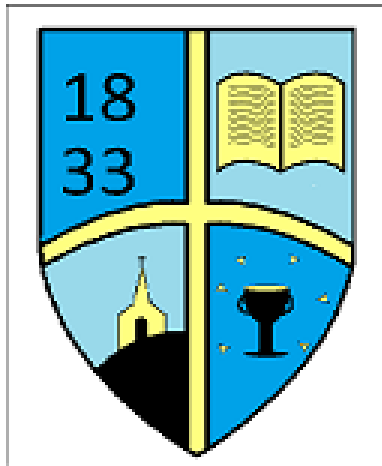


Mellor St Mary CE Primary School



*Believing, Learning
& Sharing Together*

Behaviour Policy

September 2025-26

“Believing, Learning and Sharing Together .”



'I praise you, for I am fearfully and wonderfully made.' (Psalm 139:14)

Policy for Behaviour Management

VISION STATEMENT

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We believe in lifelong learning aiming to equip our children to live life today and for tomorrow rooted in Christian love. **For nothing is impossible with God (Luke 1:37)**

At Mellor St Mary CE Primary School we believe that each and every one of us are special because we are made in the image of God and we must avoid at all cost diminishing the dignity of any individual to a stereo type or a problem.

Our teaching and learning ethos is underpinned by the scripture '*For with God nothing shall be impossible*' (Luke 1:37) and we believe that every child has the right to reach their full potential, no matter what their starting point in life may be. This policy has been created to ensure that all our pupils are able to reach their full potential by living life in all its fullness.

1. Introduction

Our Core Values

Our Mission Statement is: Our school is the church on the hill; the light that brings Jesus into the lives of all in our community. We follow Jesus through positively encouraging all in our school community to show :

- Compassion
- Courage
- Kindness
- Humility
- Joy
- Responsibility
- Love

These are made known to all children and staff, and all should keep to them. They will frequently be referred to in worship, assemblies and class discussions and will be the focus of discussions with children when praising or reprimanding behaviour.

Classes will decide their own rules on Move Up day and through "Circle time" and other group/class discussions. Teachers also use our Team Point system as motivational rewards. However, there are some whole school agreed codes, sanctions and rewards.

Our school's policy on positive Behaviour Management is guided by these values::

- **Compassion (Galatians 6:2)**
Help carry one another's burdens, and in this way you will obey the law of Christ.
- **Courage (1 Corinthians 16:13-14)**
Be on the alert, stand firm in the faith, act like men, be strong. Let all that you do be done in love
- **Kindness (2 Corinthians 6:6)**
Do unto others as you would have them do unto you (Matthew 7:12)
- **Humility (1 Peter 3:8)**
Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble.
- **Joy (1 Thessalonians 2:20)**
Indeed, you are our pride and our joy!
- **Responsibility (Proverbs 22: 6)**
Train up a child in the way he should go; even when he is old he will not depart from it.
- **Love (Colossians 3:14)**
And above all these put on love, which binds everything together in perfect harmony.

Children are made aware that while their behaviour may be unacceptable, they as people will always be accepted and loved. Inappropriate behaviours will be condemned not the child. This also applies to those

children who find it very difficult to regulate their own behaviours due to developmental, emotional, adverse childhood experiences and or mental health conditions. They will be supported to follow the behaviour policy/ school rules to the best of their abilities.

The adults within our school community are expected to be good role models for the behaviour of the children. All school codes of behaviour apply to everyone.

All aspects of this policy apply to all learning activities both in and out of hours learning.

2. Aims of this policy

At Mellor St Mary CE Primary School we aim to:

- To provide a shared understanding of “good behaviour” through living out our chosen Christian values.
- To ensure that the organisation of the school promotes good behaviour at all times.
- To build up good relationships between children and children, children and adults, adults and adults. Creating an ethos of kindness, compassion, responsibility, mutual respect, trust and love, enabling co-operation in all aspects of school life.
- To promote high self-esteem in all our children through Growth Mindset principles.
- To encourage all staff in consideration of the impact of the learning environment, all areas of the school and activities that take place, on the behaviour of the children, in planning their teaching, classroom organisation, routines and out-of-class learning experiences.
- Create a consistent, positive structure within the school that will ensure that confrontation is avoided.
- To help give staff, pupils and parents a feeling of common purpose.

At Mellor St Mary CE Primary School we have a zero-tolerance approach to abuse, including bullying and all forms of child on child abuse. Please refer to the Safeguarding and Child Protection, Anti Bullying Respecting All policies.

3. Behaviour curriculum



Our behaviour policy and procedures are supported by the research completed by Graham Chatterley which is based on building positive behaviours and getting the most from learners using a sequential approach. This is the school’s behaviour motive which appertains to behaviour and sanctions contain this motive.

When dealing with behaviour in school all adults must:

- Clarify expectations
- Be clear on school routines,
- Reinforced behaviour expectations by, all staff including supply teachers, support staff, students and non-teaching staff.

Teachers should use the following areas to introduce to the children each week/ half term to a specific area of school behaviour e.g. “How we behave in the classroom”, or going swimming / in the playground.

1. Arriving at school

- Arrive at school between 8:30am and 8.45am, then you are ready to register and start learning at 8.45am;
- Walk in quietly and sensibly into school.

2. In the cloakroom

- ◆ Hang your coat and bag up on its hook;
- ◆ Keep all PE kits in a bag and store where your teacher asks you to;
- ◆ Only handle your own property unless you are asked to touch others by the teacher;
- ◆ If the cloakroom is crowded, wait your turn;
- ◆ Always clear the cloakroom quickly – don't hang around.

3. In the classroom

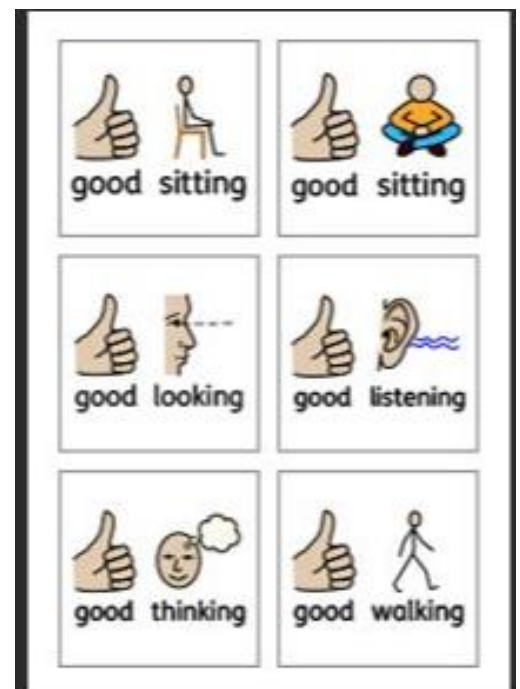
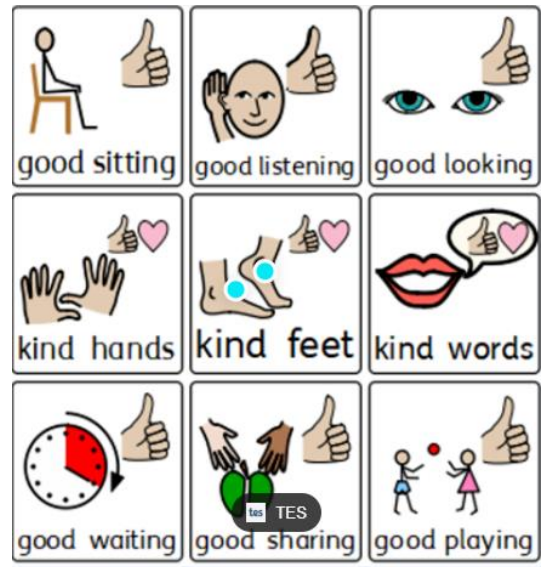
- ◆ **Wait** your turn to speak;
- ◆ **Listen** to teachers, other children and adults;
- ◆ **Look after** the classroom by keeping it **tidy** and **looking after** equipment;
- ◆ Be **kind** and **helpful**, **share** equipment;
- ◆ Walk into the classroom **quietly** and sit down;
- ◆ Leave the classroom quietly;
- ◆ **Follow instructions** carefully;
- ◆ Work quietly and always **do your best**;
- ◆ **Walk** around the classroom.

4. Assembly/Worship

- ◆ Worship begins as soon as you walk into the hall, quietly;
- ◆ Sit quietly, remember the three rules of sitting :
 1. Sitting comfortably which may be crossed legged
 2. hands on self and not touching others
 3. Looking at the person leading the worship
- ◆ Make **yourself** ready to reflect or pray by calming **your mind**;
- ◆ **Listen to** others and participate in the worship as instructed by the leader;
- ◆ Take part in all aspects of worship;
- ◆ Keep the quiet in your mind as you leave the hall and go back to your classroom.

5. In the playground

- ◆ On the way out to play, go to the toilet if you need to, and collect your coat while your teacher or other adult supervises;
- ◆ Stay within the playground boundaries;
- ◆ Think about safety when you play, and act in a way that will not hurt others;
- ◆ Always think about others , how they feel, what they may need ;
- ◆ When the whistle blows – walk sensibly to your classroom.



6. During school meals

- ◆ Make sure your hands are clean;
- ◆ Say “please” and “thank you” to all the staff who give you food and help you;
- ◆ Queue quietly without pushing, think of others;
- ◆ Try not to spill food on the floor;
- ◆ Eat your dinner sensibly, quickly;
- ◆ Use your knife fork and spoon properly;
- ◆ Talk quietly;
- ◆ Only speak when you are not eating;
- ◆ Tidy up your tray by taking it back to the serving hatch;
- ◆ Leave your table and the floor clean and free of food;
- ◆ Respect the dinnertime staff.

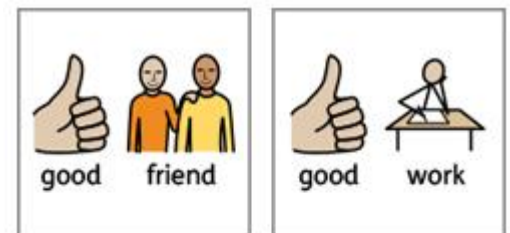


7. In the toilet

- ◆ When you have used the toilet – flush it;
- ◆ Respect other peoples’ privacy;
- ◆ Make sure the taps are turned off after you have used them, be responsible about using the water;
- ◆ When you have finished, look to see if you have left the toilets clean and tidy.

8. Around school;

- ◆ Walk in a line sensibly, one behind the other
- ◆ Look to see if there is someone behind you, if there is hold the door open for them;
- ◆ Move around the school quietly and sensibly;
- ◆ Be polite to, and make way for, adults and visitors to the school.



9. During swimming and outings

- ◆ Sit down on the bus or coach and always wear your seat belt;
- ◆ Walk in pairs or in single file as instructed;
- ◆ Look and think – remember road safety rules;
- ◆ Be polite and set a good example to everyone;
- ◆ Get changed quickly, quietly and sensibly at the swimming baths;
- ◆ Respect your own and other people’s property;
- ◆ Obey instructions immediately.

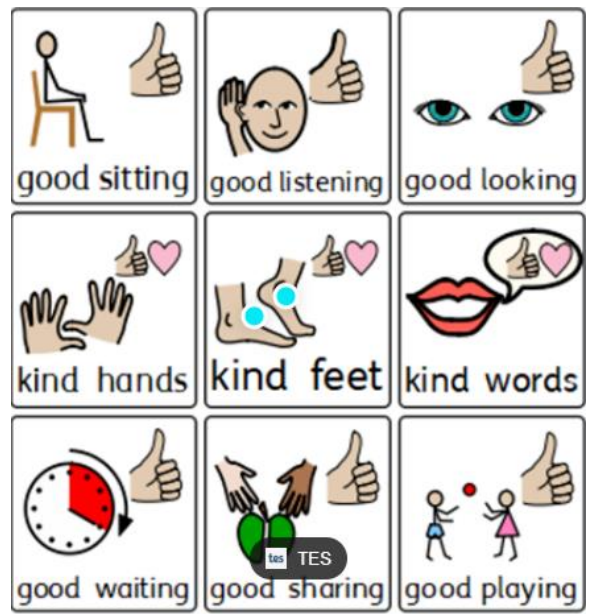


10. During indoor playtimes

- ◆ Use the games and equipment that your teacher has agreed to (no scissors);
- ◆ Walk around sensibly and quietly;
- ◆ Respect classroom equipment, including rainy-day things;
- ◆ Tidy-up quickly when asked to;
- ◆ Share and play fairly;
- ◆ Stay in your own classroom;
- ◆ Always ask if you need to leave the classroom or go to the toilet.

11. After school clubs

- ◆ The same rules apply as in normal class time
- ◆ Ensure you are **prepared** and have the correct resources with you
- ◆ **Wait** your turn to speak;
- ◆ **Listen** to teachers, other children and adults;
- ◆ **Look after** the classroom by keeping it **tidy** and **looking after** equipment;
- ◆ Be **kind** and **helpful**, **share** equipment;
- ◆ Walk into the classroom **quietly** and sit down wait for the after school register;
- ◆ **Follow instructions** carefully;
- ◆ Work quietly and always **do your best**;
- ◆ **Manners and appropriate language** to be used at all times to all people.



4. Rewards and Praise

AT ALL TIMES WE ARE POSITIVE ABOUT OUR CHILDREN



Teachers have high expectations of all our children in terms of both achievement and behaviour and adopt a positive approach to behaviour management. Once the children have contributed to the formulation of the rules, and all staff and children have agreed them, we believe that giving positive feedback to the children is important to reinforce good behaviour and to encourage others in appropriate social behaviour. Pupils need to be caught keeping the rules. We believe that the social skills need to be recognised with rewards that bring joy to the heart!

Here are some practical examples of positive feedback at Mellor St Mary CE Primary School:

- ◆ Giving verbal praise : “Well done”, “Excellent” or more specific praise which reinforces good behaviour and ensures that the child is clear about what you are praising e.g. “Well done for saying ‘Thank you’, that was very polite.” “I can see that you have worked really hard today, well done”. “You have eaten your dinner really quickly today; I’m very pleased with you.”
- ◆ Staff giving talking time to children to get to know them better
- ◆ Team points
- ◆ Praise stamps/stickers
- ◆ Marbles in the jar
- ◆ Lucky dip tickets
- ◆ “Circle time” and PSHE opportunities
- ◆ Displays of children’s work
- ◆ Spotty board and recognition boards
- ◆ Send the child to another teacher/ Headteacher to discuss good work
- ◆ Write letters home to parents
- ◆ Being chosen for a “Mellor Merit” or a kindness award in celebration worship

- ◆ Attendance certificates given out annually
- ◆ Year-end prize giving (invite parent/carer)
- ◆ Written comments on work
- ◆ Giving responsibility, e.g. school council, eco warriors, faith group, sports crew, play leaders role of monitor for specific tasks
- ◆ Individual classroom rewards



5. Discipline in school –taken from DfE “Behaviour & Discipline in Schools’ January 2016 Searching and Confiscation Guidance 2022 and KCSiE 2025

There are times in school, when children may show negative behaviours, despite a plethora of positive praise and rewards . When this happens:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 & 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

The DfE Screening and Confiscation Guidance July 2022 is used to support staff when needing to search or confiscate items from pupils which are deemed to be dangerous. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to:

- search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules
- identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Correcting negative behaviours

We believe that as adults we should follow the example set by Jesus and confront with skill and not force! While 'being clear' and 'giving positive feedback' will go a long way towards creating a positive climate and encouraging appropriate social behaviour, we have a variety of strategies to discourage or stop unwanted behaviour.

We use our professional judgement to select from the following strategies when appropriate:

- ✓ **Clear rules**-Teaching and formulating
- ✓ Teaching appropriate behaviour weekly for each class
- ✓ **Assertive "I"** Message- I see/ I hear/I like statements
- ✓ **Rule Reminder**- Asking pupil which rule has been broken and getting the pupil to reflect on **why** this has happened and how they can put it right next time.
- ✓ **Future Focus**- Ask questions "What happens next?" –If a child doesn't own up go hypothetical- "If you had.....what would happen next?"
- ✓ **Choice direction**- Identify three things that could happen next- one easy to comply with/ one a little back down one to allow face saving/ one serious stuff happening next!
- ✓ **Tactical/Planned ignoring** (this is particularly effective if followed up by praising another child for appropriate behaviour)- ignore now go back at a time when there is no audience, when you are calmer and when you have more control over the situation
- ✓ **Distract/ Divert**- Call for child on another pretext and ignore behaviour until a good time to confront
- ✓ **Non-verbal signals** (eye contact, frowning, raising eyebrows, shaking head,)
- ✓ **Dramatic pause**- start loud and get quieter, finishing with a silent gesture
- ✓ **Silent signal**-Build silent signals for whole group attention seeking.

This is not a definitive list. New strategies are being introduced alongside growth mindset principles.


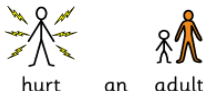








Restorative Discussions – See Appendix C

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (if there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?


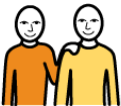












 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 took my clothes off	 What happened?			 wasn't respectful
 swore				 wasn't ready
 didn't listen	 threw something	 ran off	 tore my work	 something different

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2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
















 me	 a friend	 a teacher	 a MDS	 my class
 my mum	 Who has been affected?			 other children
 my dad				 group
 my family	 people in the community	 animals	 my carer	 someone else

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4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?

5. What each person was thinking and feeling at the time, before and since.

 worried	 fidgety	 confused	 angry	 sad
 irritated	 What were you thinking or feeling?			 excited
 giggly				 distracted
 silly	 hungry / thirsty	 anxious	 scared	 something different

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6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.

 write it down	 write a letter	 talk to someone	 say sorry	 fix something
 get dressed	 What needs to happen to put it right?			 tidy up
 have thinking time				 clean something
 make a plan	 practise	 finish my work	 get energy out	 something different

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7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan of action etc?

 talk to an adult	 ask to go outside	 go to a calm space	 go for a run	 get a fidget toy
 physical checklist	 Next time I could...			 count to 10
 play with someone else				 walk away
 ask for help	 take deep breaths	 tell someone how I feel	 have a drink	 something different

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Pupils with Special Needs

In Mellor St Mary CE Primary School we take a graduated response to children with SEND especially those who find it difficult to regulate themselves socially, emotionally and physically. We understand that for some children physical actions are how communicate with adults and their peers. All staff are trained to use adaptive teaching methods, supported with visual and verbal communication resources to ensure that SEND pupils can follow our behaviour policy to the best of their abilities. Some children will be dysregulated e.g. due to over stimulation, sensory processing or other unmet needs. These behaviours will be supported through the SEND policy and graduated response procedures rather than considered a direct breaking of our general behaviour policy.

Some pupils will lack the skills or awareness needed to co-operate with our school rules and teachers' expectations. When such concerns arise, parents will be contacted to discuss ways of supporting their child in school. This may result in the pupil being placed on an **individual / personal behaviour plan** giving details of the strategies we will use to try to support the child whilst they acquire the skills and habits needed to co-operate within the school's behaviour systems. Parents and teachers will need to consider ways in which home and school can work together to promote positive behaviour patterns. Staff need to be aware that some children with social, emotional and behaviour difficulties can be 'labelled' by other children and often get blamed for things they haven't done - the 'whole picture' is required. For further information please refer to our SEND Policy.

See Appendix B and C

Personalised Behaviour Plan

Name: _____

Year: _____

Date: __/__/__

1. Child responses

General Character	Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
2.Interventions	Level 1 Strategies	Level 2 Strategies	Level 3 Strategies

3. Diversion and distraction

If child responds to distraction the interests of this child are ...

4. Triggers

The things that have caused anxiety for this pupil and led to de-escalation or intervention being required are (subject/peers/time of day).....

5. Regulation

What type of activity best helps this young person to calm (Physical Activity, sensory, mindfulness, music).....

Signed: _____

Date: __/__/__



STAGED PROCEDURES AND ACTIONS TO BE TAKEN

Staged procedure for dealing with negative behaviour

Stage	Type of misbehaviour	Example	Who	Strategies tried	Sanction
Stage 1	Low level misbehaviour {isolated occurrences}	<ul style="list-style-type: none"> ➤ Name calling (<u>immature</u> language) ➤ Running/shouting ➤ Discourtesy (<u>immature</u> rudeness, shrug of shoulders, answering back) ➤ Minor damage ➤ Minor class disruption ➤ Over-aggressiveness/tantrum (<u>immature</u> pushing, hitting, fighting) 	Teacher, TA, welfare.	Positive praise Positive reinforcements 3 B's or 5 B's Recognition of good behaviours Stickers Peers responsibility collective jar points Team points	Normal CLASSROOM MANAGEMENT system, managed in class.
Stage 2 → Stage 3 →	LOW LEVEL MISBEHAVIOUR {frequent Occurrences – 3 or more}	As above but occurring on a regular basis i.e. 3 entries into behaviour log over a half term period.	Teacher, TA welfare.	As above Communication book	Normal CLASSROOM MANAGEMENT system, managed in class. Staff keeping chronology Parents are usually informed.
Stage 3	Serious misbehaviour {isolated occurrences} Child on Child abuse	<ul style="list-style-type: none"> ➤ Deliberately not engaging with the lesson, work or a simple request. ➤ Deliberately answering back in a rude manner, playing the class clown and distracting others who are learning ➤ Deliberately not taking home, completing or handing in homework or home reading ➤ Premeditated theft ➤ Serious aggression (wilful intent, short incident and child stops when asked) ➤ All forms of bullying ➤ Serious verbal abuse (age appropriate and often with a threat) ➤ Rude gestures ➤ Racial incidents ➤ Destructiveness 	Teacher, TA Parents, SLT	As above Restorative justice Focus on : Responsibility for own actions, forgiveness, kindness, Joy - making a bad action into a good one. Breathing strategies Time out	Pastoral support is needed. This is done through adult supported reflection for one or more playtimes. Incident logged and child to complete a getting back on track record at

		<ul style="list-style-type: none"> ➤ Defiance of authority – <u>deliberately</u> ignoring or refusing an adults request and deliberately choosing not to do something e.g. chewing gum when asked to remove ➤ Deliberately swearing 		Chill zone / place Communication book.	appropriate level. Parents are contacted by the class teacher or SLT.
Stage 4 → 5	Serious misbehaviour {frequent Occurrences – 3 or more} Child on Child abuse	As above but occurring on a regular basis	Teacher Parents SLT HT	As above : Pastoral meetings	Pastoral support is needed. This is done by SLT during lunchtime detention. Incident logged and child to complete a getting back on track record at appropriate level. Parents are contacted by the SLT.
Stage 5	Very serious misbehaviour Child on Child abuse	<ul style="list-style-type: none"> ➤ Violent physical assault (sustained assault and won't/can't stop when asked by a member of staff). ➤ Wilful and serious vandalism (school or another persons personal property) ➤ Pre-meditated serious theft ➤ Use of foul/abusive language – deliberate swearing with intent to hurt someone ➤ Serious defiance of authority – arguing with adults, raising voice, non-acceptance of sanction, trying to leave the room or building. 	Teacher SLT Head Parents	As above	Permanent suspension will be considered by the Headteacher if there have been several serious incidents or if a single incident is deemed serious enough.

KS 1 Level 1 Positive Behaviour Classroom Management: Show Me Five (Hand):



In preparation for learning, EYFS / KS1 operate a Show Me 5 system which clearly establishes the behaviour for learning required by any adult in class. Each finger presented represents a reminder for 'good' behaviour. **Working out from the thumb :- 1.Looking, 2. Being quiet, 3. Being still, 4. Keeping hands to self, 5. Listening.**

Children are given a visual and verbal reminder about their behaviour prior and during learning experiences.

Alongside this each class in **KS1 follows 3 B's positive behaviour for learning strategies: Be still – stop and think, Be Brave – have a go, Bits and Bobs – use resources around them.**

Children identified as showing good behaviours will be nominated for the 'Spotty Board'.

KS 2 Level 1 Positive Behaviour Classroom Management: Growth mindset collaborations

In KS2, children work in a collaborative way to improve the behaviour of a cohort, which in turn helps to improve the behaviour of an individual. Marble jars are used to build up collective rewards as well as positively reinforcing good behaviours.

Alongside this each class in KS2 follows 5 B's positive behaviour for learning strategies: **Be still – stop and think, be Brave – have ago, Bits and Bobs – use resources around them, Backtrack – let's go back and check, Buddy – ask a buddy to help and finally Boss – ask the adult.**

Children identified as showing good behaviours will be nominated for the 'Recognition Board'.

Action to be Taken at Various Stages

The first action when dealing with behavioural incidents is to use a restorative justice approach. Children are encouraged to think about the impact of their actions on themselves and others. Once this has been talked about with the individual(s) often no further action is needed. We forgive and move on. Any form of child on child abuse, is logged on CPOMS please refer to Safeguarding and Respecting All policy for further information.



IMPORTANT NOTES

- ❖ Any major incident, act of violence, physical, sexual harassment, bullying incident or other forms of child on child abuse can lead immediately to the most severe sanctions/ actions at stages 4 or 5.
- ❖ Electronic CPOMS /Behaviour records will be regularly monitored by SENCO and Headteacher

STAGE 1:

To be dealt with at the point of incident by the member of staff (teacher or member of the non-teaching staff) witnessing the negative behaviour.

Positive praise good behaviours are always reinforced before any attention given to negative behaviours.

A general rebuke is normally a sufficient sanction. E.g. I like the way you are sitting today, you are following our good sitting rule. Is there another way you can improve your sitting?

Since the nature of Stage 1 misdemeanours are relatively minor eg not listening, throwing a rubber, these should be dealt with through good classroom management strategies. If the behaviour continues to be inappropriate, the use a behaviour system e.g. Traffic Light could be employed ie amber warnings then red is up to 5 minutes reflection. After the 5 minutes the child always returns to green. All instances of 'red' should be recorded.

Examples of sanctions at this stage: gentle reminder of good behaviours, verbal warning/private discussion with adult/time out within classroom/move of seat/removal of resource. These are the responsibility of the class teacher to determine and supervise. **Withdrawal from PE or other curriculum area is not acceptable.**

Staff may ask children to complete work they have not finished due to inappropriate behaviour. Children should not be expected to be punished for incomplete or "unsatisfactory" work if there is any suggestion that it may have been too challenging or an inappropriate task for the child.

All staff should deal with incidents or potential incidents as they are witnessed.

Any inappropriate behaviours at this stage on the playground will result in a verbal warning.

STAGE 2:

If the behaviour continues, the use of the positive classroom management system will be employed as well as other classroom sanctions.

Teacher / TA to ensure the behaviour is recorded with evidence of the frequency of incidents and actions taken to prevent further incidents.

Home school diaries may be used at the class teacher's discretion. Other members of staff including support and welfare staff who may come into contact with the child should be informed of details of any behaviour modification strategies being employed so that a consistency of approach is achieved. It may be appropriate to work with the parents at this stage.

STAGE 3

Continuing misbehaviour after Stage 2 (3 or more incidents) or an incident of serious misbehaviour will lead to the SLT and parents being informed. Class teachers should inform parents that their child's behaviour is unacceptable and expect support.

Full investigation has to take place by classroom staff prior to SLT and parental involvement. The member of staff dealing with the serious misbehaviour will interview the child and all witnesses, and formally record the incident. Children may need some time out and will be asked to complete a reflection on their behaviours. This is supported by an adult during a pastoral meeting/playtime. If a child has needed to reflect on their behaviours for more than three occasions in a half term they will move to the next stage of the behaviour procedure.

STAGE 4:

As stage 3 but escalation of occurrences now involves the Deputy or Headteacher .

Teacher / Deputy / Headteacher to continue recording incidents. Parents will be invited to and expected to attend a Pastoral Support Meeting. School staff and members of outside agencies may be involved – e.g. Early Help, Children Family Wellbeing, Transforming Lives, EBD team. Details of the unacceptable behaviour will be shared with parents. Time limited strategies and targets for improving behaviour agreed and the consequences of continued misbehaviour will be explained to parents and the child including the possibility of suspension. It may be at this stage that an Early Help Assessment is introduced to help the young person access additional services.

STAGE 5:

Headteacher to formally suspend (exclude) child within the framework of statutory regulations and local authority guidelines. Initial suspension may be "fixed-term" and up to five days or a lunch-time suspension for a period decided upon by the Headteacher. Following a suspension the child remains at Stage 4 until the behaviours have been acceptable within school rules for at least one term. Additional Pastoral Support meetings may be called, as appropriate, to monitor progress. Should there be further suspensions, governors will be consulted and permanent suspension considered within the framework of statutory regulations and local authority guidelines.

Bullying -See separate Respecting All (Anti-Bullying) Policy

As a Church of England school bullying has no place in here. Every child deserves to learn in an environment where they are loved, supported and respected. All members of our school community are loved by God and all are encouraged to live out that love by welcoming and valuing each other, including being able to respect each other even when individuals may hold different points of view from each other. All children will know themselves to be loved, supported and championed, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, age, or sexual orientation. Our school is a place which recognizes that every child and young person should be given the support, encouragement and opportunities to flourish in their potential as a child of God and this is reflected in the core safeguarding, behaviour and anti bullying policies.

Major Incidents

All major incidents have to be immediately referred to the Headteacher. Advice will be immediately taken from a member of the Senior Leadership Team at the Local Education Authority. All incidents will be investigated on the same day and parents will be informed immediately. Suspension may be considered but advice will be taken by the Local Education Authority and the Governing Board.



Behaviour Management

Playtime/Lunchtime – Graduated Response

All staff are expected to encourage and praise children, using the same rewards system as the rest of the school. Additionally welfare staff have the same authority as teachers/support staff and will apply the same sanctions at lunchtime playtimes.

If children do not follow our expectations at playtimes and lunchtimes they will move through the graduated sanction stages as follows:

1. Positive praise for good behaviours observed
2. Verbal warning / private rebuke.
The child chooses to stop or move to the next stage.
3. Time out for a short period of time (eg up to 5 minutes) within full visibility of teacher/non-teaching/welfare staff.
The class teacher will be informed at the end of each lunchtime of any incident which have occurred.



4. When a child's name has been entered into the CPOMS behaviour log three or more times in any one week then the matter will be referred to the class teacher / DHT who will hold a pastoral support meeting with the pupil during reflection.
5. After three playtime "Reflection" attendances the child will receive a lunchtime detention with an adult supervised by the Headteacher or Deputy Headteacher and will take the form of teaching appropriate behaviour. A record of detentions will be kept by the Headteacher. Parents will be informed.
6. If inappropriate behaviour continues after three lunchtime detentions then parents will be called to a meeting with Headteacher and SENCO to devise a behaviour support programme with an associated behaviour plan and targets. This may include lunchtime suspensions as their behaviour may be detrimental to the welfare of the pupil or others in school.

6. Contact with parents

Teaching staff routinely report on a child's behaviour at Parents' Evenings and the annual written report at the end of the year. However, where a child's behaviour is causing concern class teachers will contact parents informally at an early stage to seek their support in resolving the issue-see sanctions. This will be by telephone, face to face meeting or email from school email address.

Where inappropriate behaviour persists, staff will contact parents to discuss other strategies. These may include:

- Setting up positive behaviour charts, modification support programmes as part of the child's individual behaviour plan (template in appendix)
- Withdrawal from extra-curricular activities
- Early Help Assessment being opened as a part of Early Help procedures.

Involvement of outside agencies such as the Behaviour Support Service through Children Family Wellbeing Service.

Serious incidents of inappropriate behaviour will be dealt with by the Headteacher.

A record may be maintained giving details of when parents have been contacted by school or have made contact with school.

7. Malicious Accusations

Swift disciplinary action will be taken against any pupil who has been found to have made a malicious accusation against school staff. The Chair of Governors will be informed.

8. Staff Development and Support

All staff will be supported in their development and implementation of effective behaviour strategies in order to have a consistent and effect approach across school. A 'firm but fair rooted in forgiveness and love ' establishment of boundaries and use of rewards and sanctions will be introduced from the earliest days in Reception in order that children quickly recognise the high standards of behaviour which are expected and required.

9. Lunchtimes/Playtimes

Lunchtimes and playtimes are a time for playing and socialising. They also present opportunities for children to fall out and argue. The following are some ways we seek to make lunchtimes and playtimes a fun and safe part of the day.

- Regular contact with Lunchtime/Playtime staff, discussing any issues.
- Involving the Lunchtime/Playtime staff in children's games and activities-encouraging them to play with the children – Play leaders
- Use of play equipment (including the low level adventure trail – rota for class use)

Sanctions on the yard at Lunchtime/Playtimes

- A child who misbehaves is given a warning.
- The child is given a final warning if the behaviour persists.
- If the child continues to misbehave they will be stood out for 5 minutes or sent in to see a member of SLT.

Times When the Class Teacher Needs to be Informed

- If the child continues to misbehave after being stood out.
- If a child is rude or abusive to a member of staff.

Misbehaviour which is in breach of safety should be reported to a senior member of staff.

10. Supervision

Effective supervision of children will ensure reasonable and orderly behaviour. Teachers are / or Support staff are on duty in their classrooms from 8.30am before school and during break times. Supervision of children in the hall at lunchtime is undertaken by Welfare Assistants often with the support the head teacher.

Children are encouraged to walk in and around school quietly and sensibly. It is important that children who are not walking or who are making excessive noise are challenged by members of staff. All adults have a part to play in ensuring an orderly and safe environment and that school's standards of behaviour are kept.

All work and equipment should be organised prior to each session encouraging a prompt start to lessons and appropriate use of support staff.

If a teacher has to leave the class in an emergency, they should send a rainbow card for additional help in class to a teaching assistant or the teacher next door to cover for that brief period. If a member of support staff has to leave the class they should always inform the teacher.

11. Working with Other Local Agencies

In cases of persistent disruptive behaviour, after consultation with the class teacher and parents, the Headteacher may call upon the expert advice of outside agencies to assess the specific needs of an individual pupil. This may include monitoring observations by support agency staff and the development of an individual behaviour plans. More serious situations may require a referral to an alternative provision setting through an agreed managed move.

Managing transitions between school and alternative provision settings or school and high school will ensure the least possible disruption for the child's learning. This will involve information sharing between all concerned in order that every opportunity is taken to promote a positive and 'new' start, whilst recognising the child's specific behavioural issues and the concerns of both staff and parents.

12. Bullying

The school takes bullying very seriously. However, the term "bullying" needs to be clarified. It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying.

The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (2015).

It can happen face-to-face or through cyberspace (on-line, via social media or texting).

This may take two forms. The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the bullies are more readily identifiable. There may be cases, however, where a child is subjected to inappropriate

behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully.

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

Several Times On Purpose

The school has a number of strategies for dealing with this situation at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly in order to deal with such issues.

Please refer to schools' Anti-Bullying Policy.

13. Harassment including sexual or racial

The school has a duty under the **Race Relations Act 1976** to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

As a school it is particularly important that we help children to understand other cultures and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs.

Harassment whether sexual/gender based or racial of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be.

Where a child is proved to have been involved in a further harassment, parents, LA and in some instances the police are contacted immediately and appropriate sanctions are imposed.

The incident is recorded using LA guidelines and a copy of the report is sent to the LA and any incidents are reported at governing board meetings.

14. Suspension and Permanent Exclusion (DFE report July 2022)

(please see DFE guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2022)

The Head teacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. In furtherance of this, the Head teacher has the right to exclude children from school at her/his own discretion, either temporarily or permanently.

The Headteacher of a school can exclude a pupil on disciplinary grounds.

The behaviour of pupils outside school are relevant and the **Headteacher can now exclude a pupil for inappropriate behaviour off site.**

A fixed period suspension can also involve a part of the school day; for example, if pupils' behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

When establishing the facts in relation to a suspension the Headteacher must apply the civil standard of proof and not the criminal standard of "beyond reasonable doubt". This means that if something is more likely than not to have occurred ("on the balance of probabilities") then the standard is met.

Headteachers should be confident in using suspension where they deem it to be a lawful, reasonable and fair sanction. The use of suspension should reflect the importance of good behaviour for the education and welfare of all pupils. In considering whether to exclude a pupil, the Headteacher should weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of its Behaviour Policy. Whilst every effort should be made to identify pupils at risk of suspension, and to put in place strategies to address problematic behaviour, adopting a blanket approach of never excluding pupils may undermine the school's ability to maintain discipline.

Before the decision to exclude is made, the Headteacher will naturally consider all relevant facts and firm evidence and allow the accused child to give his or her account of the incident.

When a child has displayed persistently poor behaviour prior to suspension, parents would already be aware of their child's behaviour difficulties and will have been in contact with the school on previous occasions.

15. Permanent Exclusion

Permanent exclusion would be used for the most serious of incidents or pattern of behaviour. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods **(UP TO A MAXIMUM OF 45 SCHOOL DAYS IN A SINGLE ACADEMIC YEAR) or permanently excluded.**

It is for the Headteacher to decide whether a child's behaviour warrants permanent exclusion, though this is a serious decision and should be reserved for:

- a serious breach, or persistent breaches, of the school's behaviour policy;
- where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school. The headteacher must apply the civil standard of proof .i.e. on the balance of probabilities it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable.'
- A pupil's behaviour outside school and be considered grounds for a suspension or permanent exclusion. Any decision made of the headteacher, including suspension or permanent exclusions, must be made in line with the principles of administrative law.

The DfE document ***Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2022***, states:

- When a headteacher suspends or permanently excludes a pupil, they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker or if a pupil is looked

after, the headteacher must without delay notify the social worker and or Virtual School Head as applicable.

- Upon a permanent exclusion being made, Headteacher's must notify the LA , without delay.
- A headteacher may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes know as withdrawing/ rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the LA should be notified and if relevant the social worker and Virtual School Head.

Informing Parents of Suspension

Whenever Headteachers suspend a pupil they must, without delay, notify parents of the period of the suspension and the reasons for it.

They must also, without delay, provide parents with the following information in writing:

- the reasons for the suspension;
- the period suspension is fixed for;
- the parents' right to make representations about the suspension to the governing board (in line with the requirements set out in Section 4.1) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

16. Policy for Searching, Screening and Confiscation DFE Guidance July 2022

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

DFE Screening and Confiscation Guidance July 2022 is used to support staff when needing to search or confiscate items from pupils which are deemed to be dangerous. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to:

- search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules
- identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

17. Policy for the Restraint of Pupils / Use of Reasonable Force

This section refers and quotes directly from the document: Use of Reasonable Force Guidance – 2013: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006 and was further clarified in the document above.

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed.

Teachers can use ‘reasonable force’ to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment

Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop and explain the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil. It is imperative for a teacher/teaching assistant to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil’s path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents. At Mellor St Mary CE Primary a parent/carer will always be informed when reasonable force has had to be used.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child's age.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

18. Pupil's Conduct Outside the School Gates – Teachers' Powers (taken from DfE 'Behaviour & Discipline in Schools' January 2016)

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

With regard to suspension:

The behaviour of pupils outside school may be relevant and can be considered as grounds for an suspension decision.

Please refer to section 15 above.

19. First Aid

Children who require First Aid must be attended to by qualified Paediatric First Aiders and First Aiders in school.

20. Child Protection

Where adults in school have concerns about the well-being of a child, they should discuss the matter immediately with Mrs Embley-Peers or Mr Blackburn who are the school's Designated and Deputy Safeguarding Leads. Mrs Embley-Peers is the designated teacher for Children Looked After. Please refer to the Safeguarding Policy.

21. Pastoral Care for School Staff Accused of Misconduct

The Governors and Headteacher will have due regard for the pastoral care and wellbeing of any member of staff accused of misconduct. Please refer to Supervision Policy.

All incidents or allegations will be looked into swiftly, fairly and sensitively (for all parties involved) with reference to school's Safeguarding and Disciplinary policies.

22. Review Date - This policy is to be reviewed annually by the Curriculum Committee

Policy revised: **September 2025**

Committee Approved: **14.10.2025**

Reviewed: **September 2026**

Signed: *J.Embley-Peers*(Headteacher)

Signed: *P.Skupki*(Chair of Governors)

Appendix A

Taken from 'Behaviour and Discipline in Schools – Advice for Headteachers and School Staff' – January 2016:

Behaviour and Sanctions

19. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the Head teacher.

20. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

21. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

22. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These may include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility for a limited period of time.
- Reflection time with an adult which may take place over lunchtime.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent suspension.

Appendix B Child Version Behaviour Policy

Our Respecting All Promise

At our school, we believe everyone is special and loved by God. We want our school to be a happy, safe, and kind place for everyone.

What We Believe

- Everyone is important and should be treated with kindness and respect.
 - We are all different, and that makes our school special.
 - We should help each other and stand up for what is right.

What We Do

- We listen to each other and speak kindly.
- We do not allow bullying. If someone is being unkind, we tell an adult we trust.
 - We include everyone and make sure no one feels left out.

What To Do If You Are Worried






- Talk to a teacher or any adult in school. We are here to help you.
 - You can also tell your parents or carers.
 - Remember, it's always okay to speak up.

Our School Values

We try to show compassion, courage, kindness, humility, joy, responsibility, and love every day.

Appendix C

See: Widget restorative debrief picture cards


 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
--	---	--	--	---



took my clothes off

?

What happened?



wasn't respectful



swore



wasn't ready


didn't listen


threw something


ran off



tore my work



something different

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worried



fidgety


confused


angry


sad


irritated




What were you thinking or feeling?



excited



giggly



distracted


silly


hungry / thirsty

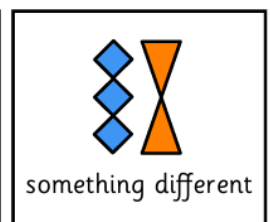
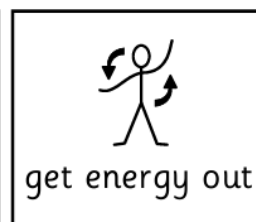
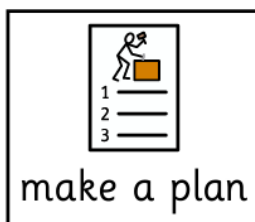
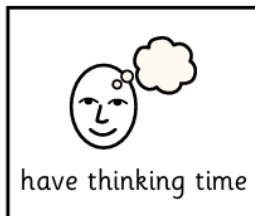
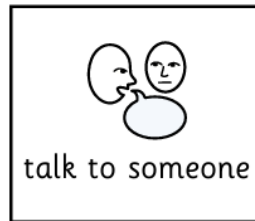
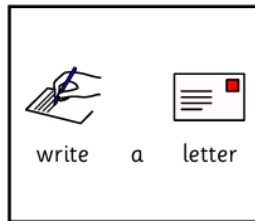
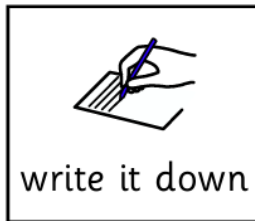
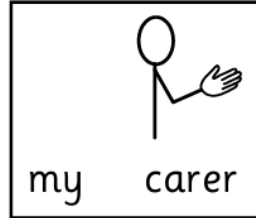
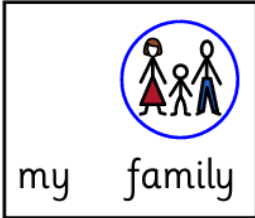
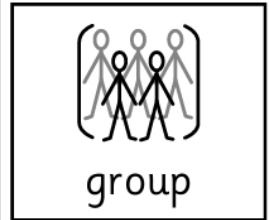
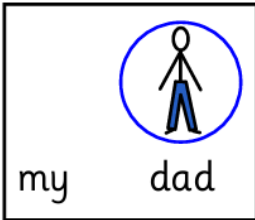
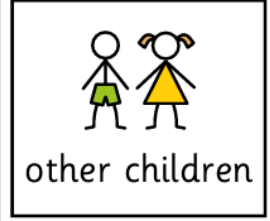
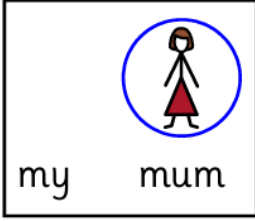
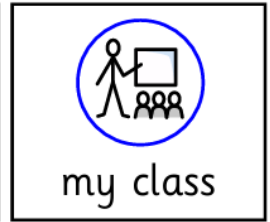
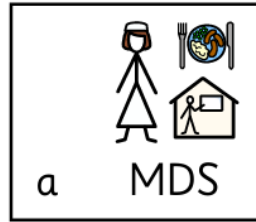
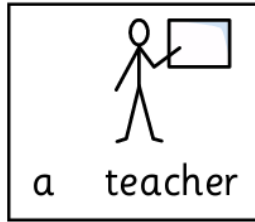
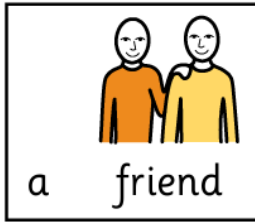
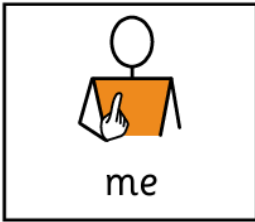

anxious


scared


something different

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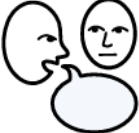





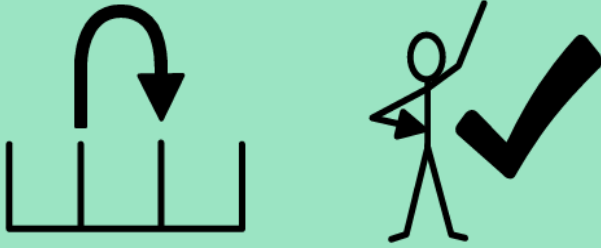




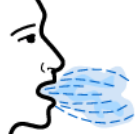
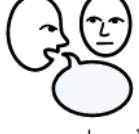


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 sad	 sorry	 guilty	 ashamed	 scared
 good	 How do you feel now?			 worried
 happy				 unsure
 tired	 calm	 better	 okay	 something different


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 talk to an adult	 ask to go outside	 go to a calm space	 go for a run	 get a fidget toy
 physical checklist	 Next time I could...			 count to 10
 play with someone else				 walk away
 ask for help	 take deep breaths	 tell someone how I feel	 have a drink	 something different

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to talk to an adult




to go outside



to go to a calm space



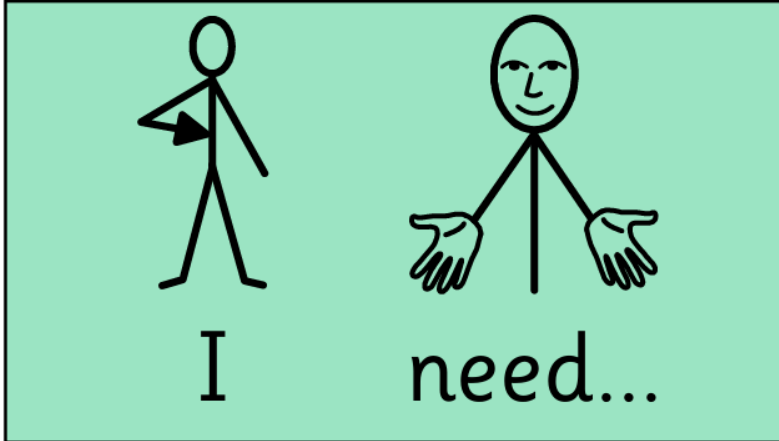
to go for a run




to get a fidget toy




my physical checklist



I need...



to count to 10




to play with someone else



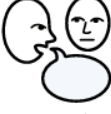
to walk away



help




to take deep breaths



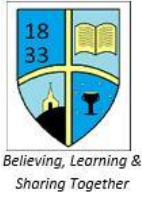
to tell someone how I feel



to have a drink



something different



What will I do differently next time?

Ephesians 4:32

Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.

Today I made the wrong choice and did the wrong thing.....



Responsibility : *Who is responsible for my behaviour?*



Kindness : *Who can help me be kinder to others?*



Forgiveness: *Who do I need to forgive me?*



Love : *Who should I show love to?*



Joy: *How do I feel now that I have put things right?*

Appendix E Individual or Personalized Behaviour Plan Template

Name:		DOB:		Year:	SEN status: Support
<i>Date Expression of Concern form filled in and parents consulted:</i>		Area of Need		Strengths:	Difficulties:
<i>Date Action Plan in Place:</i>		Expressing emotions	•	•	
<i>Date Action Plan reviewed:</i>		Understanding emotions	•		
<i>Date placed on Behaviour Plan or SEND register:</i>		Managing emotions	•	•	
		Self-regulation	•	•	
<i>Parents notified by (staff member and date): phone/meeting on:</i>		Social, Emotional and mental health (SEMH)		•	
<i>Early Help Assessment date started:</i>					
Professionals involved:	Name:	Contact no	Date of involvement	Evidence	
Name:		Year :			
Proactive and Preventative Strategies How do we maintain positive behaviour? How do we support the pupil to achieve their target? • Phrases to use • Rewards and other motivations for the child • Interventions		Antecedents Strategies How do we prevent an incident? • What to look out for • How to respond	Reactive Strategies CRESS Challenge, Respond, Education, Sanction, Support How do we minimise the impact of the behaviour? How do we diffuse the situation?		Staff Review (termly) Which de-escalation strategies are most effective with the pupil? • What to do and what not to do • Phrases to use • Calming techniques • When should another member of staff be informed?
•		•			What worked well?
					What didn't work?

			Next Steps:
Positive Behaviour Focused Targets:			
Attendance:	Target 1: •	Target 2:	Total cost of provision:
Parent View:		Pupil View:	
Information shared with parents on:		Parents Signature:	