



## **IDE HILL CE PRIMARY SCHOOL BEHAVIOUR POLICY**

*At Ide Hill Church of England Primary School, we aim to provide an inclusive and nurturing education rooted in our Christian vision "Do Everything in Love" and our values of love, respect and responsibility. We aim for our whole school community – children, staff and families – to flourish, be inspired and reach their full potential in all aspects of life within our caring environment. We do this through - tailored support to make sure every child reaches their full potential academically, emotionally and in every way, working closely with families and external professionals.*

**REVIEWED: September 2026**

**TO BE REVIEWED: September 2027**

|                                                                        |       |
|------------------------------------------------------------------------|-------|
| Signed: Headteacher, Miss Elizabeth Alexander and Miss Jeanine Johnson | Date: |
| Signed: Anne Fletcher, Chair of Governors                              | Date: |

## **Behaviour culture**

At Ide Hill Primary School, we understand that nurturing positive, productive relationships is at the heart of ensuring school is a safe and secure environment for our pupils to thrive. We need to provide a calm, consistent and emotionally stable surrounding for pupils that is conducive to learning. Through close work with families and the community, we focus on building positive relationships based on mutual trust and respect between pupils and staff, and pupils with their peers.

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. We nurture all children in a Christian environment. It is our aim that every member of the school community feels valued and that each person is treated fairly so that all children can learn to live together harmoniously within the school community.

Our behaviour policy is guided by the 6 principles of Nurture (Appendix 2)

- The classroom offers a safe base.
- Nurture is important for the development of wellbeing.
- Children's learning is understood developmentally.
- All behaviour is communication.
- Language is understood as a vital means of communication.
- Transitions are significant in the lives of children.

Based on our school values -respect, love and responsibility, we believe that:

- Positive behaviour can be modelled and taught through a consistent language.
- Behaviour is the communication of an emotional need, whether conscious or unconscious
- By taking a non-judgemental, empathetic attitude towards behaviour, we ensure that our community responds in a way that focuses on the feelings and emotions that drive certain behaviours, rather than the behaviour itself.
- Making mistakes is a normal part of growing up, and everyone can learn from mistakes they make - inappropriate behaviour will be used as a learning event.
- Reflective thinking must be taught to ensure pupils take responsibility for their own words and actions.
- Everyone can learn to regulate their own emotions and behaviour.
- We should celebrate positive behaviour choices and deal with poor behaviour choices consistently by maintaining clear boundaries and expectations.

- Consequences should be based on justice, forgiveness and restoration.  
Our approach to behaviour is based on 3 (show yourselves to be) key principles.  
Pupils should:

Show respect

Show responsibility

Show kindness (love)

### **Aims**

Through our positive behaviour policy we aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the school values.
- Ensure pupils learn to the best of their ability and develop an understanding of the core British value of accepting personal and social responsibility.
- Develop a culture for positive behaviour to support pupils to access the curriculum and to give pupils the opportunity to reach their full potential.
- Provide a safe environment and support our pupils to develop their skills to self-regulate, reflect, communicate and restore relationships when needed.
- Support pupils to become independent and self-aware, skills that will support them beyond their school years.
- To create an environment where all are treated with dignity and respect.
- Use a fair and consistent approach to behaviour across the whole school, making adaptations as needed to ensure equity for all.
- Ensure all staff feel confident and empowered to promote our school approach to behaviour as laid out in this policy.
- Children feel supported to become positive, responsible members of the school, local and world community.

Our school vision and values promote a system of positive and restorative behaviour. This system promotes telling the truth, taking responsibility acknowledging harm and accountability. Children are encouraged to develop empathy, effective communication skills and demonstrate respect, understanding the impact of their own behaviour on others and themselves, and provides opportunities for pupils to make amends for their behaviour. By following this approach, we endeavour to support self-restoration through the act of forgiveness, supporting children's sense of security, self-confidence and repairing relationships with their friends.

### **Behaviour expectations**

In order to maintain clear boundaries and a safe environment, it is important that all children follow the behaviour expectations to create a positive learning environment. These behaviours are expected from EYFS through to Year 6, appropriate to their age, and in all areas of the school inside and out.

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Show Respect</u></b>        | <ul style="list-style-type: none"> <li>-Pupils will display active listening</li> <li>-Pupils will listen to all adults and follow instructions</li> <li>-Pupils will display a positive attitude to all staff and peers</li> <li>-Pupils show good manners to all members of the school community and outside visitors</li> <li>-Pupils take pride in the school environment (we look after all property)</li> <li>-Pupils will walk quietly and calmly around the school.</li> </ul> |
| <b><u>Show responsibility</u></b> | <ul style="list-style-type: none"> <li>-Pupils wear the correct uniform (including for PE) and present themselves smartly.</li> <li>-Pupils will line up quietly and calmly.</li> <li>-Pupils will understand and use inside and outside voices.</li> <li>-Pupils will be punctual and prepared for each lesson.</li> <li>-Pupils will be ready to learn using self-regulation appropriately.</li> <li>-Pupils will always try their best.</li> </ul>                                  |
| <b><u>Show Love/ Kindness</u></b> | <ul style="list-style-type: none"> <li>-Pupils will be kind to themselves and others (words and actions)</li> <li>-Pupils will be honest.</li> <li>-Pupils will be gentle-we do not hurt others</li> <li>-Pupils will not use any language or words that aim to hurt, disrespect, bully or show intolerance to others</li> </ul>                                                                                                                                                       |

### **The behaviour Curriculum**

At Ide Hill School, we are first and foremost a community of learners and therefore explicitly teach children about behaviour. We do not presume that all children know, without instruction, how to behave in all situations. We therefore teach this using social and emotional learning key skills (see appendix 3).

Underpinned by our school values (love, respect and responsibility), we promote positive behaviour throughout the school day and also within the curriculum. This

ensures our behaviour expectations are embedded across all aspects of school life enabling our children to develop the skills needed to become positive citizens, now and in the future.

### **Behaviour for learning**

We work hard to create an environment where good behaviour is at the heart of productive learning. We believe that explicitly teaching children effective learning behaviours and vital social and emotional skills, will help to reduce the need to manage misbehaviour. Everyone is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. We therefore actively teach our pupils to be self-reflective of their own behaviours.

Through our curriculum, we teach:

- Empathy, kindness and assertiveness
- Emotional literacy and self-awareness
- Self-regulation (Colour Monsters and the Zones of Regulation curriculum)
- Social development - creating meaningful relationships with adults and peers
- Emotional responses and how the brain works
- Growth mindset - all behaviour incidents are a chance for us to support children to develop and grow and this has informed our response when children display negative behaviour.
- Appropriate and inappropriate behaviours.
- About bullying, intolerance and protected characteristics

### **PSHE**

In PSHE, our aims are to provide children with the knowledge and skills to keep themselves happy, healthy and safe, celebrate differences, as well as to prepare them for life and work.

### **British Values**

British Values (Democracy, rule of law. Individual liberty and respect and tolerance) are promoted across the school in all subjects and are referred to often. We teach through lessons and assemblies, what it is like to be a citizen in a modern and diverse Britain, valuing our community and celebrating the diversity of the UK.

### **Collective worship and assemblies**

Collective worship in school promotes positive behaviour through songs, stories, discussion and reflection about God, Jesus, religion and world issues. We are inclusive and encourage all pupils to take part. Behaving positively is promoted in every act of

worship (children taught collective worship rules as set out in positive behaviour strategies appendix 5).

### **Self - regulation - Colour Monsters / Zones of Regulation Curriculum**

The Colour Monsters and The Zones of Regulation curriculum are used to teach self-regulation strategies explicitly. Once pupils can name and understand their feelings, they are better equipped to develop and use a toolbox of strategies to regulate their emotions. Additionally, this curriculum helps pupils to recognise their own triggers, learn to read facial expressions and become more attuned to how their actions affect other people. (See Appendix 4 for more detail)

### **Restorative practice**

A restorative approach is used following behaviour incidents to model to our pupils the importance of putting things right when things have gone wrong. This helps them to reflect on and learn from their mistakes in order to make positive changes. The approach particularly focuses on the importance of repairing and restoring relationships between members of the community. The restorative approach is driven by the values of empathy, respect, honesty, acceptance, responsibility and mutual accountability (See appendix 6).

### **Promoting positive behaviour**

The best form of behaviour intervention acknowledges and enhances the positive. Behaviour expectations must always be clear, with dedicated time to embed routines, ensuring understanding.

Positive behaviour is reinforced through verbal praise, house points, positive communications from the teacher and teacher awards. See Appendix 5 for full details.

To ensure we create the best conditions to promote positive behaviour, we:

- Ensure all adults are calm, consistent and fair in their response to behaviour
- Have clear expectations and routines that are understood by all.
- Have clear rewards and sanctions that are consistently applied.
- Use a common and consistent language to support positive behaviour - understood by all
- Explicitly teach children behaviour (teaching, not telling, children how to behave)
- Teach active listening skills
- Model the behaviour we are expecting
- Support pupils to practise appropriate behaviour

- Notice and acknowledge positive behaviour: recognising, describing and explaining what we want to see
- Intervene early using de-escalation techniques (See appendix 6)
- Adapt our approaches, where needed, for specific pupils with additional needs.

All adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- CREATE conditions for excellent behaviour
- TEACH behaviour explicitly
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour through praise and reward. (Examples of what rewards could look like can be seen in appendix 5)

### **Managing Whole Class Behaviour**

Positive environments for learning are of paramount importance. All staff are therefore trained and supported to develop and use positive behaviour strategies, including the use of positive language, praising the effort not the result and using growth mindset language. Specific behaviour targets for a class will be created as necessary.

Positive whole class rewards such as class treats may be effective to support the development of a happy and calm environment for the children to learn in.

Whole class sanctions should be avoided where possible but can be used to support the development of the class working collaboratively to create a safe and happy environment. If persistent issues arise with a class, class rules will be re-established and re-modelled in line with this policy. Further support will come from SLT.

### **Managing low level poor behaviour**

Poor Behaviour is defined as, but is not limited to:

- Disruption in lessons, around school, between lessons, at break and lunchtimes
- Poor attitude (in line with school expectations)
- Non-completion of classwork due to behaviour

- Moving round school in an unacceptable way
- Lining up noisily

Staff are expected to deal with behaviours in their own class first by following strategies as set in table below and then, if further support needed, follow the order of hierarchy of key stage leaders, Co- Headteacher and Headteacher as a final stage.

At Ide Hill Primary School, we understand the need to de-escalate situations and the importance of having a consistent whole school approach to this. This should always be the first port of call; examples of how this can be achieved are set out in appendix 7.

When learners are not able to focus in class and strategies of positive reinforcement and remodelling are not successful, the following should be followed as a guide to focus learners - not necessarily a checklist. As a principle, this should be reset at the beginning of each lesson. The consistent language should be applied.

**See the chart below outlining procedures to deal with low level poor behaviour choices.**

| <b>Strategies for keeping focussed</b>                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| These will be used consistently in a lesson and could range from making eye contact to placing a hand on a table in front of a child. Using a child's name to ensure they are following instructions is also possible. This is a gentle reminder to refocus and an opportunity for self-regulation.        |
| <b>Reminder</b>                                                                                                                                                                                                                                                                                            |
| 'This is a reminder that at Ide Hill School we show love, respect and responsibility so that we are ready to learn. Thank you.'                                                                                                                                                                            |
| <b>Stop and Think</b>                                                                                                                                                                                                                                                                                      |
| 'I have reminded you that at Ide Hill School we show love, respect and responsibility. This is now a Stop and Think card. You are disrupting the learning of others. Please step outside the classroom/or go to... for a few minutes to refocus until you are ready to continue your learning. Thank you.' |
| <b>Warning</b>                                                                                                                                                                                                                                                                                             |
| At Ide Hil School we respect through listening so that everyone can learn. If you are unable to show our values and continue to disrupt the class, you will go to another class for 10 minutes to refocus. Thank you.                                                                                      |
| <b>Consequence</b>                                                                                                                                                                                                                                                                                         |
| You have chosen not to follow the behaviour steps at Ide Hill School so there will be a consequence.                                                                                                                                                                                                       |

| <b>Consequence-Reset time</b><br><b>Restorative talk as part of process</b>                                                                                                          |                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Poor behaviour choices</b>                                                                                                                                                        | <b>Dysregulation</b>                                                                                                                                                                                              |
| <p>If a child has reached this stage, a consequence may be necessary. Please ensure this is immediate. Time out/ away from the situation they are in.</p> <p>Consequence applied</p> | <p><u>Self-regulation</u></p> <p>The child will be offered time to use their Zones of Regulation toolbox to get themselves back to a ready state of learning. This could take place in class or just outside.</p> |
| <b>Consequence-Supported reset time</b>                                                                                                                                              |                                                                                                                                                                                                                   |
| <p>As above but may need a different adult to speak to them. This could be from another colleague in the same year group or SLT.</p> <p>Consequence applied.</p>                     | <p><u>Co-regulation</u></p> <p>As above but in a parallel year group or with a different adult that has been identified to support the teaching of regulation.</p>                                                |

**At each stage the child will be given a card that shows them what stage they are in our behaviour procedure. A consequence card will be recorded on Cpoms by the member of staff who gave the consequence.**

**Consequences for low-level disruptions could include:**

- A brief behaviour discussion as soon as possible (this may be during playtime). This should address what the underlying reason for the continued disruption was, why this caused a problem for the child and other learners (link to love respect and responsibility), supported remodelling of how this can be put right and reassurance that there is a fresh start. There may be an additional focus / target for the child for the next lesson.
- Loss of some of the child's playtime. (Not the whole playtime for low level, this is a chance for restorative discussions.) SEND children may need more movement breaks after this.
- Last out to play or move position in a line or place in class.
- Loss of a privilege
- Writing an apology to the person their behaviour had an effect on.

- A phone call or e-mail home to report continued poor choices (three or more during the week). This may then lead to a meeting with parents.

When issues arise around the completion of work, pupils may be expected to complete their work during part of the playtime but this should be decided on a case-by-case basis. Persistent low-level disruptions, along with persistent incomplete work, is addressed through reflecting on the activities pupils are set - support for this is available from the SENCO. Parents will be made aware of any adaptations or to discuss effort and attitude towards work.

If a child receives a consequence this will result in an immediate discussion or email home to the parents explaining what had happened and the consequence. It is possible for a child to go straight to a consequence for some moderate behaviour and all severe behaviour.

If a child continues to receive two more stages on our behaviour log in a week, then their parents will be invited in to discuss their behaviour.

If the behaviour continues the child will be put on a behaviour report (see appendix 11) so that their behaviour is monitored on a regular basis by the class teacher and SLT. This will allow the child to see the benefits of positive behaviour and how it feels to celebrate what they do.

### **Managing behaviour during/ after unstructured time**

As a school, we understand that pupils can find it difficult to keep in control of their emotions, particularly during unstructured times of the day (including playtimes).

Staff will use the key principles of **love, respect and responsibility** when discussing behaviour choices and follow the steps set out in the section on managing low level behaviour in this policy to engage with pupils and resolve issues by listening and supporting learners (through restorative talk) to regulate their emotions and find solutions to problems.

All members of staff have a shared responsibility to ensure that pupils are “regulated” after playtime issues. We expect that pupils should be ready to learn at the end of playtime and should be proactive in ensuring that issues do not encroach on learning time.

| Behaviour choice | Consequence |
|------------------|-------------|
|------------------|-------------|

|                                          |                                                                                                                        |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Arguments                                | Spoken to by member of staff on duty, restorative talk - class teacher informed                                        |
| Taking other people's belongings         | Spoken to by member of staff on duty, restorative talk - class teacher informed                                        |
| Bad language                             | Class teacher informed (Consequence dependent on context e.g. missed playtime or immediate time out)                   |
| Pushing (Aggressor or retaliation)       | Class teacher informed, restorative talk (Consequence dependent on context e.g. missed playtime or immediate time out) |
| Noisy lining up                          | Spoken to by member of staff on duty, restorative talk - class teacher informed                                        |
| Destroying/ not taking care of equipment | Class teacher informed, restorative talk (Consequence dependent on context e.g. missed playtime or immediate time out) |

The following chart shows some common responses to behaviour that may be seen on the playground.

During missed playtimes the use of restorative talk will be used to help pupils understand where wrong choices were made to prevent them from making poor behaviour choices again. If there are multiple examples or a pattern emerges, teachers will liaise with SLT who will investigate further. If there is a more serious incident on the playground, children will be removed calmly from the situation and SLT will be called for support.

### **Wet Play**

Children will be expected to follow rules of moving around the classroom sensibly, play appropriate games sensibly and quietly, ask permission to leave the room and not use IT equipment (ipads, interactive board etc). Class teachers will share rules with the class and adults supervising to ensure all children and adults understand their expectations.

### **SEND and Inclusion**

Our behaviour expectations are high and we recognise the need to support all pupils to achieve this. Where adaptations are necessary to this policy, they will be made in conjunction with the SENCO and senior members of staff at the school. We treat the needs of each child as an individual and will work with agencies, parents and the child to cater for their needs.

In line with the Equality Act 2010 with regards to Special Educational Needs, reasonable adjustments are made in the application of the Positive Behaviour Policy for pupils with disabilities or special educational needs, especially where children are known to have behaviour-related learning difficulties. This will prevent a disproportionate impact of the school's behaviour framework on those vulnerable pupils.

Where necessary an individual behaviour plan (Appendix 8), risk assessment (appendix 9) or child high profile sheet (appendix 10) will be developed for some pupils, usually in partnership with the pupils, parents and class teacher. This will document the reasonable adjustments in place for an individual and will make others in the school aware of the behavioural strategies needed for that child. This plan/ risk assessment/high profile child sheet will be regularly reviewed and will contain the specific strategies to be used. These will be specific to each child but may include things such as safe spaces to calm, specific interventions linked to behaviour, alternative playtimes, careful seating position, movement breaks, use of resources such as fidget aids and ear defenders.

### **How Do We Define Serious Behaviour?**

Serious poor behaviour includes, but is not limited to:

- Physical aggression (punching / kicking / biting etc)
- Verbal aggression
- Inappropriate language
- Any form of prejudice
- Bullying (See below)
- Repeatedly failing to follow the school policy
- Child-on-child abuse
- Possession of prohibited items
- Refusal to join in with activities and engage with adults.

Headteachers and staff they authorise (members of SLT) 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 below.

Also, if the child has any article a staff member reasonable suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

- Illegal drugs
- Knives and weapons

- Alcohol
- Tobacco and cigarette papers/Vapes/Electronic cigarettes
- Fireworks
- Pornographic images
- Stolen items

Any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy and schools must consider the age and needs of pupils being searched or screened.

The headteacher should oversee the school's practice of searching to ensure that it safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search (see restraint guidance in this document).

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

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

For further guidance the school follows the DfE guidance on searching, screening and confiscating items.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **How Do We Define Bullying?**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

#### **Bullying is, therefore:**

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

**Bullying can include, but is not limited to:**

|                                                                                                                                                                    |                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                          | Being unfriendly, excluding, tormenting                                                                                                                                       |
| Physical                                                                                                                                                           | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| Prejudice-based and discriminatory, including:<br>➤ Racial<br>➤ Faith-based<br>➤ Gendered (sexist)<br>➤ Homophobic/biphobic<br>➤ Transphobic<br>➤ Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                            |
| Sexual                                                                                                                                                             | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal                                                                                                                                          | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                             |
| Cyber bullying                                                                                                                                                     | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |

**Please see anti-bullying policy for further information. This type of behaviour will be dealt with under the managing serious behaviour.**

**Managing More Serious Behaviour (restraint)**

Sometimes children may become a risk to themselves or others either within the classroom or outside. In these circumstances the child may need to be physically restrained or secluded in a separate place/ room preferably by someone who has been trained in positive handling. Restraint must only be applied only if there is no other option and the emphasis should be on **de-escalation** (see appendix 7) and **prevention** before the fact. If a child is prone to this type of behaviour, they should have an individual behaviour plan (appendix 8) and risk assessment (appendix 9) which should be shared with the relevant staff to help with prevention.

If restraint or inclusion is applied the person who applied the restraint will need to record the information on the restrictive intervention report (on staff k drive and appendix 13) and on Cpoms under behaviour, so that any accompanying actions can be recorded.

They must also:

- Inform a member of the SLT
- Make sure that the parents of the child have been informed as soon as possible

The SLT and headteacher will then make sure that the governing body are informed of any restraint used and that the wellbeing of the pupil and staff have been taken care of through debriefing and providing any extra support needed. They should also review the incident data and see if there are any patterns, if particular vulnerable groups are at risk and use this to inform training and planning.

The governing body have a responsibility to make sure they are reviewing the incident data and asking questions.

### **Managing More Serious Behaviour (SLT involvement)**

A member of SLT will be notified and seek to establish the facts around the incident. The following are important to establish an appropriate response:

- Was there intent?
- What preceded the incident?
- What is the age of the child?
- Have there been previous incidents?
- Have previous targets / rules been adhered to?
- Is there a pattern to the behaviour?

Details will be recorded on CPOMS. Following this, relevant consequences could include:

- Missed playtime/ contact with parents (Telephone call / letter home / Formal meeting)
- Restorative work (between pupils / towards school / staff)
- Managed playtimes (rotas / playground zones)
- Removal from the playground (This should have a clear purpose and time scale)
- Directed work around the incident ("What were my triggers" for example)
- Removal of school privileges
- A behaviour support plan / behaviour targets set (HT report card)
- Removal from classroom
- Flexible timetable. (Reported to governors and Local Authority)
- Fixed term suspension (Reported to governors and Local Authority)
- Permanent exclusion (Reported to governors and Local Authority)

Parents will be informed of the behaviour incident and any relevant consequences. For more detailed information see the Suspensions and exclusion policy.

### **Behaviour Reports and Individual Behaviour Plans**

If a child is displaying behaviour that is continually disruptive (continued behaviour after meeting with the parent), unsafe or difficult to manage they will be put on report and may be given an IBP. These are focused on working positively with the child to address behaviours and recognises that the behaviour presented is likely to be communicating an unmet need. (see appendix 8 for example)

#### **How the IBP will be written:**

- Outline/give a description of the behaviour being presented
- Consider reasons for the behaviour
- Identify proactive strategies to keep the child happy and calm
- Recognise early warning signs (when the child becomes anxious) and think about how to respond to these to prevent escalation
- Identify reactive strategies outlining what to do to keep everyone safe
- Targets for improvement
- Support to be given
- The IBP will be written and agreed between a member of SLT and parents.
- It will be reviewed to consider its effectiveness.

### **Beyond the School Gate**

The school will work with all relevant parties to deal with behavioural issues beyond the school gates.

This includes when pupils are:

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

Or when behaviour:

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

In most instances dealing with these issues will be with the parents of children. If activity is of a criminal nature or poses a serious threat to the public, the police will be informed.

### **Suspensions**

When other strategies have been tried but not been successful or a child has displayed behaviours that are unsafe for other children and staff, the Headteacher may decide to implement a fixed-term suspension (please see the Suspensions and exclusion policy). This is in line with the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment. All decisions to suspend a child will be a last resort. This will also be discussed with the parents.

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend, unless it would not be appropriate to do so. The length of a suspension will be determined by the Headteacher. The Headteacher will notify the Local Authority of all suspensions without delay, regardless of the length of the suspension. A reintegration meeting with the parents/carers will take place on or prior to the first day back from the suspension.

The Statutory guidance is available within 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2026 (DfE).

### **Permanent Exclusions**

In extreme cases the decision will be made to permanently exclude a pupil (please see the Suspensions and exclusion policy). Permanent exclusion will only be used if all reasonable steps have been taken to avoid excluding the pupil, and where allowing the pupil to stay would be seriously detrimental to the education or welfare of the pupil or others. A permanent exclusion will be pursued if a one-off serious incident occurs or a continuum of poor behaviour and failure to adhere to school expectations. This will also be discussed with the parents.

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to permanently exclude, unless it would not be appropriate to do so. Once the Headteacher has made the decision to permanently exclude a child a panel of three governors must meet with the Headteacher and the child's parent(s). The Panel will consider the Headteacher's decision and make one of two decisions – either to reinstate the child or to uphold the permanent exclusion.

The Headteacher will notify the Local Authority of all permanent exclusions without delay. The Statutory guidance is available within 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2026 (DfE).

### **Use of Mobile phones on school property**

Children are not allowed mobile phones in school unless they have been given special permission by the headteacher. Special permission will be given if the child needs a mobile phone to and from home. In these cases, the mobile phone will be held in the school office, in secure place, from the start to the end of the day. The phone will then be given back to the child at home time.

### **Support for Staff**

#### **1. Dealing with Challenging Behaviour:**

All staff receive advice and training on behaviour management on induction and throughout their time at school. We believe that positive behaviour management is fundamental to providing a safe, secure learning environment, and as such, every staff member is aware of and will support any other colleague with behaviour management. Staff who are having difficulty with a class, group or individual are encouraged to speak to a member of the Senior Leadership Team for advice and support. Coaching will often be used as a tool to support staff members and team teaching, observations, modelled teaching and other methods can all be used to support any staff member with their management of behaviour. If necessary, a support plan can be used.

#### **2. Right to a safe working environment & malicious allegations**

Any discrimination, bullying or harassment of staff by pupils (including online) will not be tolerated, whether this occurs on or off the school premises or during term times. This includes any discrimination as detailed in the protected characteristics set out in the Equality Act. The Headteacher will use their professional judgement to deal with any problems arising in the following ways:

Pupils will be spoken to and dealt with in line with the behaviour policy

- Parents will be informed and school will seek to work with parents to change the behaviour of the pupil/s
- The pupil may be permanently removed from a particular class in order to safeguard the staff member, or other children
- Where a person threatens or assaults a member of staff, or an allegation is found to be malicious, the police may be informed and formal complaints made

Please note: Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. Local authorities and governing bodies have legal powers to prohibit access to school premises.

The school code of conduct details further information on how we expect parents / carers and visitors to treat members of the school community.

### **3. Pastoral care for school staff accused of misconduct.**

All staff accused of misconduct will be supported in line with the policies for misconduct which are adopted from the LA exemplar policy. Any accusations against staff with regards to behaviour will be dealt with in line with the misconduct policies set out by the LA and adopted by the school's Governing Body.

Pupils who are found to have made malicious accusations against school staff will be subject to the same restorative practice as outlined above. This will be dealt with by the Headteacher or Deputy Headteacher. Each incident will be judged on a case by case basis, taking all facts into account.

### **Roles and responsibilities**

Everyone at Ide Hill has the right to be safe, feel respected and have the opportunity to learn. We believe in an inclusive and positive approach to behaviour. We believe that it is everyone's responsibility to promote, model, teach and regulate the behaviour of our pupils in school. (Legal and in-depth responsibilities are outlined in appendix 14)

### **Recording and monitoring**

When a child is given a card for their behaviour this will be logged on a behaviour recording sheet (Appendix 12). The initials of the person recording/giving the card will need to be written next to every entry. If a child is given a consequence a short description is needed next to the entry and what has happened will need to be

recorded on Cpoms, stating whether the behaviour was low, moderate or severe. Please see descriptions in this policy, pg 23, for help with this.

Once every term the member of SLT responsible for behaviour will monitor the behaviour of classes by looking at the recording sheets and entries on Cpoms. They will then discuss with class teacher any children that have not already been flagged in safeguarding meetings, child spot or by the class teacher prior to the monitoring.

### **Legislation, Statutory Requirements and Statutory Guidance**

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

- Behaviour in schools: advice for headteachers and school staff Feb 2024:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

- Searching, screening and confiscation: advice for schools 2022

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

- The Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

- Keeping Children Safe in Education 2026

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026

<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

- Restrictive interventions, including use of reasonable force, in schools

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- Supporting pupils with medical conditions at school

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

- Special Educational Needs and Disability (SEND) Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

<https://www.legislation.gov.uk/ukpga/2002/32/section/175>

➤ Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property <https://www.legislation.gov.uk/ukpga/2006/40/section/88>

➤ DfE guidance explaining that schools must publish their behaviour policy and AntiBullying strategy online

➤ Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

<https://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

### **Linked Policies**

Anti-bullying policy

Code of Conduct

Suspensions and exclusions policy

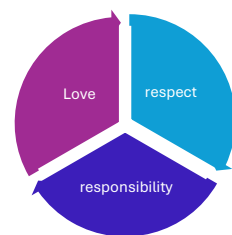
Online Safety, social media and Communications policy

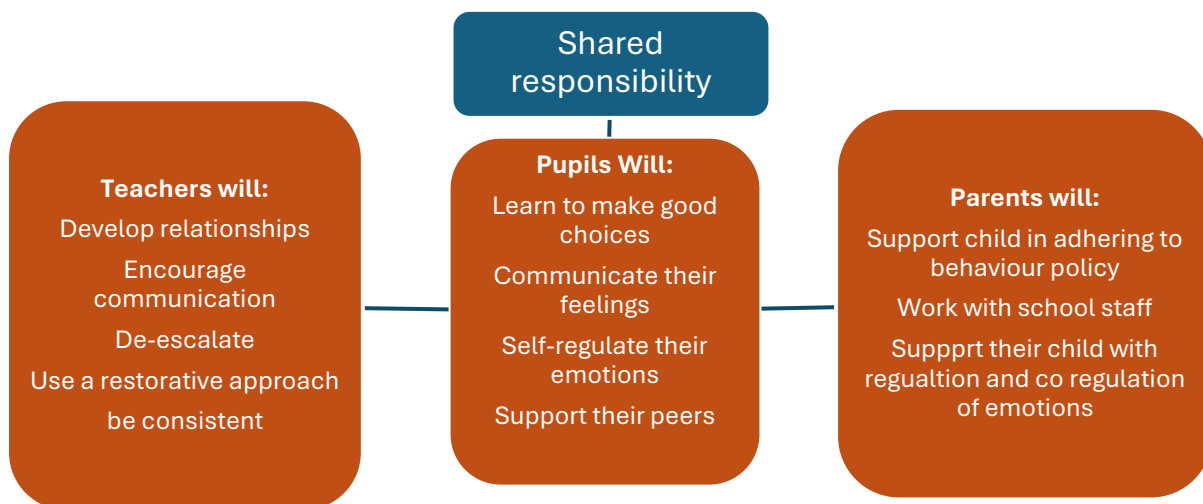
Child protection policy

## Appendix 1- Behaviour blueprint



All behaviour is a form of communication





|                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Show Love/ Kindness</b></p>   | <ul style="list-style-type: none"> <li>-Pupils will be kind to themselves and others (words and actions)</li> <li>-Pupils will be honest.</li> <li>-Pupils will be gentle-we do not hurt others</li> <li>-Pupils will not use any language or words that aim to hurt, disrespect, bully or show intolerance to others</li> </ul>                                                                                                                                                       |
| <p><b>Show Respect</b></p>         | <ul style="list-style-type: none"> <li>-Pupils will display active listening</li> <li>-Pupils will listen to all adults and follow instructions</li> <li>-Pupils will display a positive attitude to all staff and peers</li> <li>-Pupils show good manners to all members of the school community and outside visitors</li> <li>-Pupils take pride in the school environment (we look after all property)</li> <li>-Pupils will walk quietly and calmly around the school.</li> </ul> |
| <p><b>Show responsibility</b></p>  | <ul style="list-style-type: none"> <li>-Pupils wear the correct uniform (including for PE) and present themselves smartly.</li> <li>-Pupils will line up quietly and calmly.</li> <li>-Pupils will understand and use inside and outside voices.</li> <li>-Pupils will be punctual and prepared for each lesson.</li> <li>-Pupils will be ready to learn using self-regulation appropriately.</li> <li>-Pupils will always try their best.</li> </ul>                                  |

### **Consequences of poor behaviour choices and restorative practices**

|                                                                                                                                                                                                        |                                                                                                                                                                                |                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Low level could include:</b></p> <ul style="list-style-type: none"> <li>Swinging on chair</li> <li>Not being in seat at correct time</li> <li>Distracting others</li> <li>Calling out</li> </ul> | <ul style="list-style-type: none"> <li>Not listening after being asked</li> <li>Poor attitude</li> <li>Talking at inappropriate times</li> <li>Eye rolling/rudeness</li> </ul> | <ul style="list-style-type: none"> <li>Running in corridors</li> <li>Rough play</li> <li>Not lining up appropriately</li> </ul> |
| <p><b>Consequences:</b><br/>Child immediately addressed by adult and reminded of School values.</p> <p><b>When persistent:</b></p>                                                                     |                                                                                                                                                                                |                                                                                                                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Last out to play, move position in line or in classroom, sent to another class, time out, change of adult, distraction (doing a job). Loss of privilege/ part of playtime                                                                                                                                                                                                                                                                                                                                                         |                                                                                |                                                                                                                     |
| <i>Restorative conversation needed to prevent further bad choices.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                |                                                                                                                     |
| <b>Moderate level could be:</b><br>Lying<br>Answering back                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Moderate physical aggression (pushing)<br>Leaving classroom without permission | Any low-level behaviour that becomes persistent                                                                     |
| <b>Consequences:</b><br>Automatically missing part of playtime<br>restorative talk<br>Written or verbal apology to people hurt<br>Collaborative tasks for children who find difficult to get along<br><b>When persistent:</b><br>Raised with the Key stage leader, SLT member, investigation into reasons for behaviour, nurture/ social interaction group or Zones of regulation work, positive behaviour report<br><b>Actions and results fed back to the teacher.</b><br><b>Persistent behaviour discussed in SLT meeting.</b> |                                                                                |                                                                                                                     |
| <b>Severe could include:</b><br>Biting<br>Punching<br>Kicking<br>Fighting                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Throwing chairs<br>Damaging property<br>Deliberately hurting someone           | Damaging property<br>Deliberate disobedience<br>Stealing<br>Verbal aggression<br>Racial /sexual derogatory language |
| <b>Consequence:</b><br>Sent straight to the SLT to be investigated and dealt with and consequences applied<br>Logged on Cpoms<br>Parents informed<br>Possible suspension<br><b>Actions and results and further action fed back to teacher</b>                                                                                                                                                                                                                                                                                     |                                                                                |                                                                                                                     |

## **Appendix 2- Six Principles of Nurture**

### **1. Children's learning is understood developmentally**

Children are at different stages of development - socially, emotionally, physically and intellectually - and need to be responded to at their developmental level in each of these areas. Responding to children 'just as they are', with a non-judgemental and accepting attitude, will help them to feel safe and secure.

### **2. The classroom offers a safe base**

A classroom environment is inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children's

relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning. Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom. Consider whether your setting is a safe place - physically and emotionally - for your pupils, staff, parents and carers. How do you promote structure and predictability? It is also important that your classroom or nurture space has quiet zones and reflections of home.

### **3. The importance of nurture for the development of wellbeing**

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice this involves noticing and praising small achievements - nothing should be hurried.

Strategies should be put in place that promote the welfare and wellbeing of children and young people, as well as staff welfare and wellbeing. Consider how achievements and attainments are celebrated, and what structures are in place to promote the pupils' voice.

### **4. Language is a vital means of communication**

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and imaginative play can be used to help children understand the feelings of others. It is helpful to provide opportunities for pupils, parents and staff to express their views, and that adults model how to share feelings and experiences. Pupils' voices should be valued, and language should be assessed, developed and embedded in all aspects of the curriculum at the appropriate level for the child or young person.

Consider how children are taught to recognise emotions and name them in your context. Are they taught to recognise early warning signs of anger or anxiety and use strategies to de-escalate? How do daily routines allow for conversation and sharing of experiences?

### **5. All behaviour is communication**

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us.

The outward behaviour is often the 'tip of the iceberg', and so it is important to consider the immediate environment and what occurred just before the incident happened. School events, the time of year, and home circumstances can also give us clues. Adults need to be calm and consistent, and understand that children may communicate their feelings in different ways. Children and young people need to be encouraged to reflect on their behaviour, and understand how to express their emotions appropriately. This does not excuse the behaviour, but helps us to ask why the behaviour is occurring. Given what we know about this child and their development, what are they trying to tell us? It helps staff to respond in a firm but non-punitive way by not being discouraged or provoked. A quiet area to help students become calm and give them space before a discussion can often help, as well as recognising potential triggers and anxieties that could be avoided or reduced.

### **6. The importance of transitions in children's lives**

Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.

Pupils should be included in the planning of support, as well as parents and carers where possible, and information should be shared at key transition points.

Staff need to understand the emotions that may be triggered by both small and large changes, and children should be pre-warned or reminded about changes in routines, using visual timetables to emphasise this.

Consider periods of transition for your children; is there inexplicable behaviour just before the end of the day? Do staff feel frustrated by pupils who cause disruption as they move around the school? Children and young people may feel calmer if time can be made to discuss how they feel when things change, in an open and honest way, to help them put coping strategies in place.

### **Appendix 3 SEL skills**

| <b>SEL competency</b> | <b>Definition</b>                                                                                                            | <b>SEL skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-awareness        | The pupils' abilities to understand their thoughts, feelings, emotions and values, and their influence on their behaviour.   | <ul style="list-style-type: none"> <li>• Identify and recognise their emotions and feelings</li> <li>• recognise emotional trigger</li> <li>• self-reflect and accurately assess their self-identity</li> <li>• recognise their own limitations</li> <li>• Value themselves for who they are</li> <li>• Express their own views and opinions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |
| Self-Management       | The pupils' abilities to effectively manage emotions, thoughts and behaviour, and to achieve personal goals.                 | <ul style="list-style-type: none"> <li>• monitor and regulate thoughts emotions and feelings</li> <li>• manage thoughts, emotions, feelings and behaviour in a range of situations</li> <li>• Review and identify ways to improve learning</li> <li>• Set personal goals and targets, and monitor and review them</li> <li>• Organise and plan how to go about a task</li> <li>• focus, and sustain attention and persist to achieve success in an activity or task</li> <li>• Seek support and advice where necessary</li> <li>• Respond to feedback constructively</li> <li>• Exhibit positive motivation, hope and optimism</li> <li>• Use coping strategies to deal with and overcome challenging situations</li> </ul> |
| Social awareness      | The pupils' abilities to understand others' perspective, to be empathetic and compassionate and to value cultural diversity. | <ul style="list-style-type: none"> <li>• Identify and recognise others' emotions and feelings</li> <li>• Recognise and value cultural diversity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                             |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Respect the views and opinions of others and different perspectives</li> <li>• Understand and show empathy and compassion for others</li> <li>• Understand how their behaviour can affect others</li> <li>• Adapt behaviour and language to suit different people and situations</li> <li>• Recognise the value of belonging for example to a group, family or school community.</li> </ul>                                                                                                                                                                                                   |
| Relationship skills         | The pupils' abilities to build and maintain good healthy supporting relationships with individuals and diverse groups, to work collaboratively and support others and actively engage in school and community life. | <ul style="list-style-type: none"> <li>• recognise the qualities of healthy, respectful relationships</li> <li>• Make friends and build and maintains relationships with others</li> <li>• Play an active and meaningful part in the life of the school and community</li> <li>• Provide support and advice to others</li> <li>• Take personal responsibility for working with others</li> <li>• Manage and resolve conflict</li> <li>• -Manage and express emotions in relationships</li> <li>• Listen actively and respond appropriately to others</li> <li>• Identify and manage peer pressure that may put them at risk</li> </ul> |
| Responsible decision-making | The pupils' abilities to make responsible, ethical, caring decisions about their behaviour and social interactions in different situations.                                                                         | <ul style="list-style-type: none"> <li>• Identify problems</li> <li>• Generate possible solutions and evaluate options to resolve their problem</li> <li>• Try out alternative approaches to solving problems</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |

|  |  |                                                                                                                                                                                                                                                                                         |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>and evaluate outcomes</p> <ul style="list-style-type: none"> <li>• Assess the risks associated with decision making</li> <li>• Make and justify ethical decisions</li> <li>• Demonstrate awareness of how their current decisions and choices may impact on their future.</li> </ul> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## **Appendix 4-Teaching Self-regulation**

Emotional self-regulation is the ability to understand and manage our own behaviour and reactions. Self-regulation helps children to learn, behave well, get along with others and become independent.

It encompasses:

- self-control
- resilience
- self-management,
- anger management
- impulse control
- sensory regulation.

A person who can **self-regulate** is able to:

- remain **calm and organised** in a stressful situation. (Executive Functions)
- cheer themselves up after a disappointment. (Emotional Regulation)
- know when they are experiencing sensory overload and can make adjustments. (Sensory Processing)
- understand when it is appropriate to cheer and shout and when it is appropriate to be quiet.

(Social Cognition) Self-regulation strategies are taught.

This means pupils need to:

1. See a positive model (Observe adults or peers using effective self-regulation skills)
2. Practise it with support (**Co-regulation** - see below)

### **Co-regulation**

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3 (if needed): Setting limits on behaviour ('We can't always get we want') Step 4: Problem-solving with the child/young person ('We can sort this out')

### 3. Apply on their own (**Self-regulation**)

EYFS, pupils are taught self-regulation through daily talks and circle time. Using the text 'The Colour Monster' by Anna Llenas, the pupils use different coloured monsters to discuss and identify their feelings. Through discussion, the pupils learn to talk and regulate their emotions, developing a toolbox of how they can help themselves to regulate their feelings and to be ready to learn. With this understanding, the transition into Key Stage 1 will be smoother.



Building upon the solid foundations created in EYFS, the Zones of Regulation curriculum and nurture groups are used with pupils from Year 1 to 6 who need this, to continue to teach self-regulation strategies explicitly. This progressive curriculum provides pupils with a simple way to think and talk about how they feel on the inside and to sort these feelings into four coloured zones. Once pupils can identify, name and understand their feelings and zones, they are better equipped to develop and use a **toolbox** of strategies to manage their emotions based on which colour zone they are in. Additionally, this curriculum helps pupils to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people. Pupils are taught that it is okay to experience all of these emotions and zones, and also that emotional responses to situations can differ from person to person.

| What Zone are you in?         |                                            |                                            |                                             |
|-------------------------------|--------------------------------------------|--------------------------------------------|---------------------------------------------|
| Blue                          | Green                                      | Yellow                                     | Red                                         |
|                               |                                            |                                            |                                             |
| Sad<br>Tired<br>Sick<br>Bored | Calm<br>Focused<br>Happy<br>Ready to learn | Worried<br>Bubbly<br>Excited<br>Frustrated | Angry<br>Panicked<br>Overjoyed<br>Terrified |

The children can build their own toolbox to help them to regulate whilst in each zone. They will do this by choosing 2 or 3 tools for each Zone that they find the most useful. This means the children have full ownership of their toolbox helping them to move towards independent regulation. The tools could be sensory supports, calming techniques or thinking strategies, for example:

- Grounding activities (e.g slow breathing, visual imagery)
- Mental breaks (e.g. colouring, music, books, meditation)
- Physical breaks (e.g dancing, stretching)
- Positive self-talk (e.g. affirmations)
- Social support (e.g. friend/ adult)

- Sensory experiences (e.g. touch, sound, movement)

## **Appendix 5-Positive behaviour strategies**

### **EYFS**

In EYFS when the children first come in their reward system is adapted to suit the needs of the younger children. They receive things like stickers. Little note homes with a stap and verbal praise. Later on in the year they begin to receive house points and celebration certificates.

### **KS1 / KS2**

Staff continually recognise good behaviour choices and use positive reinforcement to model to all pupils our behaviour expectations. Pupils are rewarded for going “Above and beyond behaviour” and are praised in public.

|                                                                                                                                                                                                                                |                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Verbal praise - (meaningful, specific, personal)                                                                                                                                                                               | These strategies are used as positive reinforcement of good behaviours and to promote others to follow this example |
| Use house points (collected through class Dojo) to consistently recognise good behaviour.                                                                                                                                      |                                                                                                                     |
| Whole class rewards are given when children reach a target set by the teacher.                                                                                                                                                 |                                                                                                                     |
| Recognition from the class teacher and/or chance to share work with another adult/ mentor – send a note with the work so the adult can praise the behaviour/ effort/ work for the correct reason.                              | These strategies would recognise when pupils have gone over and above our behaviour expectations.                   |
| Golden house points are given for positive behaviour related to our school values of responsibility, love and respect especially those shown outside of the classroom.                                                         |                                                                                                                     |
| Positive communication home from the teacher. The positive message, call, note or postcard is a high level of recognition. Perhaps only one or two will be handed out in a week.                                               |                                                                                                                     |
| Teachers certificate and other certificates (sports awards) to be presented in Friday in celebration worship to celebrate the achievements of individuals, groups, teams or classes.                                           |                                                                                                                     |
| Class charter is based on our values and praise is based on these elements. Children may be asked to reflect every so often on the class charter nominating someone from the class they think has shown the quality or action. | Children are encouraged to reflect how being recognised for positive behaviour makes them feel.                     |
| Children’s outside achievements and achievements within school are recognised in Show and Tell within classrooms, celebration worship and in the school newsletter.                                                            | Children are encouraged to develop intrinsic motivation.                                                            |
| Children are encouraged to reflect how being recognised for positive behaviour makes them feel.                                                                                                                                |                                                                                                                     |

## **Appendix 6- Restorative practice**

A restorative approach offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

| <b>Authoritarian Approaches</b> | <b>Restorative Approaches</b> |
|---------------------------------|-------------------------------|
|---------------------------------|-------------------------------|

The focus is on:

|                       |                                    |
|-----------------------|------------------------------------|
| Rule-breaking         | Harm done to individuals           |
| Blame or guilt        | Responsibility and problem-solving |
| Adversarial processes | Dialogue and negotiation           |
| Punishment to deter   | Repair, apology and restoration    |
| Impersonal processes  | Interpersonal processes            |

As a result:

|                                                  |                                                    |
|--------------------------------------------------|----------------------------------------------------|
| The needs of those affected are often ignored    | The needs of those affected are addressed          |
| The unmet needs behind the behaviour are ignored | The unmet needs behind the behaviour are addressed |
| Accountability = being punished                  | Accountability = putting things right              |

### **What are the key elements of Restorative Approaches?**

Restorative Approaches are value-based and needs-led. They support our whole school ethos that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good behaviour and learning can flourish.

#### **Restorative Approaches build upon these basic principles and values:**

- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – being able to understand another's experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better

### **Why are Restorative Approaches helpful?**

#### **Working restoratively leads to:**

- A more respectful culture
- Better relationships amongst children and staff

- People being more honest and willing to accept responsibility
- People feeling more supported when things go wrong
- A calmer, quieter and more productive learning environment.

### **What is a restorative response to harm or conflict?**

#### **Those affected are invited to share:**

- What has happened,
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected,
- What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

#### **To facilitate such a process requires the ability to:**

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgement to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions

#### **This learning framework can be used in a wide range of contexts:**

- A one-way conversation, with one person listening and asking questions and the other talking;
- A two-way conversation, with both people taking turns to ask and answer questions;
- A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;
- A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play ('Restorative Conference');
- A facilitated circle involving part or all of a class or large group.

#### **What is being restored?**

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

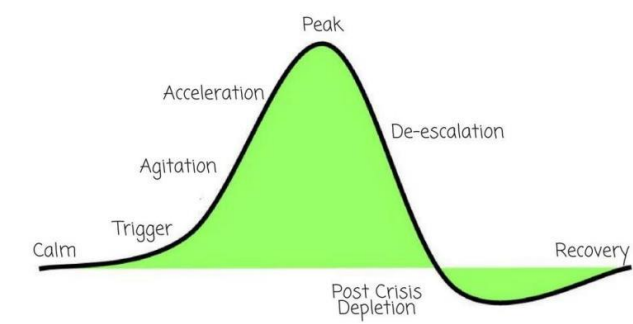
However, something may also be restored within an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

## Appendix 7- De-escalation

### The De-escalation Cycle



#### 1: Calm

First seek to understand the triggers that may cause a child's behaviour to escalate. Escalation can be stressful for pupils and teachers so using a proactive approach to prevent this is key. Classrooms need to be safe and comfortable. For example: if we know a child struggles with noise, we need to have low volume on any audio and plan calm, quiet activities. Additionally, we try to give pre-warning when things are going to change, to help alleviate any issues.

This pre-emptive action is as important – if not more important – than any response to a crisis.

#### 2: Trigger

**Once the trigger is identified, we need to intervene. Consider some of the following interventions:**

- Remove or modify the trigger. If the trigger is sensory-related, modify the environment, or accommodate the child. Give a fidget toy; ear defenders or a movement break. A change of environment may be needed, or a redirection to a preferred activity.
- Increase Opportunities for Success. If the child is feeling frustrated after repeated failures – create opportunities where they will be successful. Ask them to do a task you know they can do and increase the amount of positive reinforcement you are using.
- Use a Calm Box. Allow the child to take a short break to do a calming activity. (Mindfulness colouring books, fidgets, play-doh, puzzles, word searches, etc.)
- Check – is the child uncomfortable, too hot or cold, hungry, thirsty, in pain or feeling ill. Intervene as appropriate.

#### 3: Agitation

**Last chance to avoid escalation.** Once the child reaches a state of agitation, you will see an increase in negative behaviour. If you intervene now, you have about a 30-40% chance of preventing the situation from escalating.

**During this stage, you will notice behaviours such as:**

- Inability to stay on task
- Not listening to instructions
- Withdrawal
- Being oppositional
- Complaining / answering back
- Increased stimming and body movements
- Resisting transitions

#### 4: Acceleration

This is the last point before the fight or flight instinct is going to take over so next steps need to be carefully considered.

## **5: De-escalation**

### **Ask the question 'Why?'**

Why is the pupil behaving this way? What purpose does the behaviour have? Understanding why the child is acting a certain way is the key to changing it. You must understand the function to plan a successful last chance intervention. The child is becoming overwhelmed – your actions need to match how they are feeling so they can understand you.

**Appear calm and self-assured** - Pupil may be demonstrating physical signs of frustration or anger - ensure they have a calm role model.

**Allow space** - Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive. Offer an exit break so the child can complete a job or activity which is known to calm them.

**Breathing strategies** - When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

**Lower your voice and keep your tone even** - It is hard to have an argument with someone who is not responding aggressively back to you.

**Keep language simple and allow for processing time** - If the child speaks to you in two-word phrases, respond in two-word phrases, not full sentences. Then make sure you're giving them time to process what you've said. If you start repeating yourself before they can process what you have said, you will add to the frustration and the instruction will be ignored. Processing time increases as levels of stress increase. While waiting for a response, try counting to 5 in your head, before speaking again.

**Distraction and diversion are extremely useful** - When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.

**Give choices**- Repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.

**Acknowledge feelings** - This shows that they have been listened to, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.

### **Use words and phrases that de-escalate, such as:**

- I wonder if...
- Let's try...
- It seems like...
- maybe we can...
- tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.

- give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.
- Avoid threats of consequence, taking behaviours personally. Keeping language simple and avoiding sarcasm or complex requests.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Behaviour Continuum for<br>Term<br>Class Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <p><b>Green Zone - When _____ is calm</b></p> <p>What does * look like when he is calm?</p> <p>How does * behave when calm?</p> <p>How does he interact when he is calm?</p> <p>Which activities/times of the day is * most likely to be showing * calm self?</p> <p>What does * enjoy?</p> <p>Where does * like to be?</p>                                                                                                                                                                                                          |                                                                                    |
| <p><b>Yellow Zone - When _____ is beginning to show that he is not feeling calm</b></p> <p>What are the early signs that * is moving out of being calm?</p> <p>What might he say?</p> <p>What will you notice about * behaviour, tone of voice, movement etc.?</p> <p>Which activities or time of the day trigger * to move from calm?</p> <p>How will we help him?</p> <p>Who will help him?</p> <p>Where are the best places for * to be to help him return to calm?</p> <p>What needs to happen now to help * return to calm?</p> |                                                                                    |
| <p><b>Blue Zone - When _____ is sad, worried, and may feel distracted or out of control.</b></p> <p>What will * body language look like?</p> <p>How does * behave when he is sad and anxious?</p> <p>Is * more likely to be triggered and move into the red zone?</p> <p>Who can help *?</p> <p>Who can * talk to?</p> <p>What needs to happen now to help * return to calm?</p>                                                                                                                                                     |                                                                                    |
| <p><b>Red Zone - When _____ is agitated, angry, dysregulated and may hurt himself or others</b></p> <p>What actions will be taken to ensure everyone is safe?</p> <p>Who will be informed?</p> <p>What sanctions, restorative actions will be needed?</p>                                                                                                                                                                                                                                                                            |                                                                                    |
| <p><b>When everyone is calm again - what will happen to help * be ready to re-join the class/activity?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                    |

| Step 1<br>What are the hazards?                                                                                                                                                                                                                                                                     | Step 2<br>Who might be harmed and how?                                                                                                                                                                     | Step 3<br>What are you currently doing?                                                                                                                                                                                              | Risk<br>rating                                                      | Step 4<br>Is anything further needed?                                                                                                                                                                                                               | Step 5<br>Action & Review                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Spot hazards by:</p> <ul style="list-style-type: none"> <li>walking around your workplace</li> <li>asking those who have been asked to do the the task what they think</li> <li>considering health hazards</li> <li>Consider information provided by professionals and reports (EHCP)</li> </ul> | <p>Identify groups of people:</p> <ul style="list-style-type: none"> <li>pupils</li> <li>employees</li> <li>temporary / agency staff</li> <li>contractors</li> <li>volunteers</li> <li>visitors</li> </ul> | <p>List what is already in place to reduce the likelihood of harm or make any harm less serious, examples include:</p> <ul style="list-style-type: none"> <li>safeguarding procedures</li> <li>physical security measures</li> </ul> | <p>Trivial, low, medium, high or stop (please see matrix below)</p> | <p>You need to make sure that you have reduced risks 'so far as is reasonably practicable'.</p> <p>An easy way of doing this is to compare what you are already doing with good practice. If there is a difference, list what needs to be done.</p> | <p>Remember to prioritise. Deal with those hazards that are high-risk and have serious consequences first.</p> <p>List:</p> <ul style="list-style-type: none"> <li>actions required</li> <li>who needs to do them</li> <li>by when</li> <li>Check actions completed</li> </ul> |

#### Risk rating

|                 | Slightly harmful | Harmful     | Extremely harmful |
|-----------------|------------------|-------------|-------------------|
| Highly unlikely | Trivial risk     | Low risk    | Medium risk       |
| Unlikely        | Low risk         | Medium risk | High risk         |
| Likely          | Medium risk      | High risk   | STOP              |

| Risk level | Action and Timescale                                                                                                                                                                                                                                                                                      |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Trivial    | No action required and no documentary record needs to be kept.                                                                                                                                                                                                                                            |
| Low        | No additional physical control measures are required, however monitoring is necessary to ensure that the controls are maintained.                                                                                                                                                                         |
| Medium     | Efforts should be made to reduce risk & the reduction measures should be implemented within a defined period. Medium risk is associated with extremely harmful consequences, further assessment may be necessary to establish the likelihood of harm to determine the need for improved control measures. |

|             |                                                                                                                                                                                                                         |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>High</b> | Work should not be started until the risk has been reduced to an acceptable level. Considerable resources may be allocated to reduce the risk. Where the risk involves work in progress, urgent action should be taken. |
| <b>Stop</b> | Work should not be started or continued until the risk has been reduced. If it is not possible to reduce risk even with unlimited resources, work has to remain prohibited.                                             |

| <b>Activity / Operation/ Event:</b>                                                      |                                                                                                                                                       |                             |                                                      |                             | <b>Assessment Date: December 2025</b>                    |                    |                |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------|-----------------------------|----------------------------------------------------------|--------------------|----------------|
| <b>Establishment: Ide Hill Primary School</b>                                            |                                                                                                                                                       |                             |                                                      |                             | <b>Review Date: ongoing &amp; full review March 2026</b> |                    |                |
| Identify the hazards                                                                     | Who might be harmed & how?                                                                                                                            | What are you already doing? | Risk<br>Trivial/<br>Low / Medium<br>/<br>High / Stop | Is anything further needed? | Step 5                                                   |                    |                |
|                                                                                          |                                                                                                                                                       |                             |                                                      |                             | Action required                                          | Responsible person | Date completed |
| Is there any historical evidence of verbal or physical aggression to staff and children? | <ul style="list-style-type: none"> <li>children</li> <li>employees</li> <li>temporary / agency staff</li> <li>volunteers</li> <li>visitors</li> </ul> |                             |                                                      |                             |                                                          |                    |                |

|                                                                                                                            |                                                                               |  |  |  |  |  |  |
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| <p><b>How often do violent incidents occur (physical and verbal)? When are violent incidents most likely to occur?</b></p> | <ul style="list-style-type: none"> <li>▪ Children</li> <li>▪ Staff</li> </ul> |  |  |  |  |  |  |
|                                                                                                                            |                                                                               |  |  |  |  |  |  |
|                                                                                                                            |                                                                               |  |  |  |  |  |  |
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| <p><b>What days of the week are violent incidents most likely to occur in your workplace?</b></p> <p>Please score each day</p> <p><b>7 = most likely &amp;</b></p> <p><b>1 = least likely</b></p> | <ul style="list-style-type: none"> <li>▪ children</li> <li>▪ staff</li> <li>▪ volunteers</li> <li>▪ visitors</li> </ul> |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                                                                                                                                   |                                                                                                                         |  |  |  |  |  |  |  |  |  |  |  |  |
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|                                                              |                                                                                                                         |  |  |  |  |  |  |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| <p>The following should be considered to avoid triggers.</p> | <ul style="list-style-type: none"> <li>▪ children</li> <li>▪ staff</li> <li>▪ volunteers</li> <li>▪ visitors</li> </ul> |  |  |  |  |  |  |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

|                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                         |  |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| <p>Internal environmental hazards that should always be considered.</p> <ul style="list-style-type: none"> <li>• Are there excessive noises which could cause issues?</li> <li>• Are rooms laid out in such a way to allow safe exit for staff and children in an emergency?</li> <li>• Could aggressive behaviour pose a danger when situated between the pupils/staff and the door?</li> </ul> | <ul style="list-style-type: none"> <li>▪ children</li> <li>▪ staff</li> <li>▪ volunteers</li> <li>▪ visitors</li> </ul> |  |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

|                                                                                                                                                                                                                                                                                               |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"><li>• Are there designated waiting areas</li><li>• Are these adequately supervised</li><li>• Are staff protected by additional appropriate security measures where required?</li><li>• Are there any potentially dangerous fixtures and fittings?</li></ul> |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                               |  |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| <p>External environmental issues.</p> <ul style="list-style-type: none"> <li>• Is there adequate fencing?</li> <li>• Is there an “escape risk”?</li> <li>• Are there excessive noises which could cause issues</li> <li>• Are there isolated areas</li> <li>• Are rooms laid out in such a way to allow safe exit for staff and children in an emergency?</li> <li>• Are there designated waiting areas</li> <li>• Are these adequately supervised</li> <li>• Are staff protected by additional appropriate security measures where required?</li> <li>• Are there any potentially dangerous fixtures and fittings?</li> </ul> | <ul style="list-style-type: none"> <li>▪ pupils</li> <li>▪ employees</li> <li>▪ temporary / agency staff</li> <li>▪ volunteers</li> <li>▪ visitors</li> </ul> |  |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

|                                                                                                                           |                                                                                                        |  |  |  |  |  |  |
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| Safeguarding risk due to unsuitable arrangements for educational visits, including visits to the Church, Glebe Field etc. | Actual or potential harm to children or staff caused by inadequate consideration of safeguarding risks |  |  |  |  |  |  |
| Safeguarding risk due to unsuitable arrangements on the Glebe field.                                                      | Actual or potential harm to children or staff caused by inadequate consideration of safeguarding risks |  |  |  |  |  |  |

|                                                                                                                                                                                                                    |                  |  |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--|--|--|--|--|--|
| Concerns for legal duty of care for the health and safety of staff and knowingly putting them at risk of danger i.e. physical injury                                                                               | Staff            |  |  |  |  |  |  |
| Concerns for staff wellbeing. We are increasing pressure and stress on staff.<br><br>Risk of breaching union advice provided to staff as per “Pupil Behaviour Statement”, leading to union supported staff action. | Staff            |  |  |  |  |  |  |
| Risk to financial stability of school due to the disparity between available funding and                                                                                                                           | All stakeholders |  |  |  |  |  |  |

|                                                                                                                                                                                |  |  |  |              |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--------------|--|--|--|
| the actual cost of supporting the needs of the child. Actual shortfall is not yet known as the exact staffing requirements for the child are untested and therefore not known. |  |  |  |              |  |  |  |
| Name:                                                                                                                                                                          |  |  |  | Job Title:   |  |  |  |
| Signature:                                                                                                                                                                     |  |  |  | Review Date: |  |  |  |

|                                      |                                        |                                      |                                        |
|--------------------------------------|----------------------------------------|--------------------------------------|----------------------------------------|
|                                      | <div>What do I find challenging?</div> |                                      | <div>What do I find challenging?</div> |
| <div>Name</div> <div>About Me:</div> | <div>What can I do to help?</div>      | <div>Name</div> <div>About Me:</div> | <div>What can I do to help?</div>      |

|                                      |                                        |                                      |                                        |
|--------------------------------------|----------------------------------------|--------------------------------------|----------------------------------------|
|                                      | <div>What do I find challenging?</div> |                                      | <div>What do I find challenging?</div> |
| <div>Name</div> <div>About Me:</div> | <div>What can I do to help?</div>      | <div>Name</div> <div>About Me:</div> | <div>What can I do to help?</div>      |

|                        |                            |       |                            |       |                            |                            |
|------------------------|----------------------------|-------|----------------------------|-------|----------------------------|----------------------------|
| <b>Monday</b>          | 1 <sup>st</sup><br>session | Break | 2 <sup>nd</sup><br>session | Lunch | 3 <sup>rd</sup><br>session | 4 <sup>th</sup><br>session |
| Show respect           |                            |       |                            |       |                            |                            |
| Show responsibility    |                            |       |                            |       |                            |                            |
| Show Love/<br>Kindness |                            |       |                            |       |                            |                            |
| <b>Tuesday</b>         | 1 <sup>st</sup><br>session | Break | 2 <sup>nd</sup><br>session | Lunch | 3 <sup>rd</sup><br>session | 4 <sup>th</sup><br>session |
| Show respect           |                            |       |                            |       |                            |                            |
| Show responsibility    |                            |       |                            |       |                            |                            |
| Show Love/<br>Kindness |                            |       |                            |       |                            |                            |
| <b>Wednesday</b>       | 1 <sup>st</sup><br>session | Break | 2 <sup>nd</sup><br>session | Lunch | 3 <sup>rd</sup><br>session | 4 <sup>th</sup><br>session |
| Show respect           |                            |       |                            |       |                            |                            |
| Show responsibility    |                            |       |                            |       |                            |                            |
| Show Love/<br>Kindness |                            |       |                            |       |                            |                            |
| <b>Thursday</b>        | 1 <sup>st</sup><br>session | Break | 2 <sup>nd</sup><br>session | Lunch | 3 <sup>rd</sup><br>session | 4 <sup>th</sup><br>session |
| Show respect           |                            |       |                            |       |                            |                            |
| Show responsibility    |                            |       |                            |       |                            |                            |
| Show Love/<br>Kindness |                            |       |                            |       |                            |                            |
| <b>Friday</b>          | 1 <sup>st</sup><br>session | Break | 2 <sup>nd</sup><br>session | Lunch | 3 <sup>rd</sup><br>Session | 4 <sup>th</sup><br>Session |
| Show respect           |                            |       |                            |       |                            |                            |
| Show responsibility    |                            |       |                            |       |                            |                            |
| Show Love/<br>Kindness |                            |       |                            |       |                            |                            |

| W/B       | Child Name | Reminder 1 | Stop and Think 2 | Warning 3<br>(given by and short explanation) | Consequence 4<br>(given by and short explanation) |
|-----------|------------|------------|------------------|-----------------------------------------------|---------------------------------------------------|
| Monday    |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
| Tuesday   |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
| Wednesday |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
| Thursday  |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
| Friday    |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |
|           |            |            |                  |                                               |                                                   |



# Restrictive intervention report

Use this form to record the details of restrictive intervention incidents and make sure you're meeting the statutory requirements.

This form should be filled in by a member of staff who used a restrictive intervention on a pupil (force, seclusion, restraint, or a combination of any of these).

You should record the incident by filling out this form as soon as possible after the event, **no later than the same day**. Please ensure that a member of SLT or head teacher has informed the parents the same day.

**Staff:** please read the accompanying staff guide to support you with completing this form. Do not hesitate to ask for support if you need it, from the lead DSLs. Please put anything else (accompanying actions) on to Cpoms.

## Staff, pupil and incident details

| STAFF DETAILS                                                                                   |                                                         |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Name of the member of staff who used a restrictive intervention, and who is writing this report |                                                         |
| Role of the member of staff who used a restrictive intervention, and who is writing this report | E.g. teacher                                            |
| Names and roles of any other staff involved                                                     | E.g. Sarah Matthews (assistant headteacher) was present |

| PUPIL DETAILS                                            |  |
|----------------------------------------------------------|--|
| Name of pupil who a restrictive intervention was used on |  |
| Names of any other pupils directly involved              |  |

| PUPIL DETAILS                                                              |                                               |
|----------------------------------------------------------------------------|-----------------------------------------------|
| Any needs or circumstances of the pupil, e.g. if the pupil has SEND        | E.g. pupil has moderate learning difficulties |
| The pupil's SEN code, if they have SEN (ask your SENCO if you're not sure) | E.g. E – EHCP                                 |

| INCIDENT DETAILS                                                                                                                                       |                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date of incident                                                                                                                                       |                                                                                                                                                                                         |
| Time of incident                                                                                                                                       |                                                                                                                                                                                         |
| Location of incident                                                                                                                                   | E.g. secluded in headteacher's office, force used in classroom                                                                                                                          |
| Approximate duration of the intervention                                                                                                               | E.g. 5 minutes                                                                                                                                                                          |
| Restrictive intervention(s) used                                                                                                                       | E.g. reasonable force, seclusion or restraint                                                                                                                                           |
| If reasonable force was used: <ul style="list-style-type: none"> <li>What type of reasonable force was applied</li> <li>The degree of force</li> </ul> | E.g. lifted the pupil in a 'cradle hold', holding them firmly so they wouldn't kick or hit themselves or myself                                                                         |
| Were there any physical injuries to pupil and/or staff member(s)?                                                                                      | <b>YES/NO</b><br>(If yes, make sure any injuries are also recorded as set out in your school's health and safety policy and reported to the Health and Safety Executive where required) |
| Details of any physical injuries (if applicable)                                                                                                       | E.g. red mark on wrist, scratch on left cheek                                                                                                                                           |
| Any support provided after the incident, including any medical treatment for injuries to pupil and/or staff member(s)?                                 | E.g. pupil seen by first aider, ice pack applied                                                                                                                                        |

## Incident account

This should be a **brief account** of:

- **What** happened
- **Why** you assessed that it was necessary to use the intervention you used

You should include:

- What led up to the incident
- Any potential or identified triggers
- Any preventative or de-escalation strategies you used

You can find more support on how to write an incident report on page 2 of the accompanying staff guide.

## WHAT HAPPENED

### Example report:

At lunchtime, I was on duty in the canteen. At one point, I started to hear some loud shouting. I then saw Nathaniel punch Jake in the stomach quite hard. Nathaniel's friends, Jeremiah Santos and Nancy Jacobs, then started to hold him back to stop him, but he pushed them away. Jake then tried to retaliate and punch Nathaniel, but he missed and Nathaniel pushed him to the floor.

At this point, Mr Lewis had already shouted 3 times for Nathaniel and Jake to stop, but they were ignoring him and kept fighting. Mr Lewis then approached Nathaniel and held him forcefully by the shoulders and pulled him off Jake. Mr Lewis then guided Nathaniel away by the arm and took him out into the corridor.

Mr Lewis used reasonable force for around 4 minutes when he held Nathaniel to take him away from Jake and when he guided him away from the incident. I helped Jake up from the floor by the hand and guided him by the arm into the playground, using reasonable force for around 3 minutes. I gave Jake a few minutes to calm down and then we went to the school office to find a first aider. Jake was given an ice pack for his back.

## WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED (IF NOT COVERED ABOVE)

### Example:

I assessed that it was necessary to use the intervention because there was a risk of physical harm to pupils. Both pupils were highly dysregulated and were ignoring repeated verbal instructions to stop. I also felt the situation could quickly escalate and increase the risk of physical harm.

There was a clear risk of injury to Jake, Nathaniel, and other pupils nearby, and the situation was not resolving without physical intervention. The reasonable force used was necessary to separate the pupils, stop the fighting, and move them to a safer location so the incident could be brought under control.

I also feel that the force used was proportionate to the situation: it was only used while the pupils were dysregulated and there was an immediate risk of harm. Once the pupil had calmed down, I immediately stopped the use of force.

I confirm that the information above is accurate to the best of my knowledge.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix 14- Roles and Responsibilities**

### **The governing board is responsible for:**

- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- They are responsible for holding the Headteacher to account for the behaviour of the pupils in the school.

### **The headteacher and SLT is responsible for:**

- The headteacher at the start of the year will talk to the whole school about behaviour expectations and remind them of our system. Then will reinforce every two terms in collective worship.
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour by
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **Teachers and staff are responsible for:**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

**Parents and carers, where possible, should:**

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

**Pupils will be made aware of the following during their induction into the behaviour culture:**

- The expected standard of behaviour they should be displaying at school
- That they have a responsibility to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.