WROXALL
PRIMARY SCHOOL
CHALLENGE • ACHIEVEMENT • RESILIENCE • ENJOYMENT

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BEHAVIOUR POLICY

March 2025

Policy Review

This policy was adopted and agreed by the Governing Board in September 2023

It is due for review in March 2027

Signature Date: March 2025

Headteacher

Signature Date: March 2025

Chair of Governors

All the governors and staff of Wroxall Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	October 2020	LT	FGB	Updated to include the school rules: Ready, Respectful, Safe – applicable in all aspects of school life. Inclusion of house points, ensuring that individual achievement also contributes towards teamwork. Inclusion of the clear intention to use **praise in public and reprimand in private** wherever possible to support positive relations within school Inclusion of Recognition Boards in classes Minor changes from reference to an ABC plan to a behaviour analysis plan based on the assault cycle. Introduction of a verbal warning, a last chance to get it right, for children not following school rules – given in private whenever possible. Inclusion of expectation that all staff involved with an incident enter a factual log onto CPOMs immediately afterwards in order to create a clear and accurate chronology. Introduction of a restorative conversation by the teacher concerned following any consequences being instigated, in order to restore the relationship. Inclusion of Appendix to reflect behaviour policy adaptations to reflect the challenges of managing COVID-19.
2	November 2021	LT	FGB	Minor changes including: The use of positive and unacceptable behaviour rather than 'good and bad' Updated references to current guidance Further details added to provide examples of, **serious unacceptable behaviour** Changes of terminology made: Restrictive Physical Intervention Policy (Rather that Physical intervention and use of reasonable force) and Suspension (rather than exclusion)

				Reference the use of Emotion Coaching, Zones of Regulation and the school dog mentor to support co-regulation and de-escalation strategies. Changes to the order/lay out of the policy and clearer explanations of the different stages in the school's graduated approach to escalating behaviour. Adaptations to Appendix documents to match current practice.
3	September 2023	LT	FGB	Policy reviewed with the guidance of Hampshire Primary Behaviour Service – consequences, rewards and stages in the behaviour policy made clearer. Updates to legal frameworks and links to other policies and legislation included. Inclusion of Behaviour pathway, Pupil Voice Behaviour Support plans
4	March 2025	TH	FGB	Change from "positive relationships with parents" to "families" in the Statement of Intent. Update to current legal frameworks Amendment of responsibilities to reflect current staff roles Change of focus from sanctions to consequences Change of teaching staff responsibility from "not tolerating" to "Taking proportionate action" Updated "Effective Classroom management" section Update to Stage 3 "Difficult Behaviours and Consequences"

Statement of intent

Wroxall Primary School believes that, in order to facilitate teaching and learning, positive behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-regulation and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding positive behaviour.
- Challenging and using consequences for unacceptable behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with families.
- Developing positive relationships with pupils to enable early intervention.

- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate consequences will be used where a pupil's behaviour is unacceptable, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010

- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Home school agreement
- Anti-Bullying Policy
- Child-on-child abuse policy
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child Protection Policy
- Safeguarding Policy
- Complaints Procedures Policy

Roles and responsibilities

The **FGB (Full Governing Body)** has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **Headteacher** is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any (Social / Emotional / Mental Health) SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing body, and having any regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils by making it available on the school website.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The **Family Liaison Officer** will be responsible for:

- Supporting and co-ordinating behaviour management across the school, working closely with the inclusion lead and behaviour support assistant to ensure that support plans and interventions are used effectively to meet the needs of different children.
- Reviewing and revising plans and interventions, in conjunction with the SENCO, as part of a plan, do, review approach, ensuring they are effective as possible.

The **SENCO** is responsible for:

- Collaborating with the FGB, Headteacher and FLO to determine the strategic development of behavioural and SEMH provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy and the school's approach to SEMH in order to support pupils with SEND and disadvantaged pupils.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Taking proportionate action to restore positive standards of behaviour in line with this policy.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Following through with any consequences for unacceptable behaviour
- Keeping the relevant staff up-to-date with any changes in behaviour. The relevant staff include:
  - Headteacher.
  - SENCO
  - Family Liaison officer

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

- **Staff induction, development and support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

Key staff will consider any appropriate training or support which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters

which may affect a pupil's behaviour, e.g. SEND and mental health needs. This will be a key aspect of any transition meeting with previous teachers.

The key staff will review staff training needs regularly and in response to any serious or persistent behaviour issues disrupting the running of the school.

- **Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. This may include 1:1 or small group support in school or through external support co-ordinated by the school's mental health lead.

Effective classroom management and the learning environment

The school understands that in well-managed classrooms, teachers:

Start the year by clearly explaining and reinforcing the school rules and values and by instigating clear routines that are understood by all pupils.

- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with well-matched learning tasks to ensure that children are able to participate and engage effectively.

Teachers employ strategic seating arrangements to prevent negative behaviour and enable it to be noticed early – this includes:

- Seating children in appropriate places and near to positive role models

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.
- Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are being asked to do and how this links to their learning. Teachers use effective questioning and check-ins to ensure that children understand what they have been asked to do.
- Teachers establish different methods for regaining pupils' attention, e.g. clapping hands for children to mirror, meaning that pupils must stop what they are doing and look at the teacher.

Rewards and Consequences

The school prioritises building a relational approach which empowers adults and children to understand the root cause of a behaviour and how they can respond appropriately**.**

Promoting & Rewarding Good Behaviour

Key principles for rewarding positive behaviour:

- **Relevance:** The rewards we offer must be meaningful, ensuring each child feels appreciated and motivated to maintain their positive conduct.
- **Transparency**: Children should clearly understand the criteria for receiving rewards and when they will be given. Consistency in the reward system across all staff members is essential.
- **Promotion of Positive Traits:** Our rewards aim to promote good behaviour, foster positive attitudes, and uphold high standards. The flexibility of the reward system ensures it caters to the individual needs of each child, enabling all to achieve success.
- **Encouraging Cooperation:** We design our reward system to foster peer cooperation, encouraging a sense of teamwork and support among students.
- **Simplicity and Inclusivity**: Our reward system is designed to be easily administered and comprehended by everyone within the school community, including parents, so they can value and appreciate their children's achievements.

Whole School and Class Systems

The following is a non-exhaustive list of reward used across the school

- Sincere praise which is specific and ensures that individuals and groups know what they did well
- Dojo points (house points) and stickers are awarded to individuals by adults across the school for classwork, conduct and teamwork
- Group Dojos and rewards for teamwork or the particular efforts/achievements of individuals

- Postcards home – awarded in celebration assembly
- Whole Class rewards and celebrations
- Phone calls, emails or face-to-face conversations with parents/carers.

Difficult Behaviours and Consequences

Children are expected to adhere to the following core rules and values at Wroxall Primary School. These will be displayed in all classrooms.

Whole School Core Rules:

1. **Ready**: We are ready to listen and the learn
2. **Respectful:** We treat everyone with kindness, empathy, and consideration.
3. **Safe:** We keep ourselves and others safe at all times

Whole School Core CARE Values:

In all we do in school, we show **CARE**. We

- embrace **challenge**
- strive for new **achievement**
- show **resilience** in all we do
- **enjoy** celebrating our successes.

Stage 0
Expectations
We expect all students to show green (pro-social) behaviours in all they do. These include:

a) Showing respect to peers, teachers, staff, and visitors.
b) Following instructions from staff and teachers promptly.
c) Demonstrating responsible behaviour towards school property and personal belongings.
d) Resolving conflicts peacefully and seeking help from staff when needed.
e) Attending school regularly and arriving on time.
f) Engaging actively in learning and complete all assigned tasks to the best of their ability

Reminders - De-escalation strategies used as part of everyday classroom management
Where low-level unacceptable behaviour occurs, staff members will implement de-escalation strategies to diffuse the situation as soon as possible – this may include the following:

- Vigilance.
- Giving a look which reminds the child that their behaviour is unacceptable.
- Standing by an off-task child's side as teaching continues.
- Using 'next door praise' to redirect those who are drifting off task.
- Using visual signs and signals to support children to self-regulate and correct deteriorating behaviour.
- Adjusting the work/equipment of the child to refocus their attention.
- Using a gentle touch on the arm/shoulder to return them to work if appropriate.
- Using a preparatory question to encourage the child's sustained attention.
- Providing sensory breaks when needed.

- Being explicit about the behaviour/conduct that is expected and how it relates to the school rules.
- Using a gentle approach that is personal and non-threatening with eye-contact at eye-level or lower.
- Appearing calm and using a modulated, low tone of voice to explain what the child needs to do.
- Using non-threatening language such as: *'I notice that…., I'm wondering if…'.*
- Referring to previous good behaviour/learning as a model for desired behaviour.
- Challenging a child's negative internal monologue '*You can do this, remember when….'*
- Walking away from the child; allowing him/her time to decide what to do next.
- Looking around the room with a view to catch somebody modelling the desired behaviour and praising.
- Using simple, direct language.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Giving the child a warning, a face-saving route out of the confrontation and a chance to put things right, reminding them of previous occasions when they have made good choices or done something really well.
- Thanking the child for listening.
- Walking away and giving the child space as soon as you have finished speaking, reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "*if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work.*

First attention is paid to good conduct so as soon as the child responds to the approaches above and is back on task, they are acknowledged and praised by the staff member for improving their behaviour.

Persistent Difficult Behaviour

- Ignoring instructions
- Off-task and not participating
- Lack of cooperation and a poor work attitude
- Interrupting or interfering
- Wandering around the class
- Being unkind
- Shouting out or displaying rudeness
- Absenteeism without permission

To effectively address children's behavioural difficulties, as a school we believe it is crucial to prioritise a relational approach while also establishing clear boundaries. Some children may require additional help and support to develop appropriate behaviour.

Stage 1

In response to ongoing difficult behaviour which has not been corrected using the classroom strategies outlined above, **a verbal reminder will be given to the child. If the behaviour then persists, the child's name should be written in the behaviour log.** Logs are not

publicly displayed but are kept by adults as a record of persistently difficult behaviour. However, it is essential that teachers and support staff should aim to build a positive relationship with the child, understanding their needs and offering support when necessary.

Stage 2

If the difficult behaviour continues despite initial interventions, the second stage in the policy may be implemented, **and the child's name is circled**. During this process, adults should maintain open communication with the child, seeking to understand any underlying issues contributing to their behaviour.

Stage 3

In the event of continued difficult behaviour, a natural consequence will be applied (definition of natural consequence shared), **and a tick will be placed next to the child's name.** Natural consequences could include being moved to another part of the classroom, a timer being set for '*minutes wasted',* with an expectation that these needs to be '*paid back'* before the end of the day. The child could be sent to another class or part of the school to complete their work under the supervision of another adult. Rewards could also be forfeited as part of a natural consequence.

If the child refuses the engage with a natural consequence during the school day and wasted learning time is not repaid. Parents will be informed and children will be expected to remain in school and re-pay the lost learning time at the end of the school day with parents/carers accompanying their children in school.

It is essential to ensure that consequences are coupled with discussions and problem solving with the class teacher and (Learning Support Assistant) LSA to help the child understand the impact of their actions on themselves and others. During this meeting, the child should be encouraged to express themselves and be heard, fostering a sense of trust and respect.

Help children work out solutions that are: "Good for me, good for you, good for everyone."

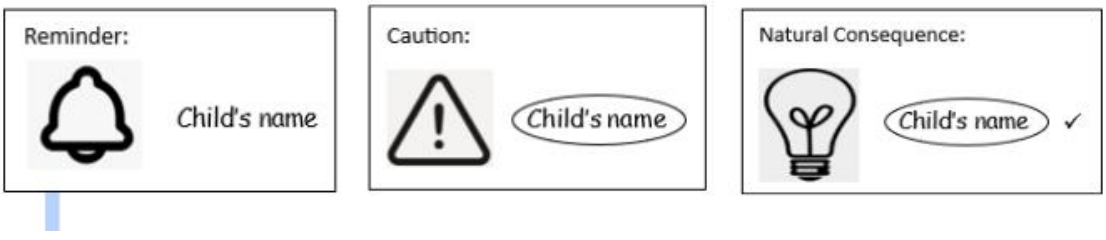
If a child has two or more such meetings within a half term, the class teacher should initiate communication with the parents. The purpose of this communication is to inform them of the situation and invite them to participate in a discussion about the difficulties their child is facing. This collaborative approach enables parents and teachers to work together in supporting the child's development and well-being.

In summary, while setting boundaries is essential, adopting a relational approach is paramount in understanding and effectively addressing a child's behaviour. By combining clear guidelines with empathy, support, and open communication (Emotion coaching), we can better nurture a positive learning environment for all children.

Responding in the moment

	Responding in the Moment: Peer Review		
	What we're looking for when responding in the moment	**What we might see / hear**	**How did they get on?**
Step 1	**The adult calms self before speaking. If they cannot become calm, they ask for help.**	Used a calm, matter of fact and kind tone. Sounded supportive whilst also definite. Moved to the child's level.	
Step 2	**The adult acknowledges the feelings / experience of the other person.**	Noted an understanding of the child's experience and how they are feeling e.g. "I can see you're feeling really frustrated right now."	
	The adult empathises - they don't have to agree with what the person is saying – just empathise with the experience of that person.	"That must be tough to feel so frustrated. I know it's really hard when (e.g.) you don't feel listened to."	
Step 3	**The adult throws a lifeline.**	"What could help you feel ok now?" "What would you like to have happen?" "For you to be able to really engage in this lesson now, what do you need?"	

And then… follow the tiered consequence system as outlined above.



Follow up with restorative/coaching conversation and repair. It is important that the class teacher and support staff who were initially involved conduct this follow-up restorative meeting so children understand that all adults consistently use and apply the behaviour policy in school and prioritise positive relationships rather than this just being senior members of staff.

Restorative questioning can be used alongside a coaching conversation (as detailed below)

What happened?

How did you feel at the time?

How do you think … felt?

How do you feel now?

What could happen differently next time?

	Stage 3	Follow Up: Coaching Conversations - Peer Review	
	What we're looking for	**What we might see / hear**	**How did they do?**
Step 1	**The adult introduces the issue in a non-threatening way to help child stay regulated**	The adult used non-threatening language e.g. "I notice you are finding it really hard to …. What's up? What's going on for you?"	
Step 2	**The adult <u>really</u> listens to understand the child's point of view.** **The adult helps to work out the concerns / needs of the child.**	The adult listened, asking open Clean Questions to gather more information and detail so both parties really understand what's going on, e.g. "Ah ok. Is there anything else about that?" "What happens just before …" If the child simply replied, "I dunno", the adult prompts e.g. "Ok. So you're not sure. Have a think about it. Any ideas?" (The child was given thinking time – THE ADULT DIDN'T JUST FILL THE GAP AND JUMP IN WITH OWN IDEAS TO 'FIX'). If still no response, the adult made suggestions e.g. "I'm wondering if …. do you think that might be the problem?"	
Step 3	**The adult brings their concerns to the table**	The adult brings their concerns to the table, focusing on impact on self/others (develops emotional intelligence) "When there is lots of laughing and joking, it means it is really difficult for me to … and then …" They try not to use accusatory/blaming language e.g. 'you', instead phrasing as: "The thing for me is … **when** there are people talking …	
Step 4	**The adult helps the child to problem-solve and find a solution that works for everyone.**	So I'm wondering, for you to have your needs met ……. and for (my needs to be met), what could happen? When the child didn't respond or said "I dunno", the adult gave time, asking follow-up prompts e.g. "Any ideas?" "Have a think."	

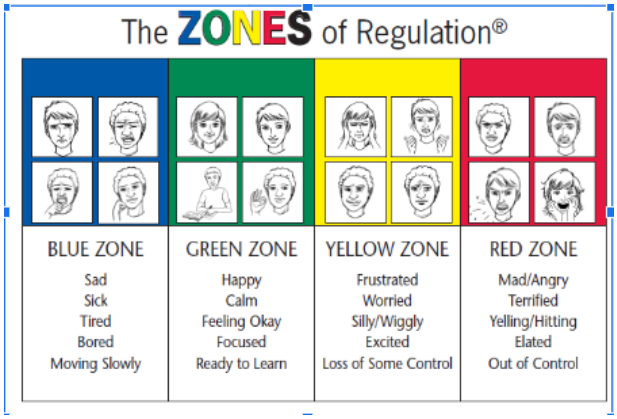
Preventative strategies and approaches are always the first step to behaviour management at Wroxall. Wherever possible we aim to recognise, pre-empt and defuse behaviour before it escalates. Emotion Coaching and Zones of Regulation approaches are used throughout school to co-regulate a child's behaviour, supporting them in learning how to self-regulate.

Emotion Coaching

STEP 1
Recognising and naming the child's emotion, link to the Zones of Regulation.
STEP 2
Validating the feelings whilst empathising
STEP 3 (If needed)
Setting limits on behaviour
STEP 4
Problem-solving with the child/young person

Zones of Regulation

A shared understanding of the Zones of Regulation is in place across school and used to support co and self-regulation strategies.



The Dog Mentor

The school dog, Daisy is used to support the development of a positive working environment to aid wellbeing and build rapport with children. The school dog can also be used to help with co-regulation strategies and rewards for positive behaviour.

Disciplinary Procedures

Antisocial/Unsafe Behaviour

- Ignoring health and safety guidelines
- Harassment or discriminatory behaviour towards other children or staff
- Physical and violent behaviour, including fighting
- Wilfully damaging, breaking or destroying other children's, staff's, or school property
- Repeatedly displaying a rude and disrespectful attitude towards staff

When antisocial/unsafe behaviours are presented, an assertive reminder should be given, and a protective consequence put in place, with the primary goal of reinforcing positive behaviour and ensuring a safe environment for all individuals involved. Following this initial response, a constructive and collaborative approach should be taken to address the underlying issues.

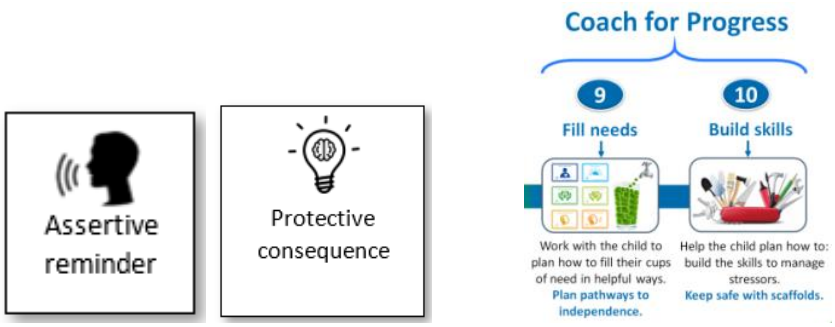
Initiating a meeting with the class teacher is essential, during which the child and their parent or carer should actively participate. Other member of the school team such as the Headteacher, SENCO or Family Liaison Officer may also be invited to the meeting. The purpose of this meeting is to create a comprehensive plan that aims to understand and cater to the child's unique needs in the most helpful ways possible. By involving all parties,

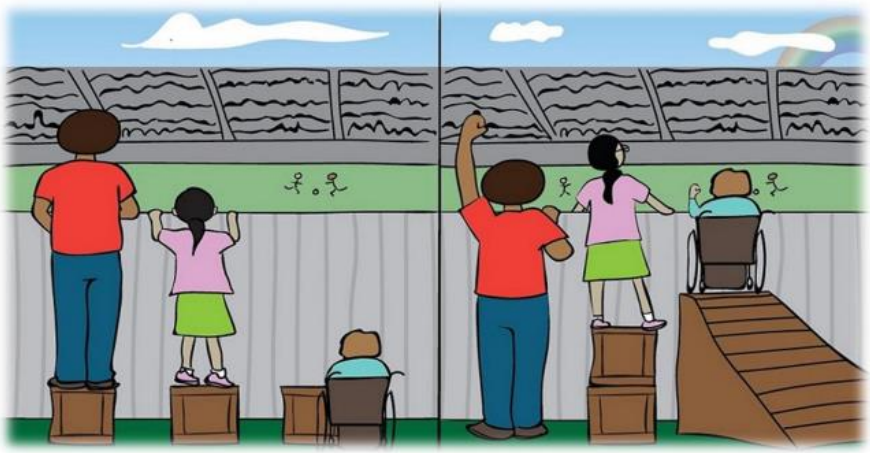
including the child's parent or carer, a holistic understanding of the situation can be achieved, leading to a more effective and supportive intervention.

During the meeting, the focus should be on identifying and managing any stressors the child may be facing, as these often contribute to the development of antisocial/unsafe behaviours. Understanding the root causes enables the team to tailor interventions that address the specific challenges the child is encountering, rather than merely addressing the symptoms.

The interventions devised should be designed to assist the child in managing their emotions, coping with difficulties, and learning new skills to replace negative behaviours. Incorporating a mix of cognitive, emotional, and behavioural strategies can foster growth and personal development, helping the child to flourish in social settings.

Ultimately, this collaborative and empathetic approach seeks to nurture the child's potential and create an environment where they feel valued, understood, and supported in their journey to becoming well-adjusted, responsible individuals capable of managing challenges in constructive ways.





Involvement with External Agencies

The school collaborates closely with outside agencies, actively seeking suitable support to meet the needs of its pupils by tapping into the diverse range of external resources. Pupils requiring assistance from such agencies will be identified through their class teacher, Family Liaison Officer and SENCO.

Behaviour Support Plans

In the event that a child is causing ongoing concern an active Behaviour Support Plan will be implemented. Subsequently, a meeting will be convened involving the school, parents, and external agencies to collaboratively devise suitable behaviour targets.

Physical Intervention

In line with the school's Physical Intervention Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate, but is not restricted to, the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of materials or objects
- A pupil is running in a corridor or on a stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves or enters the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil persistently refuses to obey an order to leave the classroom

Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Any physical intervention used will be conducted in line with the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil's parents will be informed. Parents may be asked to collect the pupil and take them home for the rest of the day as a suspension.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes a suspension or permanent exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Stage 4 - Internal Isolation: In consultation with the headteacher, if it is felt that the behaviour is deemed to be 'serious unacceptable behaviour' or is part of an ongoing series of events and other consequences have been unsuccessful, the school may decide to move pupils to a separate space away from other pupils for a limited period The school will only move pupils to isolation spaces where absolutely necessary, and where the process outlined above has been followed and has failed to resolve the behaviour issue.

The school will ensure that pupil's health and safety is not compromised during their time in the isolation space, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends in the isolation space is up to the school to decide but is not generally for more than one school day.

The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

The headteacher/SENCO and/or the teacher concerned will use a restorative/coaching conversation to reintegrate the child back into class following a period of isolation.

All incidents will be accurately recorded on CPOMS (school internal recording system) by the teacher concerned. The Headteacher, or delegated member of staff, will inform the pupil's parents and invite them to discuss the incident.

Stage 5- Fixed-term suspension: If the stages in place above do not prove effective or the incident of behaviour is considered to be '**Serious unacceptable behaviour'** the Headteacher will consider whether the pupil should be suspended (for a fixed term) and determine the length of the suspension. The Local Authority Education and Inclusion officer will be notified and advice/support will be sought. This stage can be reached before all previous stages have been followed if the incident constitutes serious, unacceptable behaviour.

- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- When the pupil returns to the school, the Headteacher, pupil and parents will hold a return to school meeting to agree a plan for moving forward to avoid further incidents of challenging behaviour. This will involve use of a restorative/coaching conversation and may involve the introduction of a behaviour support plan.

- Where a pupil is identified as having SEMH difficulties, SEND support will be instigated using a graduated approach, in line with the SEND policy, if this is not already in place,
- Where SEND is not identified, but the Headteacher, SENCO or Family Liaison Officer determines that support is still required for the pupil, a Behaviour support plan may be introduced.

Stage 6 - Permanent Exclusion If incidents of serious unacceptable behaviour continue, despite school-based interventions and implementing the support and advice from external agencies, permanent exclusion will be implemented as a last resort.

For consequences to be lawful, the school will ensure that:

- The decision to put a consequence in place is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to put a consequence in place is made when a pupil is on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to put a consequence in place is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.
- The school will ensure that all consequences are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND. This stage can be reached before all previous stages have been followed if the incident constitutes serious, unacceptable behaviour.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.
The guidance laid out in the Home/School agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
Staff may discuss with pupils any misbehaviour off the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

1. Monitoring and review

This policy will be reviewed by the Headteacher on an biannual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for external viewing and for Ofsted inspections e.g. review by the chief inspector, by being placed on the school website.

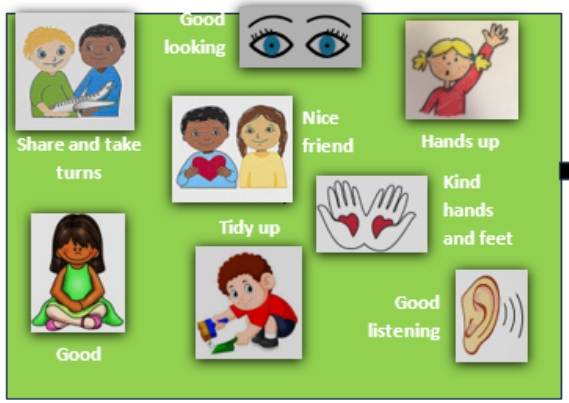
The next scheduled review date for this policy is **March 2027**

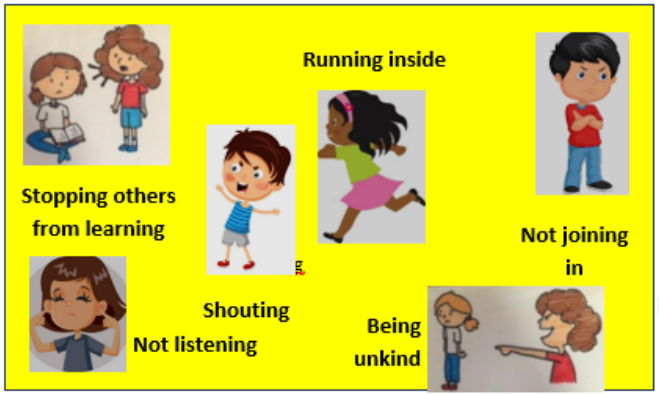
Wroxall Primary Whole School Core Rules and Values:

Ready: We are ready to listen, learn and help Others.
Respectful: We treat everyone with kindness, empathy, and consideration.
Safe: we keep ourselves and others safe at all times.
In all we do, we show **CARE**.

- embracing **challenge**
- striving for new **achievement**
- showing **resilience**
- **enjoyment** of our successes

Wroxall Primary School Behaviour Pathway





	Stage 1	Stage 2	Stage 3	
Non-verbal & Verbal	Name Reminder	Name Caution	Name Natural Consequence	Assertive Reminder
Dojo Points				Protective Consequence
Praise shared with staff/caregivers				Name Natural Consequence

Behaviour management Tips for staff to encourage positive choices and promote de-escalation:

Behaviour Management Tips

Be certain, even when you are not - buy some time:

I'm going to come and speak to you later about what will happen next.

I'm going to walk away and give you a chance to calm down.

I don't think I have enough information to make a decision right now so …

30 second interventions: Deliver the consequence - then say: 'Thank you for listening,' and walk away.

You own your behaviour

You are better than the behaviour you are showing today and I can prove it. I remember when you …...

If there are secondary behaviours, don't respond - walk away. Re- visit at another time when the child is calmer.

Script sentence starts

You need to …… please.

I need to see you ...

I expect to see you ...

I know you will ... Thank you for ...

Every choice has a consequence. If you choose to do the work that would be fantastic and this will happen….. If you choose not to do the work then I'll set a timer for the minutes wasted. I'll leave you to make the decision

Script sentence starts

I've noticed that you're finding it really hard to...

I'm wonder if……..do you think that might be the problem?

I can see that you are angry/frustrated. That must be tough to feel so frustrated. I'm sorry you feel like that.

Do you remember yesterday when you ....? That's the 'you' I need to see today. I know you can do it.

If you need a reason not to shout, ask yourself, would you shout at a child in front of their parent.

Restorative/coaching meetings should only take place when both children and adults are calm.

Meetings don't need to be formal, walking and talking works well as an approach.

What happened?

What were you thinking at the time?

What do you think now?

What could happen differently next time time?

What needs to happen now?

Give children positive self-talk to use:

You can walk away

You can stop myself

You are in control. You can make good choices.

You feel good when you make good choices.

You can get yourself back into the green zone.

Avoid power plays – deliver clear messages calmly. Allow thinking time.

Emotion Coaching - connection before redirection

STEP 1
Recognising, empathising, soothing to calm
STEP 2
Validating the feelings and labelling
STEP 3 (If needed)
Setting limits on behaviour
STEP 4
Problem-solving with the child/young person – restorative/coaching conversation.
(Remember that step 3 and 4 might not always be appropriate or may need to be revisited at a later stage).

Stage 1

Record child's name on log.

During this process, adults should maintain open communication with the child, seeking to understand any underlying issues contributing to their behaviour.

Stage 2 –

Circle child's name. During this process, adults should maintain open communication with the child, seeking to understand any underlying issues contributing to their behaviour. **Reinforce that they can turn this around by making a good choice.**

(Use Emotion Coaching steps or refer to Zones of Regulation if appropriate to recognise, emphasise, validate and set limits).

You can make a good choice. I believe in you.

Stage 3 –

Tick child's name.Remain calm and explain what the consequence will be.

When both child and adult are calm, stage 3 actions should always be followed up by the adult who issued it using a coaching/restorative conversation and needs to be recorded in a factual way on CPOMS.

Wroxall Primary School Behaviour Log

Date:	Lesson/ime	**Stage 1 – verbal reminder given. If the behaviour then persists, the child's name should be written in the behaviour log** **Stage 2** - If the difficult behaviour continues despite initial interventions, **the child's name is circled**. During this process, adults should maintain open communication with the child, seeking to understand any underlying issues contributing to their behaviour. **Stage 3 - In the event of continued difficult behaviour, a natural consequence will be applied** (definition of natural consequence shared), **and a tick will be placed next to the child's name.** *Natural consequences could include being moved to another part of the classroom, a timer being set for 'minutes wasted', with an expectation that these needs to be 'paid back' before the end of the day. The child could be sent to another class or part of the school to complete their work under the supervision of another adult. Rewards could also be forfeited as part of a natural consequence.* **Help children work out solutions that are: "Good for me, good for you, good for everyone."** If a child has two or more such meetings within a half term, the class teacher should initiate communication with the parents.

My Behaviour Support Plan

Name:

What people like and admire about me:

What makes me happy:

Named adults/friends who can help me:

My hopes and wishes for the future:

Things People need to know about me:

What do I struggle with:

How do I show/communicate/ these difficulties:

My current targets are:

1. ..
2. ..
3. ..

What do I find helpful to stay In the green zone and learn well:

Pupil Name:	Adult supporting:

Scaling Tool: (Please highlight appropriate number on the scale)											**Comments:** (Please scribe any verbal feedback from student)
What do you think / feel about school overall?											
	1	2	3	4	5	6	7	8	9	10	
What do you think / feel about the staff at your school?											
	1	2	3	4	5	6	7	8	9	10	
What do you think / feel about the lessons at your school?											
	1	2	3	4	5	6	7	8	9	10	
What do you think / feel about the other students at your school?											
	1	2	3	4	5	6	7	8	9	10	

What do you think / feel about the support you receive at school?	1	2	3	4	5	6	7	8	9	10	
What do your parents think / feel about this school?											
	1	2	3	4	5	6	7	8	9	10	
What do you think feel about the consequences at this school?											
	1	2	3	4	5	6	7	8	9	10	

What do you think would help you at school?	
What do you like to do/what are your interests outside of school?	

What are your future goals?	
Additional Information	

Example Responsive co-regulation plan behaviour

	State of Regulation	Potential displayed behaviour	Agreed Tools	Agreed Responses
Independent/ supported independence	'I am as Ok as I can be' Relatively calm for school environment safe/socially engaged/ may be slightly agitated or vigilant	Sits still / less fidgety Chatty (happy chatty) Wanting to interact and have a conversation Wants to tell you everything Wanting to be helpful Smiling / laughing Shows remorse / able to reflect	Use a happy, jolly voice Regular check ins - being interested in him Ask questions about why he is doing something - exploring / be curious Interact with him Sit beside him, encourage Offer some independent time Thumbs up from afar to acknowledge you are near and he is OK Acknowledge that he is cared for and loved Use of diversion tactics to interest him in your task / Make your activity more exciting than his choice Lots of 'time based' rewards (not using physical rewards)	Use of running commentary of expectations Use of praise - 'well done, you wrote lots / you followed my instruction' Use of banter - 'are you alright mate' Allow independence but be close / check in - 'I'm just off to do …. I will be back in 5 minutes' Question his behaviour (not challenge) - 'Do you really think we should be doing this, I wonder if this would be a better idea' Reflection discussion - 'I was worried when you …., it made me scared' but always reassure with 'I still like you / love you'.

			Make him feel important / Offer practical tasks which offer sense of responsibility Reflection on other incidents / situations can be done when in 'green' Clear adult introductions when they are in a room so he is clear on their role and who is in charge / handover of staff - share all of the good things that have happened. Avoid talking about the negatives in front of child at handovers (reduce shame) - email it to carer / share out of earshot - keep communication positive. Photographs of key team Introduce traffic light system/zones of regulation (visual tool on desk) for him to indicate his feelings without words	
Independent/ supported independence	'I am starting to find things tricky, I am going to need to use some of my tools' Mild stress	Body language change - more tense Grunting / growling More body movement - becoming fidgety Eyes flicking around room, losing concentration Using a baby voice	Break tasks into chunks / take a break Make a task easier / differentiate further Offer reassurance Praise for effort & significant praise for achievement, high fives Adult to stay firm and strong, retain control	Reassurance - 'do you remember when you did this before, you were great' 'When we have done this task, you can do … (what you wanted)' After a task break - 'Are you ready now / shall we have a go now' Share tasks - 'If you do that bit, I'll do this bit'

	Alert/Aroused /Agitated/hyper vigilant	Stare at people who are irritating him Senses more alert - sniffs Fiddles with things - picking, touching Tone of voice changes - more bossy Becomes more controlling, demanding - 'I am only doing it if you do this' Sulk Might seem 'not bothered' Grumpy look / change of facial expression Dysregulated by movement, noise, strong smells around him	Ignore sulking behaviour Don't highlight or feed into the behaviour or emotions (heightens the unsafe feeling) Use distraction techniques Scribe for him when resistant to writing / share tasks Negotiate but don't give in Lots of 'time based' rewards (not physical) Visual rewards - sticker chart / build up picture to earn a reward but never move backwards Plan breaks / alternative activities around expected trigger points (eg when nursery children are having toast - sensory heightened) Use of now and next cards / visual timetable Offer practical tasks which offer sense of responsibility	'Remember your kind words' 'Maybe we shouldn't do that, because of this' Continue running commentary of expectations in a kind way Acknowledge smells - 'maybe at our break time we can get some of that, but you won't have as much time to play' (ie not now - without saying no)

Adult supported	'I am not ok and I need help to regulate' Dysregulated Mobilised/Im mobilised	Real change in voice Says 'No' - becomes argumentative Becomes annoyed Stomps/storms off - does his own thing Picking at things, ripping things Grabbing/snatching things Takes control Distraction techniques less effective Doesn't want to be spoken to or touched Says 'Go Away' Chews things, puts things in mouth Struggles to share Targeting other children – kicking, hitting Will quickly escalate to crisis if doesn't re-regulate	Having a safe, sensory space set up (nothing to damage) Having a box of (indestructible) sensory tools (soft materials, fiddle tools, bubble wrap) Offering time out to move around - play football - 20 minutes Use of craft activities - play doh, shaving foam, water Ask if he wants a hug or cuddle Allow him to physically see you but don't interact Monitor his reactions closely Avoid arguing (this will escalate him) Step away if he requests this but stay close. Remain happy and jolly, show that you are calm even if inwards you are agitated. Use of distraction techniques Trial wobble cushions and chew tools	Acknowledge how hard something is -'I can see this is really hard, shall we go and do … instead for a while' After 20 minutes- 'shall we go and try that again now' 'I am right here if you need me or want to talk to me' Don't use the word no - use alternatives such as 'maybe later' then distract Reduce amount of language used - too much talk will annoy him. Communicate in other ways.

CHILDREN'S SERVICES RISK ASSESSMENT TEMPLATE FORM RATF-053
Violence and Aggression Risk Assessment

Location / Site	Insert location and site where activity taking place
Wroxall Primary School	
Activity / Procedure	Insert name/type of activity or procedure being assessed
Violent, aggressive and Non-Compliant Pupil	
Assessment date	Insert date when assessment is being carried out

Common hazards	Use the following list to identify hazards that are present – add site specific detail about type/location of each hazard
Verbal aggression	
One to one meeting with parents/pupils	
Working closely with people with behavioural problems (e.g. teaching etc.)	
Violence/aggression while on and off site	
Travelling between locations	
Dealing with issues which impacts on members of staff or pupils/family or home which prompts strong emotional reactions (eg social and emotional issues)	
Fixtures and fittings which can be used as a weapon	
Sexual/racial harassment	
Cyber bullying	
Identify additional hazards	Record all other hazards that are specific to this task
Leaving the classroom without permission	
Running from staff, risk taking behaviour	
Threatening to leave the school site – exit via the front door	

Non-compliance with any adult instruction (unless on own terms)
Shouting and swearing at pupils and staff
Picking up unsafe objects
Difficulties transitioning from home to school
Lashing out if staff get too close when trying to support emotional needs
Climbing on school equipment and building

Identify people at risk	Circle boxes where persons may be affected by hazards	
Employees	**YES**	**NO**
Visitors	**YES**	**NO**
Contractors	**YES**	**NO**
Vulnerable persons	**YES**	**NO**
Pupils	**YES**	**NO**

Existing level of risk	Consider current level of risk		
High	**Moderate**	**Low**	
Common control measures	Use the following list to identify controls that are required – add site specific detail about type/location of each control		
Staff training provided appropriate to level required for role (e.g. identification of potential confrontation and triggers to a violent / aggressive situation, how to diffuse and manage a situation)			
Emergency procedures in place if the child leaves the school site			
Staff provided with relevant information about the pupil's emotional well-being that may contribute to the child emotional responses (co-regulation plan attached)			
Staff to understand school preventative strategy/safety policy (e.g. physical intervention policy, violent incident procedures)			
Appropriate risk assessment completed for individuals with known aggressive tendencies and shared with appropriate staff – including a copy of the individual behaviour management plan			

Appropriate systems in place to support emotional well-being (safe place, script for staff to deescalate behaviours/emotional coaching)
Use of controlled doors to prevent child from leaving the school site
Local reporting procedures refreshed periodically with staff providing access to appropriate guidance and forms
Training provided on how to diffuse a violent/aggressive situation
Staff to carry mobile phones if the child leaves the school site, where deemed appropriate (as part of the risk assessment process)
Investigation of all incidents promptly when reported
Staff to monitor and supervise remotely so as to reduce confrontation
Physical intervention policy in place/ training undertaken as appropriate
Means of communication for lone workers
Staff appreciation of their responsibilities for their own safety

Additional control measures	List any additional control measures that are required

Remaining level of risk	Consider level of risk following use of control measures		
High	**Moderate**	**Low**	

Name of assessor	Signature of assessor	Date

Name of manager	Signature of manager	Date

Risk assessment reviews	Set future review dates & sign/comment upon completion

Review date	Reviewed by	Reviewer signature	Remarks