

**Summerville Primary School  
Behaviour and Relationships Policy**



Date	May 2025
Review Date	May 2026
Designated Governor	Gail McNally
Signature	<i>G. McNally</i>
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## Our Vision

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At Summerville Primary School, our vision is to *nurture, inspire and achieve success for all!* To do this, we want to create a learning environment where all pupils feel safe, secure and able to learn effectively. We prioritise the development of positive and respectful relationships in all members of our school community, including staff, children, parents and carers. Our policy is designed through restorative approaches to behaviour management to encourage children to be empathetic and accountable citizens.

### Understanding Behaviour

At Summerville, we understand that all behaviour is a form of communication. We recognise that children's life outcomes can be affected by a range of environmental factors and experiences and endeavour to build positive childhood experiences for all.

### Intent

- Create a safe school environment where children have a sense of belonging, feel valued and supported to thrive.
- Ensure all children are treated fairly and shown respect.
- Provide clear guidelines for children, staff and parents of expected standards of behaviour.
- Ensure all stakeholders understand that behaviour is a form of communication which is driven by emotions.
- Help staff to develop a curious, empathic and reflective attitude towards behaviour.
- Help staff to deploy a consistent approach which centres around positive relationships and Restorative Practice.
- Ensure all members of the school community understand their responsibility to build, maintain and repair these positive relationships.
- Ensure consequences are applied in a consistent and equitable way, preserving the dignity of all pupils and taking into account their specific needs.
- Promote the school values of respect, excellence, self-belief and challenge.
- Help children regulate their emotions and be responsible for the consequences of it.
- Develop a highly skilled staff team who are trauma-informed and attachment aware.
- Support staff to manage their responses to behaviour-  $E+R=O$  (event + response = outcome).
- A behaviour management outlook that is not shame based.

### Roles and Responsibilities

The Headteacher & SLT will:

- Monitor behaviour closely
- Support staff to manage challenging behaviour eg CPD, interventions & parent meetings
- Review behaviour policy regularly

Staff will:

- Follow this behaviour policy

Parents will:

- Understand the school ethos towards behaviour
- Support decisions made by the school
- Attend meetings when required

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## Our School Expectations:

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Be Ready:	Children are supported to be ready to learn and behave at all times
Be Respectful:	Children are encouraged to be respectful towards others and respect property at all times
Be Safe:	Children are supported to keep themselves and others safe at all times, including being safe online.

### **Response to behaviour: Whole School Rewards**

Our approach is centred around positive behaviour management and we use a range of whole school rewards to support this:

- Staff focus on the behaviour they want to see.
- Whole class reminders and visuals to develop understanding of be ready, be respectful, be safe.
- Track-it light points given out regularly.
- Certificates in assembly linked to track it light points.
- Hot Chocolate Friday.
- Stickers and prizes.
- Green jumpers for 'Child of the Week'.
- Red jumpers for 'Child of the term'.
- Phone calls home.
- Positive messages on Dojo.
- Golden tickets at lunchtime.
- Individual class reward for the child with the most track-it light points.

### **Response to behaviour: Journey to resolution**

We understand that all children are individuals and therefore we have a differentiated approach to behaviour management. Children will be supported to reflect on their behaviour and repair relationships in different ways that are appropriate to them as individuals and the rest of the school community.

Where possible, all behaviour will be managed in class through good relationships, access to the classroom 'safebase', time to reflect and restorative conversations.

If behaviour is impacting on children's right to an education or their right to be safe, they may need support to reflect and re-engage outside of the classroom setting. Some behaviours, including violence, damage to school property and persistent disruption or defiance may result in more severe consequences, including internal or external suspensions.

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## - **All children will receive (consistency):**

*Our whole school behaviour approach is based on positive behaviour management and relationships. All staff endeavour to form strong relationships with all children in a way where children are encouraged to reflect on their behaviour.*

- Support from adults who respond in an empathic and reasoned way
- Calm, clutter-free environments
- Well prepared lessons
- Relentless routines (see appendix 2)
- Positive behaviour management strategies used consistently to recognise and celebrate achievements (track-it light points/ verbal reminders/ stickers)
- Teaching the behaviour we want to see
- Visual timetable
- School expectations & learning behaviours displayed visually
- RIP/ PIP (reprimand in private, praise in public)
- Language of choice
- Warning whisper- consistent language
- High 5- Hand up, count down... Children expected to raise their hand in silence
- De-escalation techniques used
- Preparation for transitions.
- Reflection sheets and restorative conversations used.
- Class worry boxes.
- Staff who consider their tone of voice when dealing with incidents.
- Support to reflect restoratively after any event.
- A fresh start after any event.

### **Response to behaviour**

- RIP/ PIP
- Reminders/ warnings
- Time to reflect in classroom 'safebase'

## - **Some children will need**

We understand that sometimes, for a range of reasons, children will struggle to manage their behaviour and aim to support them to regulate. We are firm believers that behaviour is a form of communication and try to understand the root cause of the behaviour, before we try to correct it.

- Time to reflect in another classroom
- Opportunities to redirect behaviour- class jobs/ movement breaks
- Emotions check ins
- Targeted interventions to support emotional regulation (Zones of Regulation/ starring the anger gremlin etc..)
- Attachment time with an adult in class

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- Task charts; now/ next boards
- Positive communication book home
- Work station
- Access to a calm box/ fidget toys
- Social stories used
- Appropriate de-escalation strategies
- Language of emotion coaching/ emotional validation ("I can see you're feeling....."  
"it's hard when things go wrong")

### **Appropriate Response**

- Time to reflect in a different class (reflection sheets)
- Report card
- Behaviour contracts
- Lost learning time made up at another time
- Behaviour meetings with class teacher
- Incidents logged on CPOMS

## **- A few children will need**

We understand that a small minority of children in school have significant barriers to learning, often due to a range of factors. We understand that when these children are dysregulated they are not in control of their behaviour and actions when they are in crisis. We do everything we can to engage and connect with them (and help them regulate), before we try to address the behaviour or ask them to reflect on it or put it right.

- Communication chart
- Risk assessment
- TAC meetings with SENDCo
- Boxhall profile completed
- Timetable adjustments
- Referral to further agencies
- De-escalation strategies used
- Referral to PIT team/ Neuro-dev etc..
- More targeted interventions
- To feel in control by having some choices to support them to access learning

### **Appropriate response**

- Reflection time away from classrooms
- Parent meetings with pastoral team/ SLT
- Internal/ fixed term suspensions

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## Dealing with serious incidents

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We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or weapons.
- Statutory powers to discipline pupils who behave badly in the community.
- The Headteacher (or the Acting Headteacher in their absence) has the power to search groups of pupils if they suspect one of them is carrying an inappropriate item, such as knife. (search will be conducted with two members of staff and could include pockets, bags and general pat down)
- A legal duty on schools to make provision to tackle all forms of bullying.

**There will also be zero tolerance of any form of serious assault on pupils or staff**

### **Suspension and Exclusion**

Fixed term suspensions and permanent exclusions will only be used as a last resort either,

a) in response to serious breaches of the school's behaviour policy; and

b) if allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school.

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of the pupil concerned or others in the school.

Unacceptable behaviour which might result in exclusion include:

- Physical assault
- Bringing a weapon into school
- Verbal abuse/threatening behaviour
- Bullying
- Racist/homophobic abuse/harassment
- Peer on peer abuse
- Inappropriate behaviour
- Damage to property
- Theft
- Drug/alcohol related incidents
- Persistent disruptive behaviour

Only the Headteacher (or the Acting Headteacher in their absence) can make the decision to exclude a pupil, and in making that decision they will take into account the likely impact of the misconduct on the life of the school.

Permanent exclusions will normally be used only as the final step in the process when a wide range of other strategies have been tried without success.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a pupil for a first or one-off offence. Such circumstances might

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include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the well-being of the school community.

In making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the Local Authority and the DfE, and will seek the advice of the Local Authority where necessary. Parents/carers will be informed of the actions taken.

### **Positive Handling/ Reasonable Force**

Staff in school are trained in de-escalation techniques and will always aim to use these to regulate a child's behaviour. In extreme situations, if a child is harming themselves, others or property, staff may make a dynamic risk assessment to physically intervene to keep the child safe.

- Positive handling will only be used as a last resort if all other strategies have failed.
- Children who need positive handling will have a risk assessment completed as early as possible.
- Where possible, 2 members of staff will be present.
- All positive handling will be recorded on CPOMS and parents will be informed.
- Physical intervention will be for as short a time as possible.

### **Bullying**

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

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

Summerville Primary School will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

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## Staff Wellbeing

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We appreciate how difficult it can be to be faced with challenging behaviour and recognise that staff often take on the trauma response of the children we work with. We work with staff to ensure they are highly skilled at strategies of de-escalation and have a solid understanding of external factors that can contribute to a child's trauma response. This ensures that our staff are in the best emotional state to deal with challenging situations and avoids staff escalating situations further.



- Timeline of CPD opportunities to develop understanding of trauma/ attachment/ ACEs/ restorative practice/ de-escalation
- Access to Place2Think sessions with trained counsellor
- Access to personalised outreach sessions (PIT Team)
- Staff meeting time allocation with solution circle approaches
- Staff surveys aiming to reduce workload and understand constraints
- Support from SENDCo/Mental Health Lead
- Training and support for staff to manage their own stress responses

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## **Links with other policies**

Summerville recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. This policy should be read in conjunction with the following documents:

- Anti-bullying policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Keeping Children Safe in Education
- Children with Health Needs who Cannot Attend School Policy
- Positive Handling Policy

## **Legislation, statutory requirements and statutory guidance**

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

## **Appendices**

- Appendix 1: Behaviour Management Expectations
- Appendix 2: Relentless Routines
- Appendix 3: Scripts/ Emotion coaching
- Appendix 4: SEMH Pathway
- Appendix 5: What survival looks like in primary school
- Appendix 6: Communication Chart
- Appendix 7: Blank Risk Assessment
- Appendix 8: Behaviour support plan
- Appendix 9: Reflection sheets

# 6 Behaviour Management Expectations in Summerville



## 1 Positive culture..

- Greet children with a smile and say a positive goodbye
- Be calm, consistent and fair
- Catch children 'doing it right'
- Be **relentlessly** positive
- Make time for restorative conversations

## 4 Journey to resolution

- Positive incentives first- focus on the behaviour you want to see
  - Warning whisper (RIP)
  - Access to safe base
  - Time to reflect/ catch up on work
  - Restorative conversation
1. *What happened?*
  2. *What were you feeling at the time?*
  3. *What have you been thinking about/ feeling since?*
  4. *Who was affected and how?*
  5. *What could you have done differently?*
  6. *How can you fix it? what needs to happen now?*

## 2 Non-negotiables

- 'Meet and greet' at the classroom door
- QUDOS activity out ready (quick, doable, simple)
- Visual timetable on display and referred to
- Use Dojo points regularly
- Have a safe base in the classroom
- Follow behaviour policy

## 5 Common Language

- I can see you're feeling...
- Are you OK?
- KISS (Keep it short and simple) "John. Chair. Thank you."
- I wonder if you're feeling....
- I wonder if it would help if....
- What should you be doing now?
- We can turn this around
- If you choose to keep doing this, then....

## 3 Over and above

- Positive phone calls home
- Positive messages on Dojo
- Individual class prizes and rewards

## 6 Top tips

**Do** teach the behaviour you want to see!

**Don't** overpromise on punishments!

**Don't** focus on the negative!

**Don't** deal with challenging behaviour with an emotional response- take some time to breathe!

**Don't** hold a grudge!

**Don't** try and use sarcasm!

**Always** have the restorative conversation yourself!

**Always** get to know the child and work on the relationship!

## Appendix 2: Relentless Routines

### **Relentless routines**

To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they become automatic. Routines are consistently taught and followed so that they are second nature to the children. This is especially important if other staff are required to teach in the class.

<b>Adult Visible Consistencies</b>	<ul style="list-style-type: none"> <li>• Meeting and greeting your pupils</li> <li>• Building positive relationships</li> <li>• Persistently catching children doing the right thing</li> <li>• Picking up on children who are failing to meet expectations</li> <li>• Praising in public, reminding in private</li> <li>• Ready, Respectful, Safe used at all times</li> <li>• Use the agreed scripts</li> </ul>
<b>Start of the Day Routine</b>	<ul style="list-style-type: none"> <li>• Calming music played on entry – optional</li> <li>• Morning lessons ready</li> <li>• Staff on classroom door to greet the pupils at 8:30am</li> <li>• 8.30 am activity displayed</li> <li>• Registration in silence</li> </ul>
<b>Classroom set up</b>	<ul style="list-style-type: none"> <li>• Classrooms (inc. technology) are always set up ready for the pupils</li> <li>• Visual timetables are updated on a daily basis</li> <li>• Date (long and short) displayed clearly on the whiteboard</li> <li>• Now/Next boards ready where necessary</li> <li>• Seating Plan in place</li> <li>• Pupils have all the equipment they will need</li> </ul>
<b>In lessons</b>	<ul style="list-style-type: none"> <li>• Make expectations clear (inc. not fiddling with equipment)</li> <li>• Hands/visual cues – Hands up signal (no shh)</li> <li>• High expectations of presentation and productivity</li> <li>• (PIP &amp; RIP) Praise in Public and Remind in Private</li> <li>• Limit access to water bottle/toilet while teacher is teaching</li> <li>• Going to the toilet with a pass and never more than one boy/girl</li> </ul>
<b>In assemblies</b>	<ul style="list-style-type: none"> <li>• Pupils enter in silence (legendary lining up)</li> <li>• Music and/or visuals are always ready</li> <li>• Teachers use nonverbal cues to re-direct</li> <li>• Pupils are identified for praise through awarding of DOJO tokens</li> <li>• Pupils exit silently to music</li> <li>• Teachers are always available to escort pupils back to class/out to play</li> </ul>
<b>On the playground</b>	<ul style="list-style-type: none"> <li>• Walk in and around school silently (legendary lines)</li> <li>• 'It takes a village' - all staff challenge and encourage – unless a child's one-page profile states otherwise.</li> <li>• Adults remind children about how we walk around school and remind pupils. "Single file, silently"</li> </ul>
<b>Dining hall</b>	<ul style="list-style-type: none"> <li>• Pupils line up to collect their lunch</li> <li>• Staff getting a school lunch to join the line. Everybody waits for their turn.</li> <li>• Lunchtime Organisers use hands up/visual cues</li> <li>• All staff encourage children to talk quietly to their peers</li> <li>• Golden tickets awarded to children demonstrating exceptional behaviour</li> <li>• Class teacher/TA &amp; Lunchtime Organiser (lead towards the dinner hall) and provides a positive reminder of what they are expecting over lunch.</li> </ul>

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<b>On the playground</b>	<ul style="list-style-type: none"> <li>• Teachers supervise their pupils entering and exiting the playground</li> <li>• First Aid kit is taken outside</li> <li>• 360° supervision and interaction by adults at all time - adults should spread themselves into specific points on the playground for best view possible.</li> <li>• Children do not re-enter the building without permission</li> <li>• Rewards for Over and Above behaviour – dojo points</li> </ul>
<b>Wet play</b>	<ul style="list-style-type: none"> <li>• Children are always supervised by a member of staff – Teacher, TA, Welfare staff</li> <li>• Children to be occupied with snacks, water, reading, wet play activities</li> <li>• Toilet supervision - children sent in small groups with an adult if available.</li> <li>• Otherwise Going to the toilet with a pass and never more than one boy/girl</li> <li>• Smooth transition (music/tidy up time) from end of break to lessons</li> </ul>
<b>Coat peg areas</b>	<ul style="list-style-type: none"> <li>• Adult present to manage a quiet transition</li> <li>• Reminder about hanging items up -everyone looking after each other</li> <li>• Adults politely ask pupils to pick items up (even if they are not theirs) and give a big praise for helping and being a role model within the class.</li> </ul>
<b>End of day routine</b>	<ul style="list-style-type: none"> <li>• Children sit quietly in the corridor listening for name</li> <li>• Pupils who have not been picked up by 3.25pm are taken to the school office and parents/carers called</li> </ul>

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### Appendix 3: Scripts/ Emotional coaching

#### **Greeting Xxxx in the morning should reinforce the relationship and that you are pleased to see them: -**

- *Good morning Xxxx, I'm looking forward to working together later/I'm looking forward to sharing a book with you later*
- *Good morning Xxxx, it looks like you are struggling a bit this morning. I'd like to try to help*

#### **Instead of repeating instructions that Xxxx is refusing to follow or reminding them about the rules/sanctions, staff to try following: -**

- *It feels like things are difficult for you at the moment*
- *Sometimes when we're not feeling happy/OK, it can be difficult to concentrate on the work*
- *I understand this feels difficult for you at the moment*
- *Sometimes our feelings seem to creep up on us and can catch us unaware*
- *I think that you might be finding some of the changes in school and at home difficult to understand. It can feel unsettling when there are lots of changes. This is normal.*
- *When you're feeling worried, it can feel difficult to listen and to play with other children. Sometimes we get angry or upset quickly*
- *We want to help you feel happy and enjoy being in school.*
- *Sometimes when we have lots of difficult feelings, we just want to escape. I have noticed that sometimes you move away from things that are causing you to worry/upset. I want you to feel safe and happy, so let's make a special place for you go to, where you can feel safe*
- *Sometimes it feels difficult to explain how you are feeling and to pick the words that you need*

#### **After a difficult incident, staff to use phrases to help Xxxx to feel confident that their relationship is still good and that adults still care about them: -**

- *It's a fresh start, we still care about you*
- *It can feel difficult talking after an argument*
- *It can feel embarrassing admitting you've made a mistake. I'm really proud of you*
- *I still care. Sometimes I have to stop you doing something to keep you safe, but I still care about you*
- *I know you don't want to come into the classroom, but we need to get you somewhere safe. Where should we go/What should we do?*
- *I still care about you even when I have to stop you doing things*
- *Relationships/getting along with people can be tricky and confusing at times.*
- *Sometimes when we don't feel happy, it shows in our behaviour. Adults might need to tell off a behaviour or ask you to stop doing something, but they still care about you. They stop you doing things because they want you and the other children in school to be safe.*

#### **Staff to avoid asking Xxxx why they have done something/behaving in a particular way. Instead, they should validate and ask how they can help, e.g., when they walk out of the classroom: -**

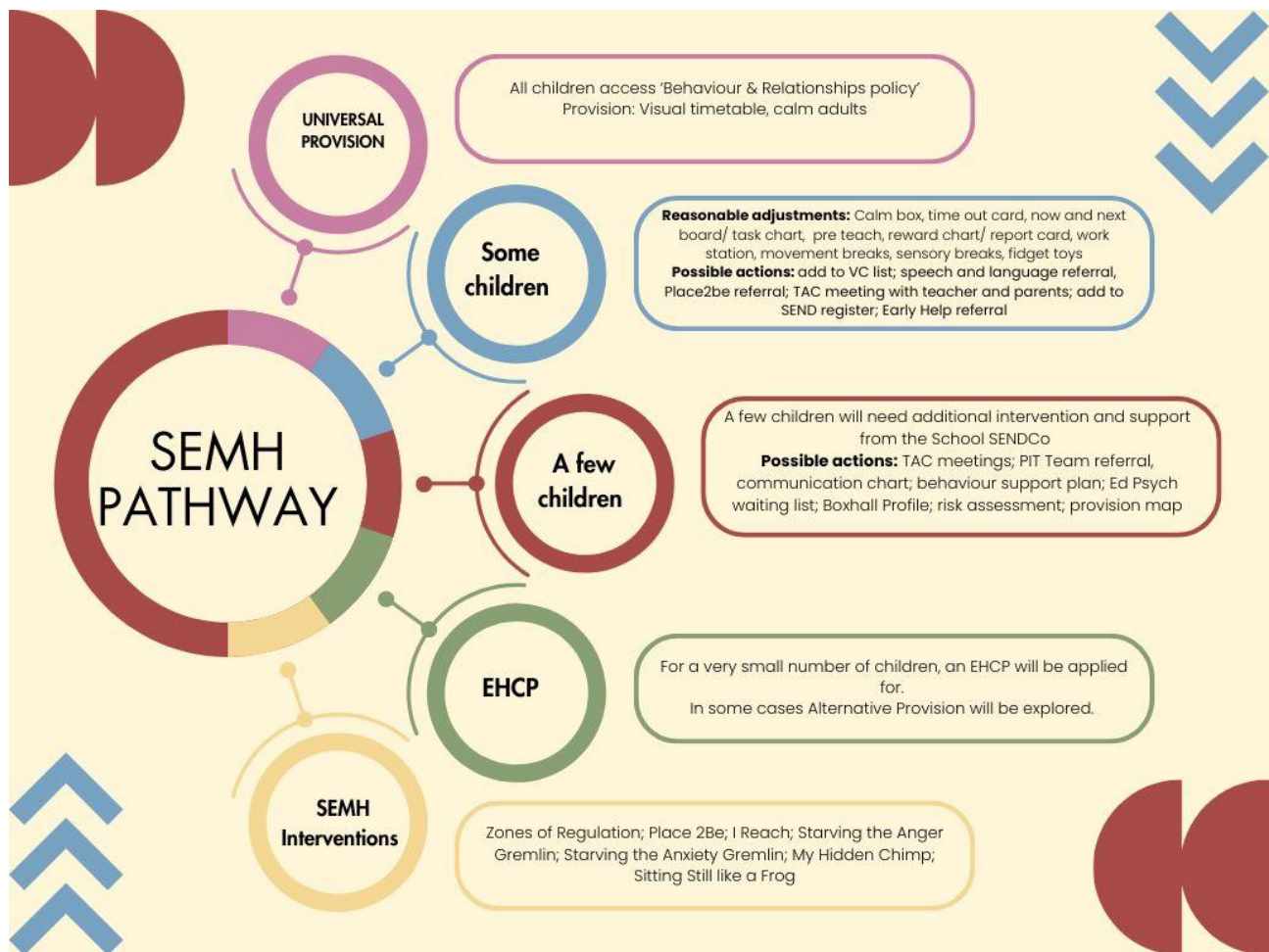
- *It's seems like you're finding this difficult. Can I help?*
- *If the classroom feels too overwhelming today, is there somewhere else you would feel happier? Is there anything I can do?*
- *Sometimes we all need a bit of space. Can I help you?*
- *Feelings can be complicated and difficult to understand. Is there something I can help you with?*

#### **Staff to help Xxxx to understand that they still think/care about them when they are physically separated: -**


- *I was just wondering what you were up to*
- *When I was watching the [cartoon/football] I last night, I thought of you because I know you [like unicorns/support Man United]*
- *Good luck with the assembly. I can't be there, but I'm looking forward to you telling me all about it afterwards*

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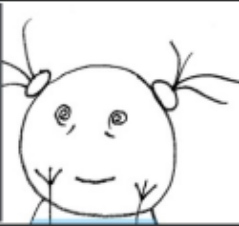
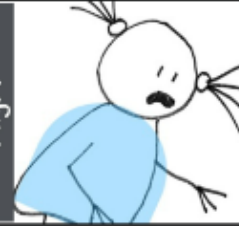


Appendix 4: SEMH Pathway



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## What Survival Looks Like In Primary School

Freeze	Flight	Fight	Submit
 <ul style="list-style-type: none"> <li>- Not interested, bored</li> <li>- Confused</li> <li>- Forgetful</li> <li>- Talking about something else</li> <li>- Hard to move through a task</li> <li>- Not listening</li> <li>- Staring into space</li> <li>- Day dreaming</li> <li>- Clumsy</li> <li>- Distracted</li> </ul>	 <ul style="list-style-type: none"> <li>- Running away</li> <li>- Keeping SUPER busy</li> <li>- Not coping in free time</li> <li>- Need to be first or at the front</li> <li>- Bumping into people</li> <li>- Avoiding tasks and activities</li> <li>- Baby talk or silly voices</li> <li>- Hyperactive</li> <li>- Giddy and silly</li> <li>- Hiding under tables</li> </ul>	 <ul style="list-style-type: none"> <li>- Hot and bothered</li> <li>- Angry and aggressive</li> <li>- Controlling</li> <li>- Lie or blaming</li> <li>- Shouty and argumentative</li> <li>- Pushing away friends</li> <li>- Lonely</li> <li>- Demanding</li> <li>- Inflexible</li> <li>- Unable to follow 'rules'</li> <li>- Disrespectful</li> </ul>	 <ul style="list-style-type: none"> <li>- Socially withdrawn</li> <li>- Compliant</li> <li>- Quiet</li> <li>- Unable to think, just yes or no answers</li> <li>- Passive</li> <li>- Resigned</li> <li>- Neutral expression</li> <li>- Alone</li> <li>- Low mood</li> <li>- Head down on the table</li> </ul>
<p>If you spend a small amount of time activating the calm part of my brain, you will help me feel safe. Then, you can teach me and I can learn. Help me by...</p>			
<ul style="list-style-type: none"> <li>- Do the task with me</li> <li>- Deep breathing</li> <li>- Tell me I'm safe and ok</li> <li>- Ask me to push my hands down under my seat and lift myself off the chair</li> <li>- Gently wonder where I've gone and welcome me back to the room</li> <li>- Make the task smaller and more predictable</li> <li>- Tell me kindly who I am and what I'm doing</li> <li>- Kindly tell me what you want me to do 1:1</li> </ul>	<ul style="list-style-type: none"> <li>- Keep me close by</li> <li>- Deep breathing</li> <li>- Give me a easy and familiar task</li> <li>- Make things predictable</li> <li>- Tell me I'm safe, show me a safe place or person I can go to when I need to</li> <li>- Kindly talk through what might be tricky</li> <li>- Remind me what I'm meant to be doing alongside my friends rather than singling me out</li> </ul>	<ul style="list-style-type: none"> <li>- Give me a role</li> <li>- Support me socially</li> <li>- Match my energy</li> <li>- Make things predictable</li> <li>- Deep breathing</li> <li>- Connect and show empathy before exploring the consequences of my behaviour</li> <li>- Tell me about changes to the daily routine, especially strangers visiting the school</li> <li>- Accept I might not remember what happened, I was trying to survive what felt dangerous</li> </ul>	<ul style="list-style-type: none"> <li>- Repetitive simple tasks</li> <li>- Weighted blanket</li> <li>- Building with Lego or play-dough</li> <li>- Tell me I'm safe</li> <li>- Deep breathing</li> <li>- Spending time with a trusted adult</li> <li>- Do the task with me</li> <li>- Tell me what to do without showing frustration</li> <li>- I can't cope with being the centre of attention, let me blend in</li> </ul>



InnerWorld Work

Download the full presentation from [www.innerworldwork.co.uk](http://www.innerworldwork.co.uk)

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Appendix 6: Example Communication Chart

	How I might communicate	What adults think this means	What helps	Scripts
Stage 1				
Stage 2				
Stage 3				
Stage 4				
Stage 5				
<b>Effective PIL strategies- H.E.L.P-</b> <i>Connect before you correct; Engage don't engage; Regulate, relate and reason</i>				

Appendix 7: Risk Assessment

Step 1: Hazard	Step 2: Who/ What might be harmed/ damaged?	Step 3:	
		Current control measure	Further control measures to be provided
		•	•
<b>Step 5: Review and revision</b>			
Autumn 1 Date:			
Autumn 2 Date:			
Spring 2 Date:			
Summer 1 Date:			
Summer 2 Date:			

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Appendix 8: Behaviour Support Plan

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS:                      YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
<b>Challenging behaviour</b> -	<b>Targets</b>
<b>Reasons for the behaviour</b> Consult parents/carers and the pupil (where appropriate) when filling out this box. What's going on in the pupil's life that might be causing this behaviour? Why might this behaviour happen? <ul style="list-style-type: none"> <li>• To get attention</li> <li>• To avoid something</li> <li>• To get something tangible</li> <li>• To meet a sensory need</li> </ul>	<b>Any special educational needs (SEN) that may affect behaviour</b> If the pupil has SEN that affects behaviour, the SENCO should detail them here. How does the pupil's SEN affect their behaviour? How could the school's behaviour policy be adapted to meet their needs?
<b>Strategies for maintaining positive behaviour</b> •	<b>Triggers and warning signs</b> •
<b>Reactive strategies</b> How do we diffuse the situation? <ul style="list-style-type: none"> <li>• What to do and what not to do</li> <li>• Phrases to use</li> <li>• Calming techniques</li> </ul> At what stage should another member of staff be informed? Who should this be?	<b>Support after an incident</b>
<b>Skills and Talents</b>	<b>Achievements</b>
<b>Likes</b>	<b>Dislikes</b>

*Connect before you correct/ Engage don't enrage/ Regulate, relate and reason*

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS:                      YEAR GROUP:
<b>Agreement:</b> Parent/carer name  Parent/carer signature  Date	Staff name  Staff signature  Date
<b>Behaviour plan evaluation and next steps:</b>   	

BEHAVIOUR PLAN - LOG OF INCIDENTS			
PUPIL NAME:	CLASS:	YEAR GROUP:	
<b>Log of incidents:</b>			
Date	Description of behaviour	Trigger for incident	Action taken

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Appendix 9: Parent Meeting Sheet

<b>Parent Behaviour Meeting</b>					
Name:		Class:		Date	
Present at meeting:					
Meeting Number:					
Summary of incidents and concerns:					
Provision in school:					
Key points from discussion: (presentation at home, parental support)					
Possible Next steps:					
Reward chart		Home school diary		Report Card	
Individual learning plan		Changes to Provision/specific resources in classroom		Behaviour plan	
Appropriate interventions		TAC meeting/Meeting with SENDCo		Meeting with SLT	
Referrals to other agencies (EH/ PIT Team/ EP)		Communication chart/ Risk Assessment		Internal suspension	
Build-up Time Timetable		Suspension		Permanent Exclusion	
Outcome of meeting including referrals to other agencies:					
Signed (Parent):					
Signed (staff):					

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Appendix 10: Reflection sheets

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