sustained physical aggression with intent to harm.	Repeated sustained physical aggression with intent to harm.
Destruction of property Throwing: large objects	Throwing on the floor.	Throwing at inanimate targets.	Throwing at school property with intent to damage.	Sustained physical aggression with intent to harm.	Repeated sustained physical aggression with intent to harm.
Throwing: dangerous objects e.g. scissors, heavy metal objects, tables, chairs, hard backed books,	Throwing on the floor.	Throwing at inanimate targets.	Throwing at school property with intent to damage.	Sustained physical aggression with intent to harm.	Repeated sustained physical aggression with intent to harm.

Appendix 3

Behaviour Standards: A Consistent Whole School Approach

Transition for Fire Drill

The school expects fire drills to be a well-rehearsed and calm experience taking into consideration transition safety aspects. All classes are expected to demonstrate the following:

PHASE 1

- *Teacher uses WALKTHRU model 1, 2, 3 so all children line up calmly and silently.*
- *Children to begin to walk to destination in a straight line, in silence with hands clasped behind their back.*
- *Medical bag and register to hand and grabbed to take out.*
- *Teacher sets stopping points for the children to keep together.*
- *Teacher monitors line by staying towards middle and observing closely.*
- *If TA present, stay at the back and monitor to ensure all children arrive safely at the destination and close class door when leaving.*

PHASE 2

- *Children stop at destination fire point.*
- *Teacher does head count and takes register.*
- *Children and staff remain silent.*
- *Teacher puts hand up once all checks completed.*
- *All visitors to the outdoor classroom.*

PHASE 3

- *Children follow instruction and wait quietly for next step.*
- *Class walks back to classroom in same manner*

Fire drills must be rehearsed so children and adults know what to do. Children should always transition in silence. If the class is noisy then it is recommended time be spent rehearsing transition behaviours until they are of a high standard.

Appendix 4

Taken from Gov.UK

1. The Seven Principles of Public Life

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

1.1 Selflessness

Holders of public office should act solely in terms of the public interest.

1.2 Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

1.3 Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

1.4 Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

1.5 Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

1.6 Honesty

Holders of public office should be truthful.

1.7 Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

BEHAVIOUR MANAGEMENT LEVELS



Level 1

WARNING



Level 2

FINAL WARNING



Level 3

**REFLECTION TIME
IN ANOTHER YEAR GROUP**



Level 4

TIME OUT WITH SLT



Level 5

**INTERNAL EXCLUSION
WITH HEAD TEACHER**



Learn. Grow. Achieve. Flourish

TRANSITION AROUND BUILDING



Smile



Stand proud



Straight ahead



Sensible



Single file



I instruct you in the way of wisdom and lead you along straight paths. (Proverbs 4:11)

MANAGING TRANSITION



1 2 3



**MY TURN,
YOUR TURN**

**TALK TO
YOUR PARTNER**



**SILENCE
SILENT
THUMBS**



'GIVE ME 5'

BEHAVIOUR EXPECTATIONS



**EYES
LOOKING**



**EARS
LISTENING**



**MOUTH
SILENT**



**HANDS/FEET
STILL**



**BRAIN
THINKING**

Behaviour plan template for pupils with behavioural needs

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
<p>Date of birth:</p> <p>Date plan starts:</p> <p>Date of next review:</p>	<p>Medical conditions/needs:</p> <p>Staff working with the pupil:</p>
<p>Challenging behaviour</p> <p>What does it look like?</p> <p>How often does it happen?</p> <p>How long does it last?</p>	<p>Targets</p> <p>What are we working towards?</p> <p>How do we get there?</p>
<p>Reasons for the behaviour</p> <p>Consult parents/carers and the pupil (where appropriate) when filling out this box.</p> <p>What's going on in the pupil's life that might be causing this behaviour?</p> <p>Why might this behaviour happen?</p> <ul style="list-style-type: none"> • To get attention • To avoid something • To get something tangible • To meet a sensory need 	<p>Any special educational needs (SEN) that may affect behaviour</p> <p>If the pupil has SEN that affects behaviour, the SENCO should detail them here.</p> <p>How does the pupil's SEN affect their behaviour?</p> <p>How could the school's behaviour policy be adapted to meet their needs?</p>
<p>Strategies for maintaining positive behaviour</p> <p>How do we maintain positive behaviour?</p> <p>What does the pupil like?</p> <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 	<p>Triggers and warning signs</p> <p>What triggers might cause an incident?</p> <p>How do we prevent an incident?</p> <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment)

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
<p>Reactive strategies</p> <p>How do we diffuse the situation?</p> <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques <p>At what stage should another member of staff be informed? Who should this be?</p>	<p>Support after an incident</p> <p>How do we help the pupil reflect and learn from the incident?</p> <p>Is there anything that staff can learn about working with this pupil?</p>
<p>Skills and Talents</p>	<p>Achievements</p>
<p>Likes</p>	<p>Dislikes</p>
<p>Agreement:</p> <p>Parent/carer name</p> <p>Parent/carer signature</p> <p>Date</p>	<p>Staff name</p> <p>Staff signature</p> <p>Date</p>
<p>Behaviour plan evaluation and next steps:</p> <p>How effective is the plan?</p> <p>Record suggestions to be considered when this plan is reviewed.</p>	

Pupils exhibiting challenging behaviour: template risk assessment

- > If the pupil is displaying risk of self-injury, self-harm or suicide, use this guidance from [Hertfordshire Safeguarding Children Partnership](#) to adapt the template

General information	
PUPIL'S NAME	
DATE OF BIRTH	
ASSESSMENT COMPLETED BY	
SIGNATURE	
DATE OF ASSESSMENT	
REVIEW DATE	

Verbal aggression

For example: regular angry outbursts or shouting, swearing or being very argumentative.

Identification of risk	
What risks does this behaviour pose?	For example: Causes distress and/or anxiety in pupils and/or staff Could turn into physical aggression

Identification of risk

Who is affected by the risk?	For example: Other pupils Staff Wider school community
------------------------------	---

assessment of risk

In which situations does the risk usually occur?	Describe any triggers that you know of, e.g.: Being asked to do something by a member of staff Being told 'no' Working with a particular pupil/group of pupils When there is disruption at home
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited verbal aggression on many occasions when being asked to do something by a member of staff, presume that the risk is likely to arise.

assessment of risk	
If the risk arises, who is likely to be injured or hurt?	For example, if verbal aggression has the potential to turn into physical aggression, it could be: Pupils in close proximity The pupil themselves The class teacher Staff on lunchtime supervision duties
What kinds of injuries or harm are likely to occur?	For example: Physical injuries, such as bruises or cuts, if the verbal aggression turns into physical aggression Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Would those affected require medical attention, or counselling? How long-lasting would the impact be?

Risk reduction			
Type of action	options	benefits	drawbacks
Proactive interventions to prevent risk i.e. before the pupil displays challenging behaviour	For example: Being aware of the triggers Setting clear boundaries for what is acceptable and what isn't	For example: The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z, which triggers the risk The measure is set out in the pupil's behaviour plan	For example: The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers The pupil does not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: Time out for the pupil in a safe, calm area Moving the pupil to a quiet area in the classroom	For example: The change of scenery may help the pupil calm down There's no need for the pupil to leave the classroom and they can rejoin the lesson when they have calmed down	For example: If the time out area is outside of the classroom, there would need to be a member of staff to supervise It may be difficult to find space for a quiet area in the classroom

Risk reduction			
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: Removing the pupil from class to calm down Withdrawal of attention or the use of a distractor	For example: Prevents other pupils from being in close proximity Can be an effective way to step in without using reasonable force or physical restraint	For example: Requires a safe space and a member of staff to be with the pupil May not be effective with all pupils

Physical aggression

For example: frequently hitting, biting or kicking others, or hair pulling.

Identification of risk	
What risks does this behaviour pose?	For example: Causes injury or harm Leads to anxiety in pupils and/or staff
Who is affected by the risk?	For example: Other pupils The pupil themselves Members of staff Wider school community

assessment of risk	
In which situations does the risk usually occur?	Describe any triggers that you know of, e.g.: Being told 'no' Disagreements with another pupil When there is disruption at home

assessment of risk	
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited physical aggression on many occasions when being told 'no', presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	For example: Anyone triggering the behaviour, e.g. the class teacher who told the pupil 'no' Pupils or staff in close proximity The pupil themselves
What kinds of injuries or harm are likely to occur?	For example: Physical injuries, such as cuts, bruises or concussion Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Would those affected require medical attention? How long-lasting would the impact be?

Risk reduction			
Type of action	options	benefits	drawbacks
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	For example: Being aware of triggers Setting clear boundaries for what is acceptable and what isn't	For example: The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z, which triggers the risk The measure is set out in the pupil's behaviour plan	For example: The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers The pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: Removing the pupil from class to calm down	For example: Prevents other pupils from being in close proximity	For example: May require the use of reasonable force, which poses a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: Reasonable force or physical restraint where necessary	For example: May be the only option to step in and keep other pupils and/or staff safe	For example: Poses a risk to the pupil or member of staff

Destructiveness

For example: deliberately damaging school property or the property of pupils and/or staff.

Identification of risk	
What risks does this behaviour pose?	For example: High-value property (e.g. IT equipment) is damaged Causes distress for pupils and/or staff Causes harm or injury to pupils and/or staff in close proximity Pupil may injure or harm themselves (e.g. if they smash a window)
Who is affected by the risk?	For example: The pupil exhibiting the challenging behavior Other pupils Staff members Wider school community – for example, the parents of the pupil whose property has been damaged
assessment of risk	
In which situations does the risk usually occur?	Describe any triggers that you know of, e.g. in retaliation for being told off.

assessment of risk	
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has been destructive on many occasions when being told 'no', presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	For example: The pupil exhibiting the challenging behaviour Pupils or staff in close proximity
What kinds of injuries or harm are likely to occur?	For example: Physical injuries, such as cuts, bruises or concussion Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Would those affected require medical attention? How long-lasting would the impact be?

Risk reduction			
Type of measure	options	benefits	drawbacks
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	For example: Being aware of triggers Setting clear boundaries for what is acceptable and what isn't	For example: The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z, which triggers the risk The measure is set out in the pupil's behaviour plan	For example: The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers The pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: Removing the pupil from class to calm down	For example: Provides a change of scenery that may help defuse the pupil's behaviour	For example: May require the use of reasonable force and pose a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: Reasonable force or physical restraint where necessary	For example: May be the only way for a member of staff to step in and prevent injury or harm	For example: Can put the member of staff stepping in at risk

Behaviour plan template for pupils with behavioural needs

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
<p>Challenging behaviour</p> <p>What does it look like?</p> <p>How often does it happen?</p> <p>How long does it last?</p>	<p>Targets</p> <p>What are we working towards?</p> <p>How do we get there?</p>
<p>Reasons for the behaviour</p> <p>Consult parents/carers and the pupil (where appropriate) when filling out this box.</p> <p>What's going on in the pupil's life that might be causing this behaviour?</p> <p>Why might this behaviour happen?</p> <ul style="list-style-type: none"> • To get attention • To avoid something • To get something tangible • To meet a sensory need 	<p>Any special educational needs (SEN) that may affect behaviour</p> <p>If the pupil has SEN that affects behaviour, the SENCO should detail them here.</p> <p>How does the pupil's SEN affect their behaviour?</p> <p>How could the school's behaviour policy be adapted to meet their needs?</p>

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS:
YEAR GROUP:	
<p>Strategies for maintaining positive behaviour</p> <p>How do we maintain positive behaviour?</p> <p>What does the pupil like?</p> <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 	<p>Triggers and warning signs</p> <p>What triggers might cause an incident?</p> <p>How do we prevent an incident?</p> <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment)
<p>Reactive strategies</p> <p>How do we diffuse the situation?</p> <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques <p>At what stage should another member of staff be informed? Who should this be?</p>	<p>Support after an incident</p> <p>How do we help the pupil reflect and learn from the incident?</p> <p>Is there anything that staff can learn about working with this pupil?</p>
<p>Skills and Talents</p>	<p>Achievements</p>
<p>Likes</p>	<p>Dislikes</p>
<p>Agreement:</p> <p>Parent/carer name</p> <p>Parent/carer signature</p> <p>Date</p>	<p>Staff name</p> <p>Staff signature</p> <p>Date</p>

BEHAVIOUR PLAN
PUPIL NAME: _____ CLASS: _____ YEAR GROUP: _____
Behaviour plan evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.

Behaviour PLAN - Log of incidents			
Pupil name:	Class:	Year Group:	
Log of incidents:			
Date	Description of behaviour	Trigger for incident	Action taken