

ATTAIN ACADEMY PARTNERSHIP



Behaviour Policy

For

Gosfield Community Primary School



February 2026

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Behaviour Policy

This policy has been written with consideration of the work of Ms. Morrish 'Talking for a Purpose' and the Essex approach to understanding behaviour and supporting emotional well-being; 'Trauma Perceptive Practice.'

1. Policy Aims

At Gosfield Community Primary School, we aim to encourage a lifelong love of learning by providing a caring environment where children feel safe and secure. Our adults prioritise building meaningful relationships with every child, grounded in kindness, compassion and trust. At Gosfield Community Primary School we **RAISE** our expectations of ourselves and others through our five school values. (See Appendix 1)

Respect, Aspiration, Integrity, Safe, Empathy

This policy aims to:

- **Foster positive relationships** – We place meaningful, trust-based relationships at the heart of our school community, creating an environment where all children can flourish in their learning and wellbeing
- **Set clear expectations** – We promote high standards of behaviour, mutual respect and consideration for others, both within school and in the wider community
- **Support personal development** – We help all children grow in a safe, secure environment, becoming kind, responsible and independent members of our school community
- **Develop emotional literacy** – We support children to understand, regulate and manage their emotions, think before they act, and show empathy and understanding towards others
- **Ensure consistency** – We provide a consistent approach to behaviour management that all staff, pupils, parents and the wider community understand and follow
- **Create a positive environment** – We maintain a purposeful, welcoming atmosphere where children develop self-esteem, self-discipline and awareness of their responsibilities
- **Recognise and celebrate** – We actively recognise and praise positive behaviour, addressing inappropriate behaviour fairly and consistently
- **Welcome partnership** – We actively encourage parental involvement and maintain open dialogue at all times
- **Provide pastoral support** – We recognise that social, emotional and mental health needs can impact behaviour, and we remain flexible in our approach when necessary, using our wellbeing curriculum and 'Zones of Regulation' to support all children's emotional development

2. Legislation and Statutory Requirements

This policy has been written in accordance with the following guidance and legislation:

- [Education and Inspections Act 2006](#)
- [Education Act 2011](#)
- [Equality Act 2010](#)

- [Behaviour in Schools: Advice for Headteachers and School Staff](#) (DfE, February 2024).
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE: August 2024)
- [Searching, Screening and Confiscation: Advice for schools](#) (DfE July 2022)
- [Keeping Children Safe in Education](#)
- [Reducing the Need for Restraint and Restrictive Intervention](#) (DfE, June 2019)
- [Use of Reasonable Force](#) (DfE, July 2013, updated 2025)
- [Positive environments where children can flourish](#) (Ofsted 2018, updated 2021)
- [Creating a Culture: how school leaders can optimise behaviour](#) (DfE, 2017)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

3. Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied.

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

4. Teaching and Learning- Giving Children the Tools to Succeed

At Gosfield Community Primary School, we believe that teaching children to understand their emotions, feelings and behaviour is fundamental to their development and wellbeing. Our approach is firmly rooted in our five core values, which we reinforce through assemblies and across our curriculum:

Respect – We teach children to respect themselves and others by understanding how emotions affect behaviour and relationships. Through modelling, discrete PSHE lessons, and assemblies that celebrate respectful behaviour, we help children recognise and value different feelings and responses.

Aspiration – By giving children age-appropriate tools to understand their emotions, we empower them to aspire to manage their feelings independently and develop positive behaviour patterns that will support their future success and happiness. Our assemblies highlight examples of children showing aspiration in their emotional growth.

Integrity – Our Trauma Perceptive Practice training ensures all staff approach children's emotional needs with honesty and authenticity, creating a culture where children feel safe to express their true feelings without judgement. We celebrate acts of integrity in our assemblies, showing children what it means to be true to themselves and others.

Safety – We prioritise creating emotionally safe environments where children can explore their feelings. The Zones of Regulation framework provides children with strategies to manage their emotions, helping them feel secure and supported throughout their learning journey. Our assemblies reinforce what it means to keep ourselves and others safe, both physically and emotionally.

Empathy – Through our whole-school approach, including PSHE lessons, workshops, and assemblies that share stories and experiences, we develop children's capacity to understand not only their own emotions but also those of others, fostering compassion and emotional intelligence.

All staff at Gosfield Community Primary School undertake Trauma Perceptive Practice training to ensure we consistently embody these values whilst supporting children to develop emotional literacy, positive wellbeing, and the independence to manage their feelings effectively. Our regular assemblies provide opportunities to explore these values in depth, celebrate children who demonstrate them, and build a shared understanding across our whole school community. See appendix 2 for our adaptation of the 'Zones of Regulation' and 'The Incredible 5 point Scale.'

The needs of individual children will be planned for as and when needed. PHSE learning sessions will incorporate discussions on making the right choices and smart thinking enables the children to discuss problem scenarios and how to deal with problems that arise. Circle Time may be used to discuss whole class and school issues.

5. Expectations

As a staff we do our best:

- To provide good role models.
- To have high expectations of ourselves and the children.
- To emphasise and reward positive behaviour.
- To respond to and deal with unacceptable behaviour in a firm and consistent manner in accordance with this policy.
- To involve and inform parents of all aspects of this policy.
- To have a consistent approach towards learning and behaviour.
- To provide support for one another through discussion and implementation of a common approach.
- To make explicit to the children expectations with regard to behaviour and the procedures for rewarding and promoting good behaviour and for dealing with problems.
- To implement age-appropriate expectations

We will encourage children:

- To understand that they are a valued part of the community.
- To discuss and share what constitutes acceptable behaviour e.g. at circle time.
- To understand and know what is acceptable behaviour.
- To be responsible for behaving in an appropriate manner.

Pupils will be taught:

- To learn respect for others, belongings and school property.
- To establish orderly patterns of learning and behaviour through self-discipline and self-regulation.
- To recognise the advantages of co-operation and friendship.

6. Behaviour Support and Classroom Management- 'Talking for a Purpose'

At Gosfield Community Primary School, we follow "Talking for a Purpose" Language, to Support Regulation. Say what you mean and mean what you say. This is a language-based intervention, where teaching staff use specific behavioural language to increase compliant behaviours such as, following adult directions.

At Gosfield Community Primary School, every child and adult is allocated to a house that they belong to throughout their time at GCPS. This creates a strong sense of community, belonging and healthy competition across our school family. Children and staff can earn house points by demonstrating our five RAISE values – Respect, Aspiration, Integrity, Safety and Empathy – in their daily actions, learning and interactions with others.

At the end of each half term, the house with the most points receives an extra reward, which is carefully chosen by our school leadership team. This team includes our head boy, head girl, deputy head boy, deputy head girl, house captains and school council representatives, ensuring that pupil voice is at the heart of our reward system and that the rewards are meaningful to our children.

Each week, we come together on Friday for our celebration assembly, where we recognise and celebrate children who have displayed the RAISE values throughout the week in everything they do. This is a special time to shine a spotlight on positive behaviour, kind actions, academic effort and the many ways our pupils embody what it means to be part of the Gosfield community. These weekly celebrations reinforce our values, inspire others to follow their example, and create a positive culture where every achievement – big or small – is valued and acknowledged.

7. The Restorative Approach to Dysregulation

We also implement restorative and conflict resolution within our school community. If any child is involved in a dispute an adult leads the restorative and conflict resolution where the children give their side of the dispute during reflection time. Then the children discuss how they can resolve the issue. The children are made aware of what part they played in the dispute. We ask them what they could do next time to avoid conflict. The children are encouraged to take responsibility for their own safety and well-being and are constantly reminded to make the right choices. Emphasis on behavioural education rather than control goes a long way to achieving behavioural compliance. The aim is to take a child and their community of support, through a process by which they can understand the consequences of their

actions and behaviour for themselves and others; to develop relational thinking and to bring understanding to a collective level.

Adults will support children to use restorative conversations if their behaviour has caused relationships to breakdown. This will include 3-part apologies (I am sorry I...; It was wrong because...; next time, I will...).

Logical restorative actions will be facilitated to enable children to repair damage done and avoid hopelessness. Sometimes it may be necessary for the child to spend some time reflecting on their behaviour – this can be done during playtime/lunchtime with an adult. This time will rarely be for the entire duration of the break. Reflection time is recorded on CPOMs. At this point children reintegrate back into the learning community to restore connection and belonging.

See Appendix 3 for Restorative Comic Strip Conversation (KS1) and Pupil Reflection Notes (KS2).

8. Unacceptable Behaviour

We take a positive approach to consistently manage any challenges that may arise at Gosfield Community Primary School however we believe some behaviours to be unacceptable. See appendix 4 for some examples of these behaviours, the associated consequences and scripts to be used by staff when dealing with these behaviours.

Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

9. Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child/young person) is fully supported.

We always consider the following:

- Are they physically safe and protected?
- Do they need immediate first aid & medical treatment?
- Is there a need for immediate police involvement?
- Ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- Give reassurance to reduce feelings of guilt and/or anxiety

10. Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. Some children may then have individual distress management plans which are shared with all staff and are followed consistently. A meeting with parents would be held to share this document and regular reviews would be in place.

11. Bullying and Child on Child Abuse

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Biting, hitting, kicking, pushing, any use of violence
Racial	Racial taunts, graffiti
Sexual	Unwanted physical attention
Homophobic	Homophobic comments, because of, or focusing on the issue of sexuality
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, insulting
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Opportunities are provided through the Wellbeing / PHSE curriculum to understand what bullying is and highlight the detrimental effects. Children also learn how to build emotional resilience, empathy, self-esteem and the strategies to deal with bullying. Gosfield Community Primary School is a caring community and children are encouraged to share concerns with a trusted member of staff about how they are being treated, or experiences of their friends or peers. During annual Safeguarding training, staff members are reminded to be aware of any changes in children's behaviour which may indicate the child is being bullied.

Please also refer to the Anti-Bullying Policy and the Child Protection and Safeguarding Policy.

12. Classroom Consequences

See appendix 4 for example of these behaviours, associated consequences and script to use.

Low Levels of classroom disruption

For low level classroom disruption, such as when a child is off task or disrupting lessons. The adult managing the disruption will state an 'Exact Moment Behaviour' so that the student has a clear understanding of the behaviour that is expected. If the behaviour continues, a warning will be delivered. This gives the child another opportunity to change the current behaviour to more positive choice.

Moderate Levels of classroom disruption

For moderate level classroom disruption such as refusal to complete work, being rude or answering back the child will be moved to another class. During this time, the child will be expected to complete work set and return to their class at the end of the learning session. In some cases, due to some children's special educational needs, and where it

has been deemed appropriate by the SLT, children may be removed to other areas of the school.

High Levels of classroom disruption

For high levels of classroom disruption such as aggression, extreme language or damaging property, the child will either be internally excluded or externally excluded. This will be decided by the SLT after a full investigation.

13. Play time consequences

Children who are not making positive choices and managing their own behaviour during playtimes, will be kept in the following play session to complete a Restorative Comic Strip Conversation or Pupil Reflection Notes. Both are designed to support children to reflect upon their behaviour so that playtimes are a positive experience for all. If lunch time problems continue, parents will be asked to attend a meeting with a member of the SLT. Please note that although the above procedure is in place in every classroom at Gosfield Community Primary School, the SLT has the final decision in terms of consequences delivered.

14. Exclusions

The exclusion of a pupil is always the last resort and usually follows an attempt to remediate the inappropriate behaviour over a period of time. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE August 2024). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher (or the Assistant Headteacher in their absence) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods (suspensions), for up to 45 days in any school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently.

If the Headteacher excludes a child, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, make an appeal to the Governing Body. When a Governor Appeals Panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

For any permanent exclusions and any fixed term exclusion beyond 5 days in any one term, the Headteacher will inform the Local Authority and Governing Body.

Further information on exclusions may be found in the Trust's exclusion policy.

15. Partnership and Collaboration

School and carers will initially work together to create a positive partnership. Carers will be informed if their child has behaved consistently unacceptably or if they have hurt another child. Carers will be informed if their child has been a victim of unacceptable behaviour without the perpetrator being named. Where behaviour is causing concern, the

school will inform carers at an early stage and support will be sought in devising and implementing any plan of action. Gosfield Community Primary School will seek advice from and work with inclusion partners and the educational psychology team as and when necessary.

16. Health and Safety

Staff and children will be kept safe according to DFE guidance and legislation.

15. Physical Intervention

In some circumstances, staff may need to use reasonable force to control and restrain pupils. These are:

- Where a pupil's behaviour is causing major disorder.
- Where a pupil's behaviour is at risk of causing injury to themselves.
- Where a pupil's behaviour is likely to cause injury to others (adults or children).
- Where a pupil's behaviour is likely to cause serious risk of damage to property.

Incidents of physical restraint must:

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

Further information on physical intervention may be found in the Trust's physical intervention policy.

16. Screening, searching and confiscation

What the law allows:

Section 89 of the Education and Inspections Act 2006 for all maintained schools.

Section 3 of the Health and Safety at Work etc. Act 1974

Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Headteacher's and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. There must always be two adults present. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil must comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school

discipline.

Further information may be found in the Trust's physical intervention policy.

17. Schools' Common Law Powers to search

School staff can search pupils with their consent for any item which is banned by the school rules. There must always be two adults present. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the staff member to ask the pupil to turn out his or her pockets or if the staff member can look in the pupil's bag or drawer with the pupil's agreement.

If a member of staff suspects a pupil has a dangerous item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty. Parents will be called to give consent and come into school to support the member of staff. A child can be sent home if necessary for the safety of others. School staff in this context means a teacher or someone who has lawful control or charge of the child. The ability to give consent may be influenced by the child's age or other factors.

What the law allows: Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

18. Parental Behaviour

At Gosfield Community Primary School we are very fortunate to have a parental body which is supportive and friendly. We recognise that the success of the school is dependent on a strong partnership between all members of the school community: pupils, parents, staff and proprietors. This partnership must be based on a polite, positive and respectful relationship. For this reason, we continue to welcome and encourage parents/carers to participate fully in the life of our school. Any reference in this policy to a "parent", includes any parent, guardian, carer or other individual with "parental responsibility" (as defined in the Children Act 1989) for a pupil of Gosfield Community Primary School.

Within the behaviour policy we want to provide a reminder about the expected conduct from our parents and visitors.

We ask that all members of the school community follow these principles:

- We all respect the caring ethos of our school.
- Both parents and staff need to work together for the benefit of the pupils.

- All members of the school community should be treated with respect and, therefore, we must all set a good example in our own speech and behaviour.

In this context, threatening, violent or abusive behaviour, against any members of our school community, is unacceptable and will not be tolerated. All members of our community have a right to expect the school to be a safe place in which to work and learn. Where the behaviour of parents or visitors falls below expected standards, the school will take appropriate action.

Parental conduct

Parents are asked to communicate with each other and with other children, as well as all members of staff in a respectful and courteous manner; a manner in which they themselves would wish to be addressed.

See Parent Code of Conduct for further information.

19. Inappropriate Use of Social Media Sites

The Senior Leadership Team & Proprietors of Gosfield Community Primary School consider the use of social media websites being used to fuel campaigns or complaints against the school, school staff, proprietors and other parents and pupils will be deemed as unacceptable and not in the best interests of the children or the whole school community.

In the event that any pupil or parent is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent or pupil removes such comments immediately.

Any concerns parents / carers may have must be made through the appropriate channels by speaking to the class teacher or member of the SLT, so they can be dealt with fairly, appropriately and effectively for all concerned.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

20. Equality

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, any individual needs of pupils will be taken into consideration and reasonable adjustments made where appropriate in the management of challenging behaviour or the application of sanctions where a pupil has a special educational need or disability.

In accordance with the school's equality policy, and its duty under the Equality Act 2010, the policy applies to all members of the school community regardless of race, disability,

gender, sexual orientation, gender re-assignment, religion/belief, age, pregnancy/maternity or marital status.

21. Monitoring and review

- All staff are responsible for monitoring and supporting children's behaviour at the academy.
- **All** incidents of misbehaviour, including classroom incidents that result in a time out, are recorded in CPOMS and monitored.
- The Headteacher monitors and evaluates the effectiveness of the behaviour and discipline policy on a regular basis. Contextual information (e.g. age, gender, SEN, ethnicity etc.) will be considered as part of the process to monitor compliance with the Equality Act 2010. The Headteacher will report to the local governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the local governing body to monitor the rate of suspensions and exclusions, and to ensure that the academy policy is administered fairly and consistently. The local governing body will pay particular attention to matters of equality; it will seek to ensure that the academy abides by the Equality Act 2010.
- The policy will be reviewed every three years, or earlier if events or legislation changes require.

22. Linked Documents

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Equality Policy
- Home School Agreement
- Online Safety Policy
- Physical Intervention Policy
- Safeguarding Policy
- SEND Policy
- Whistleblowing Policy

Appendix 1: RAISE Values



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A



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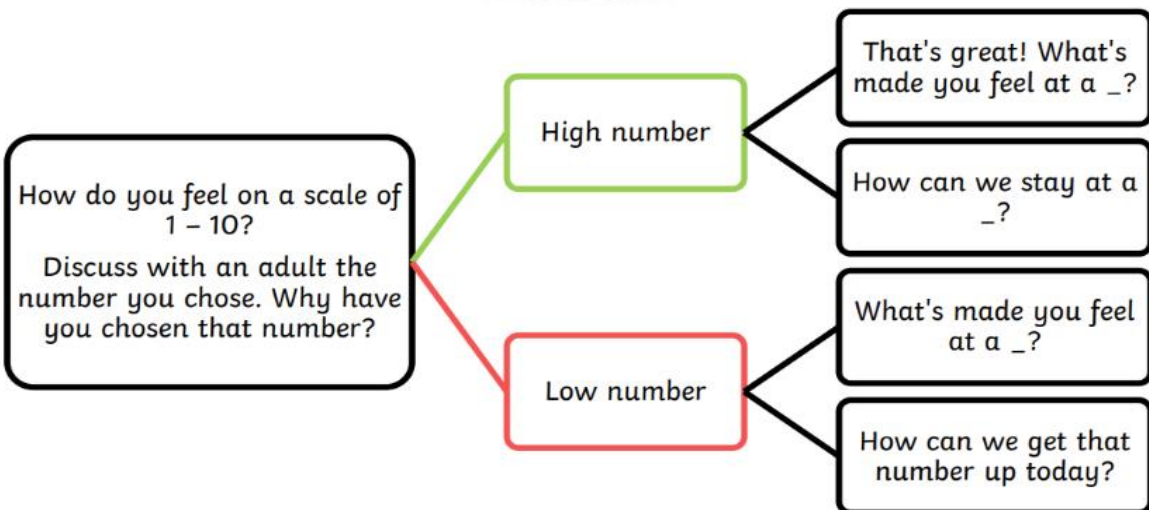
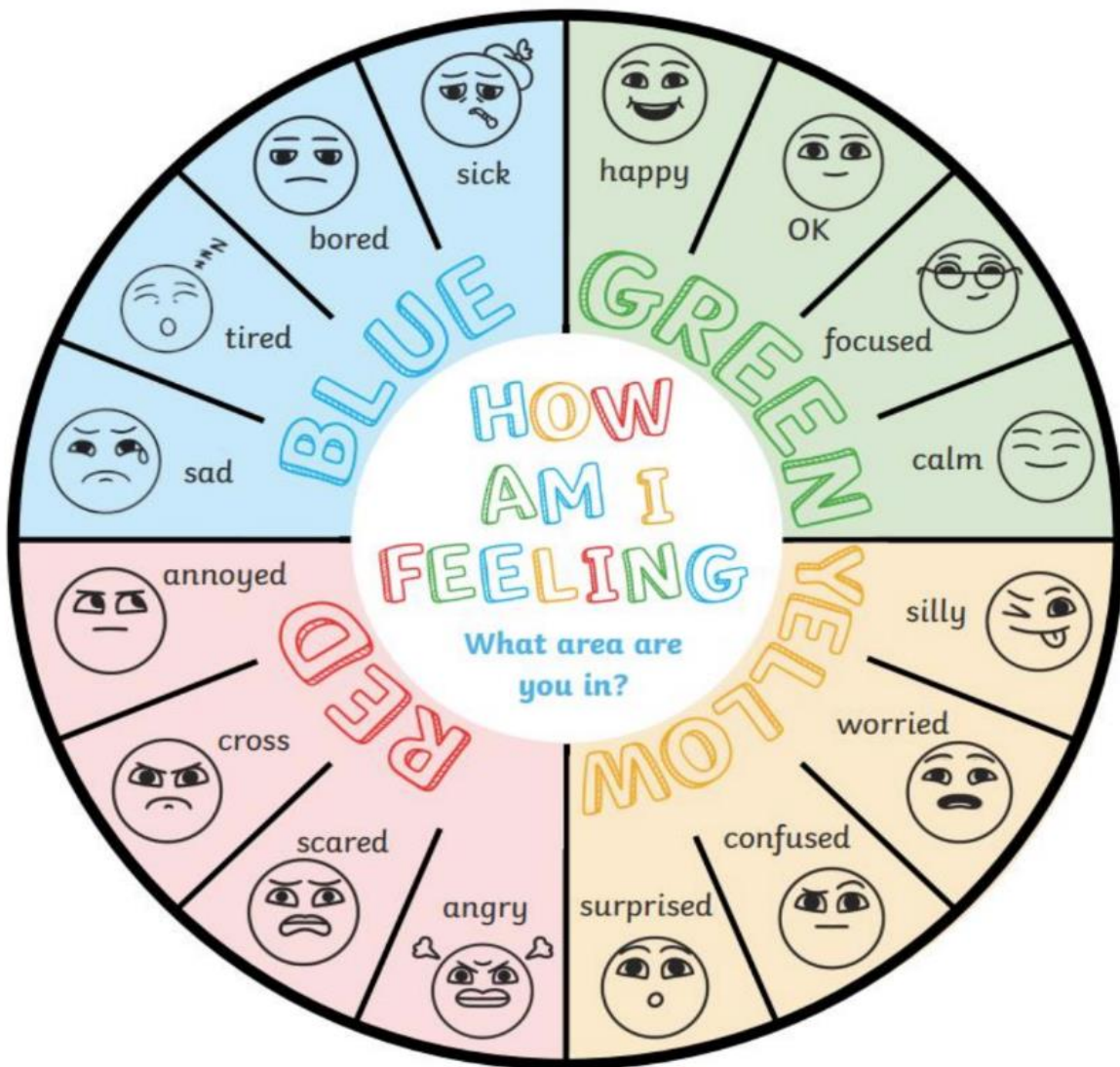
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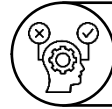
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Respect	Aspiration	Integrity	Safety	Empathy
I am polite and have good manners	I am ambitious	I do the right thing even when no one is watching	I follow instructions	I am kind to others
I take care of myself	I am resilient	I take ownership of my actions	I have awareness of others	I am patient
I care for my environment	I am hard-working	I lead by example	I am responsible	I am helpful
I am tolerant	I am courageous	I learn from my mistakes	I speak up if something doesn't feel right	I am thoughtful and reflective
I value and celebrate the differences of others	I have self-belief	I am always ready to learn	I move around the school calmly	I am grateful

Appendix 2: Our adaptation of the Zones of Regulation and The Incredible 5 Point Scale



Appendix 3:



Pupil Reflective Comic Strip

Date:

Pupil Name:

Year Group:

What happened?					
----------------	--	--	--	--	--

How did I feel?						
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How did it make others feel?						
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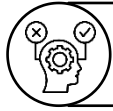
What could I have done differently?	
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What will I do next time?	
---------------------------	--

My apology	I am sorry I... It was wrong because... Next time, I will...
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Pupil Signature:
Staff Signature:

Date:



Pupil Reflective Log



Date:

Pupil Name:

Year Group:

What Happened?	
How did it make me feel?	
How did it make others feel?	
What could I have done differently?	
What will I do next time?	
My apology	I am sorry I... It was wrong because... Next time, I will...

Pupil Signature:

Staff Signature:

Date:

Appendix 4: Behaviour and Consequences



Behaviour and Consequence



	Behaviour	Consequence	Script
Low	<ul style="list-style-type: none"> Calling out in class Swinging on chair Fiddling Littering Throwing small items across the room Running/shouting in the corridors Failure to remain on task Poor effort Wasting time Talking in class/assembly 	<div style="border: 1px solid yellow; padding: 5px; text-align: center;"> Any of the listed behaviours should be allowed ONCE with a redirection </div>	<p>Children will be redirected using non-verbal cues wherever possible, e.g. a 'look', a hand on the shoulder, moving an object that is being fiddled with, standing next to/behind them.</p> <p>Pupils may need an 'Exact Moment Behaviour (EMB)*', e.g. a 'look' followed by a firm thank you, saying just the pupil's name, reminder of the instruction 'pencil down, thank you'. Walk away</p>
Medium	<ul style="list-style-type: none"> Repeated low level behaviours Leaving class or seat without permission Being rude/answering back Talking/interrupting when an adult/peer is talking Disrupting/distracting others Taking other people's property without the intention of returning it Lying to an adult Minor physical actions Name calling Pushing/shoving 	<div style="border: 1px solid orange; padding: 5px; text-align: center;"> Reminder (1st warning) </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid orange; padding: 5px; text-align: center;"> 30 second intervention reminding them of the consequences they will be 'choosing' if they continue (2nd warning) </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid orange; padding: 5px; text-align: center;"> Conversation with an adult followed by time to reflect on their choices using relevant Reflective Log after class/during break/lunch </div>	<p>I've noticed that you are... (insert behaviour) This is a reminder that you need to... (insert RAISE) You now have a chance to make a better choice. Do you understand? Walk away</p> <p>I've noticed that you are still... (insert behaviour) I know you are... (insert positive comment) You know our rule about... (insert RAISE) Please see me after the lesson for a quick chat. If I have to remind you again, you'll be choosing to spend time with SLT at break or lunch. Do you understand? Walk away</p>
High	<ul style="list-style-type: none"> Repeated medium level behaviours Deliberate act of physical aggression towards a child/adult Racist comments Homophobic comments Using threatening language Swearing physically/verbally at an adult/child Verbally threatening another child/adult Deliberately damaging school property or someone else's property Spitting on/at an adult/child Leaving school premises without adult permission Refusal to complete a class move Refusal to complete an internal exclusion 	<div style="border: 1px solid red; padding: 5px; text-align: center;"> Period of reflection during break/lunch with SLT (Recorded on CPOMs). Relevant Reflective Log completed and in serious cases parent/guardian called </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid red; padding: 5px; text-align: center;"> Refusal to comply/repeated high levels could lead to internal suspension (Recorded on CPOMs), parents informed by SLT via phone/meeting </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid red; padding: 5px; text-align: center;"> Extreme cases could lead to external suspension (Headteacher's discretion as to length and recorded on CPOMs). Parents informed verbally and by letter. Chair of governors informed. </div>	<p>I've noticed that you are still... (insert behaviour) You have been given three warnings, so you now need to... (step outside/go to SLT) Phone SLT Walk away</p> <p>SLT will complete a restorative conversation and the pupil will spend time completing the relevant reflective log (KS1 reflective comic strip/KS2 reflective log) Pupil will then spend the relevant time inside during break/lunch. Behaviour will be recorded on CPOMS</p>

This list gives some examples of the behaviours included, but is not exhaustive. When giving consequences, decisions are made based on each individual, considering the persons involved and the circumstances surrounding the event. ** as referenced in Talking for a Purpose*

Appendix 5: Consistently Celebrating the Success

Consistently Celebrating the Success	
Meet and greet	A member of staff will meet and greet pupils and families at the gate every morning. Every child will be greeted with their name. On entry to a classroom whenever a member of staff meets them for the first time that day, children will be again greeted and their name will be used.
RAISE Awards	Once a week, each class teacher selects one child who has demonstrated one of our RAISE values—Respect, Aspiration, Integrity, Safety, or Empathy. These celebrations are shared in assembly and included in the weekly newsletter so our whole community can recognise and applaud the children’s achievements. The focus value rotates weekly, ensuring that across the term every class has the opportunity to highlight a different aspect of the RAISE ethos.
Class Dojos/ House Points	All children and staff are allocated to one of our four school houses, creating a strong sense of belonging and friendly competition across the community. House points are earned by demonstrating our RAISE values, and these are recorded on Class Dojo throughout the week. The running totals are shared in assembly and in the weekly newsletter, with the winning house announced and celebrated each Friday. At the end of each half term, the overall winning team enjoys a special reward chosen by our School Student Leadership Team and House Captains, ensuring pupil voice sits at the heart of our celebrations.
‘Outside School/community’ recognition	Children are encouraged to bring in any awards or achievements they have earned outside of school or within the wider community, and these are proudly shared during our Friday Celebration Assembly. After presenting their award, the child is photographed and a short explanation of their accomplishment is included in the weekly newsletter, allowing our whole school community to celebrate their success together.
Writer/Mathematician of the week	Each week, teachers choose a child to receive a class award in recognition of a piece of written work and/or maths work they are particularly proud of. These children share their achievements during our Friday Celebration Assembly, giving them the chance to talk about their learning and celebrate their effort with the whole school. Their work, along with a short explanation, is then shared in the weekly newsletter so families can enjoy and celebrate their success too.
Millionaire readers/ winning word counts	Accelerated Reader word counts are monitored closely and shared each week during our Reading Assembly and in the school newsletter, helping to celebrate the progress children make as enthusiastic, committed readers. When a child reaches an impressive milestone of 1,000,000 words, they are invited to join the Headteacher for a special Millionaires’ Tea Party - a memorable reward that recognises their dedication and love of reading.

Appendix 6: Distress Management Plan

<p>Window of Tolerance Description What the child is like when regulated, calm and engaged?</p>	<p>How best to support and maintain this and support regulation</p>
<p>Dysregulation Description What are the first signs that things are becoming too stressful?</p>	<p>Strategies to support and to co-regulate</p>
<p>Where does this stress behaviour lead to next? What we are trying to avoid?</p>	
<p>Hyperarousal</p>	<p>Interventions necessary to support, co-regulate and keep everyone safe</p>
<p>Hypoarousal</p>	<p>Interventions necessary to support, co-regulate and keep everyone safe</p>

Appendix 7: Risk Assessment

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the CYP in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable CYP (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified CYP or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

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