

Behaviour Policy



Inspiring a love of learning through
the bonds of **family, faith and friendship.**

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Values and Vision

'A cord of three strands is not easily broken.' Ecclesiastes 4:12

Our Christian values of community, compassion, friendship, courage, hope and thankfulness are an integral part of daily life.

We believe that all people are unique and of equal worth. As part of God's family everyone is nurtured, valued and respected. We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.

(School vision statement)

Rationale and Principles

At Folksworth Church of England Primary School we have adopted a therapeutic approach to behaviour management informed by Cambridgeshire Therapeutic Thinking. We recognise that negative experiences create unhelpful feelings and that unhelpful feelings create negative behaviour, whilst positive experiences create helpful feelings and helpful feelings create positive behaviour. It is the responsibility of every adult in our school to seek to understand the reason why a young person is presenting difficult or dangerous behaviour and change the circumstances influencing this.

It is a primary aim of Folksworth CE Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. As a church school, our Christian Foundation is extremely important to us and is evident in every aspect of school life. The school's behaviour policy is therefore designed to set out a way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

We believe that all pupils, staff and parents/ carers have rights and responsibilities. Our approach to behaviour are underpinned by these. (See Appendix 4)

The school has the expectation that children are **ready, respectful and responsible** from which classroom rules are developed in conjunction with the pupils. Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to feel safe and to learn.

Folksworth Church of England Primary School has a clear behaviour policy ensuring that all adults are able to apply the policy consistently and fairly regardless of their role within the school.

The school recognises and promotes valued behaviours, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage valued behaviours, rather than merely deter detrimental behaviour.

The school recognises that children have individual and varying needs including SEND and may require additional support to meet the behaviour expectations of the school. Where necessary personalised support will be provided by the school including, where necessary, the involvement of outside agencies and individual behaviour plans.

All pupils should be free from discrimination of any sort and the school has a comprehensive anti-bullying policy in place to address any issues which may arise.

The school expects high standards of behaviour whilst pupils travel to and from school and on school journeys and trips outside of school.

At Folksworth Church of England Primary School children are praised publically and reprimanded in private.



Pro- Social Behaviour and Rewards

Valued Behaviours can be defined as behaviour which is positive, helpful and values social acceptance.

Valued behaviours include:

- Kindness to others
- Honesty and humility, admitting when you have made a mistake
- Helping/ supporting others in distress
- Good manners
- Active listening
- Showing effort in work/ completion of work
- Showing resilience when finding work challenging
- Taking pride in work and presenting it to the best of your ability
- Being in the right place at the right time
- Following instructions the first time
- Having a calm voice and calm body
- Looking after resources
- Keeping the school environment tidy
- Showing respect and personal space

We demonstrate clear values through:

- Teaching right from wrong, honesty and respect for others
- Encouraging internal discipline and self-regulation
- Praising positive behaviour
- Providing pupils with positive experiences that will create helpful feelings and therefore positive behaviour
- Being good role models
- Using consistent, clear and agreed boundaries
- Comforting and forgiving
- Having a growth mindset approach where pupils learn to value their mistakes and move forward from them. Resilience is promoted and celebrated.

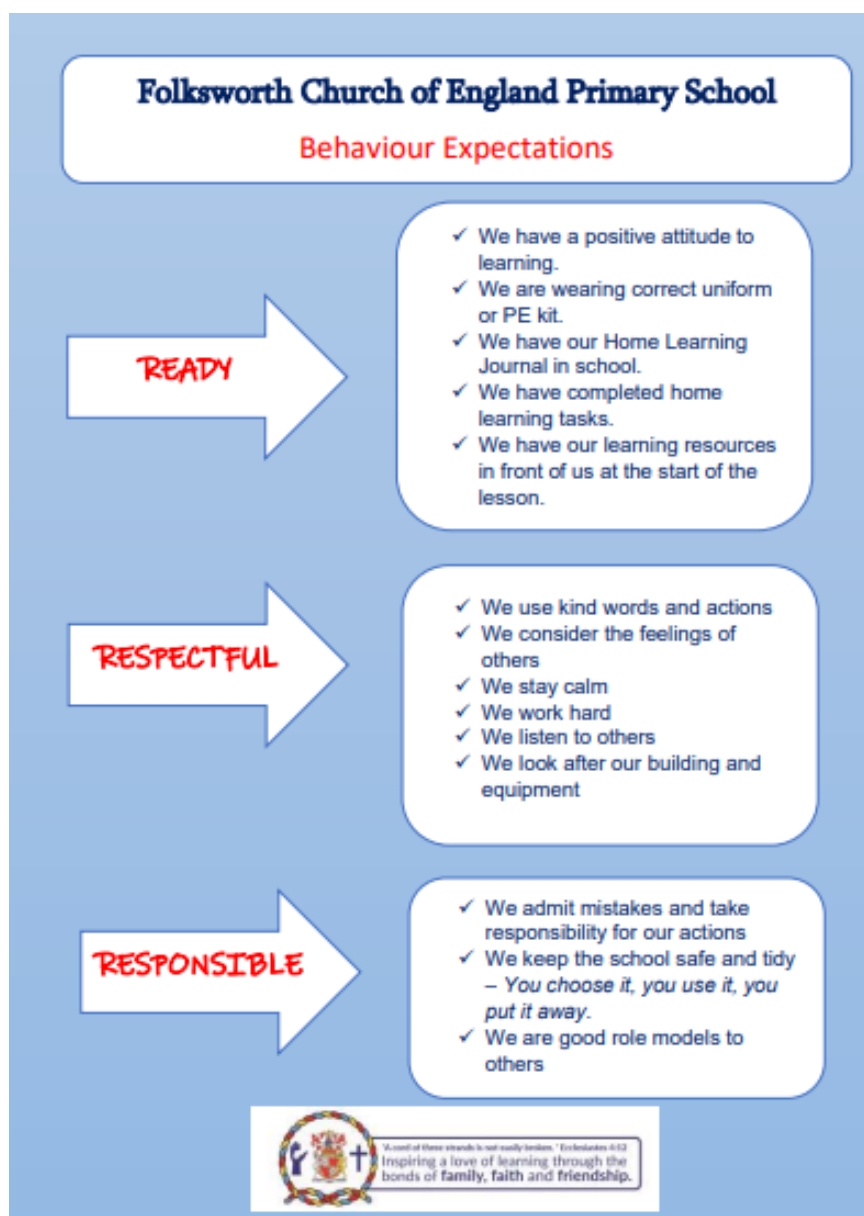
At Folksworth Church of England Primary School we acknowledge, praise and reward valued behaviours demonstrated by the children. Bribery for rewards should not be used to achieve valued behaviours.

We promote, recognise and reward valued behaviours in the following ways:

- Catching children doing the right thing in order to praise and recognise the desired behaviours.
- Greeting children with a smile in the morning at the classroom door starting the day in positive way.
- Green cards, which can be shared with others, identifying something we are proud of the child for. This may be work related or linked to demonstrating valued behaviours.
- Reward stickers
- Motivational posters displaying valued behaviours
- Verbal recognition and praise
- Certificates awarded during the weekly Celebration Assembly

Expectations and Rules

To support our children in understanding valued behaviours we have an expectation that everyone is **ready, respectful and responsible**. This sets out a range of behaviours we expect in order to maximise learning opportunities and achieve positive wellbeing for all.



There is an expectation that being **ready, respectful and responsible** is modelled by all of our school's stakeholders. This is how valued behaviours are recognised and celebrated within our school. (See Appendix 1)

Equality and Inclusion

At Folksworth Church of England Primary School we ensure that our practice and procedures are adapted to suit children and families from all protected characteristics. This involves adopting practices to be appropriate from different cultures and with educational, physical or emotional needs. Such adaptations are made on a case by case basis in consultation with families and external experts where necessary, and in the interests of the safety and wellbeing of all children.

Supporting All Learners including SEND

At Folksworth Church of England Primary School we believe it is important to have clear expectations for behaviour. We use consistent approaches across all of our classes and groups to maintain clarity for our learners. These are:

- Having our **ready, respectful and responsible** poster on display in all learning areas.
- Agreeing Classroom Rules at the beginning of each academic year. These are based on our Ready, Respectful and Responsible expectations. Phrased positively and signed by all members of the class, including the adults. These are displayed next to the Ready, Respectful and Responsible poster.

Some resources may be used for specific pupils in order to support them in regulating their behaviour, for example, those with sensory needs. These may include:

- Fiddle toys
- Bands
- Weighted resources

Where these specific resources are used to support individuals, parents should be consulted and support listed on an Assess, Plan, Do, Review (APDR) document for the pupil.

The school recognises that children have individual and varying needs and may require additional support to meet the behaviour expectations of the school. Where necessary personalised support will be provided by the school including, the involvement of outside agencies and individual behaviour plans.

Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their emotions during everyday teaching opportunities, for example, exploring character's reactions to situations within a book. PSHE units also focus specifically on emotional literacy. Daily mindfulness activities are built into the school timetable to teach children ways of grounding, calming and regulating their emotions.

Unsocial Behaviour

Unsocial behaviours can be defined as not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of unhelpful feelings.

Unsocial behaviours are not detrimental as they are not to the detriment of others. Generally, unsocial behaviour is quiet non-compliance that does not necessarily impact on other pupil's learning.

On occasions children may wish to not join in with specific activities, such as speaking in front of the group, working as part of a group or singing. These behaviours should be managed carefully to avoid generating unhelpful feelings and experiences. For children presenting these behaviours it is important to explore the reasons for this; it may be that they are shy or lack confidence when working with others. Responses should be individually tailored to best support the child. In some cases interventions such as social stories or a

social-skills group may be beneficial. Where specific intervention is required an Assess, Plan, Do, Review cycle should be in place with parents consulted.

Detrimental Behaviour

Detrimental behaviour can be defined as behaviour that causes harm to an individual, a group, to the community or to the environment.

Detrimental behaviour should be managed in a graduated response reflective of the level of behaviour and the danger posed. As part of the response to the detrimental behaviour a consequence should be put in place. In this context a consequence is defined as a logical, explainable response to the detrimental behaviour. It should be designed to help children learn and valued behaviours transferable to all contexts.

In situations where adults are managing pupils displaying detrimental behaviour the following strategies should be used.

Positive Phrasing

Clear positive phrases making the expectation clear should be used. Staff should not be telling the children what not to do or using unclear phrases such as 'be good' or 'stop that'. Examples include:

- Stand next to me, thank you
- Put the pen on the table, thank you
- Walk in the corridor, thank you
- Switch the computer screen off, thank you
- Walk with me to the library, thank you
- Stay seated in your chair, thank you

Adults should never describe the child's behaviour to other adults in front of the child as this can escalate the behaviour further and appear judgemental.

Limited Choice

Offering some limited choices allowing the child to feel that they have some control of the situation, for example:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box, thank you
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Phrases to Disempower the Behaviour

Where a child is presenting a certain behaviour in order to escalate the amount of attention received or to be disruptive, but not presenting a danger, attempts should be made to

disempower the behaviour. Examples of this might include a child choosing to sit under a table, leaving the room or fiddling with resources rather than focusing on the task in hand. Phrases to disempower children presenting this behaviour might include:

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready
- We will carry on when you are ready

De-Escalation Script

When a child is presenting difficult behaviours or going into crisis the same de-escalation script should be used to ensure consistency and clarity in the message being given to the child. (Appendix 3)

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and ...

De-Escalating Body Language

Body language can escalate behaviours by heightening their fight or flight instincts. Such body language can include standing too close, blocking the path, aggressive gestures or being overbearing. In circumstances where detrimental behaviour is being demonstrated staff should use de-escalating, non-threatening body language including:

- Standing outside of an outstretched arm
- Standing to the side
- Having relaxed hands
- Managing height so as not to be overbearing

Levels of Detrimental Behaviour and Expected Responses/Consequences

Level of Behaviour	Detrimental Behaviour	Expected Responses/Consequences
Low Level Difficult Behaviours	• Lack of concentration/ focus on work • Ignoring/ not following instructions first time • Non-aggressive throwing of objects • Invading the personal space of others. • Rough play: including pushing, grabbing, pulling • Running/ being noisy inside the school building • Inappropriate use of equipment • Dropping litter • Interrupting/ talking over adults or peers • Inappropriate, undirected language • Using equipment to tap or touch another person	• Verbal reminder: • Responses should seek to de-escalate behaviour and encourage valued behaviours • Removing equipment until an educational discussion has taken place. • Sitting out from play for a short period of time to allow for calming following rough play. • Being asked to demonstrate valued behaviours e.g. going back and walking quietly or picking up the dropped litter • Time out in the Den to allow time for calming/ regulation/ reflection
Medium Level Difficult Behaviours	• Rough play where someone gets hurt • Slapping, pinching, tripping, shoving in the back or pulling someone to the floor • Continual, undirected inappropriate language • Refusal to work • Refusal to follow instructions/ cooperate • Persistent invasion of another person's personal space • Persistent lack of effort • Deliberately provoking others • Deliberate rude or mean behaviour towards others. • Persistently interrupting adults or pupils.	• Behaviour log completed on CPOMS • Parents/ carers notified • Consequence in response to the behaviour, such as: ○ Being moved to work in another location outside of the classroom ○ Having a break time at a different time to the other children. ○ Completing work during a break or lunchtime. Having work sent home to be completed. ○ Relocating child to different area of school during whole class sessions to ensure

		teaching and learning is not interrupted ○ Having a separate space in the classroom away from peers. ○ Standing with a staff member at break time or sitting on a bench ○ Internal suspension • Restorative conversation • Teaching/ intervention • Anxiety/ behaviour mapping tool • Early prognosis tool
Dangerous Behaviour (That which is detrimental and will predictably result in imminent injury or harm.)	• Leaving the school grounds • Intentional vandalism causing damage to school or other children's property • Spitting at someone • Stealing • Persistent refusal to work/ disruption to learning • Persistent refusal to follow instructions • Verbal threats/ physical intimidation	• Behaviour log completed on CPOMS • Parents/ carers notified • Actions and consequences may include: ○ Police and parents contacted when a child is missing from the school site. ○ Assess risk of pupils engaging in certain activities, e.g. off-site trips. They may have to stay at school or alternative provision made to minimise risk. • Risk Management Plan • Consider the need to suspend
Highest Level Behaviours (Crisis)	• Violent physical aggression causing personal injury: intentional kicking, punching, head-butting, biting or slapping • Directed verbal abuse towards an adult or pupil including swearing, racist language, sexist language, homophobic language • Use of objects/ weapons to intentionally hurt others • Bullying/ persistent intimidation	• Removal from the place the incident took place • Parent/ Carer notified • Behaviour log completed on CPOMS • An internal/ fixed term/ permanent suspension • Referral or advice sought from Children's Services • Risk Management Plan in place • Restorative conversation when possible

Unforeseeable Behaviour

If an unforeseeable behaviour, not described in this policy, occurs staff should approach this using their professional judgement using the resources available to them. Depending of the extremity of the behaviour this will often be the application of strategies described for detrimental behaviours. For extreme, unforeseeable behaviours that might result in injury the use of physical intervention may be required. Support from the senior leadership team may be requested and in the most dangerous situations, evacuation/ lockdown of the building and the emergency services contacted.

Following an unforeseeable behaviour event, where there is a likelihood of reoccurrence, the policy should be revised to include the school's approach to this.

A Restorative Approach

An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Wright 1999

When an incident occurs it is important for everyone affected to revisit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, behaviour may be influenced by anger, frustration or disappointment etc. The purpose of reflect, repair and restore is to revisit the experiences with each individual once calm, relaxed and reflective. This approach is designed to:

- Focus on the harm that has been done
- Consider how the harm can be repaired
- Look at experiences, feelings and needs
- Plan to ensure conflict is less likely to happen in the future

Questions that may be discussed during a restorative conversation include:

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so we can make a different choice next time?
- What would you like to happen next?
- How can we make things better for *other child/you*?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it okay for you to go back to school, etc?
- What do you think *other child* might need?

If a conversation alone is not considered appropriate for the needs of the child/children then other approaches may include:

- Social stories
- Comic Strip Conversations
- Role-play with dolls/soft toys or puppets
- Circle time activities
- Signing or signalling
- Use signs, pictures and symbols to communicate emotions
- Complete a 'Roots and Fruits' tree

Use of Touch

As a school we believe that appropriate touch is necessary in creating a safe, reassuring environment. This should always be approached with professionalism and never to create intimacy to meet the need of the adult. We may use touch in the following ways:

Reason for Contact	Expected Response
Reciprocating a hug from a child.	This can be reciprocated by gently putting your hand on the child's shoulder. The child should not be pulled towards you and allowing the child to stop the hug as soon as they are ready to.
Sitting on an adults lap.	If a younger child climbs onto an adults lap when upset this is acceptable but the child should be encouraged to move away once they feel comforted. Children should not be invited by the adult to sit on their lap at any time.
Physically separating a child from their parent.	A times children find the transition from their parent to school staff upsetting. A child can be separated and escorted into school using positive touch, such as holding their hand.
Carrying a child	On rare occasions a child may need to be carried. This should be avoided unless completely necessary. Where carrying is unavoidable lifting techniques set out in manual handling training for staff should be followed. The child/ parent should always give verbal consent before they are carried.
Steering, guiding or escorting a child	This should be avoided but may be done following Cambridgeshire Therapeutic Thinking techniques and guidance to prevent injury or to avoid dangerous situations.
Holding hands	This should not be initiated by the adult unless used to ensure the safety of a child. If a child wishes to hold an adults hand for reassurance this is acceptable. The child should have the opportunity to release the adults hand whenever

	they wish to unless doing so would put the child in danger.
Applying gentle pressure to the child's shoulders for sensory support.	Sometimes putting your hands on a child's shoulder to apply gentle pressure can support them in the regulation of their emotions as part of their sensory needs. This form of touch is acceptable. If this strategy is used on a regular basis it should be built into an Assess, Plan, Do, Review (APDR) cycle for the child.

Individual Behaviour Support and Tools

Different tools are available through Cambridgeshire Therapeutic Thinking to support in the management of detrimental behaviours and the promotion of valued behaviours. The Cambridgeshire Therapeutic Thinking flow chart (Appendix 2) should be followed to identify appropriate actions and tools to ensure effective provision for pupils where whole-school behaviour systems and strategies are not sufficient.

Tools include:

- Early prognosis
- Risk Calculator
- Conscious and sub-conscious behaviours checklist
- Predict and prevent
- Anxiety Mapping
- Roots and Fruits
- Risk Reduction Plan

Risk Reduction Plan

For a few pupils, whose behavioural needs are categorised as dangerous on more than one occasion, a Risk Reduction Plan should be considered to formalise strategies for all staff so a consistent personalised response to challenging or dangerous behaviour is given to the child. Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others, to ensure learning takes place for all. When completing an individual Risk Management Plan the Cambridgeshire Therapeutic Thinking' Guidance should be followed.

Recording and Reporting

At Folksworth Church of England Primary School a digital recording system (CPOMS) is used by all staff to log behaviour incidents and responses and actions to these. Incidents where children are presenting medium level difficult behaviours, dangerous behaviours and highest level crisis behaviours should all be recorded on this system. This system automatically notifies the senior leadership team of these incidents.

Prejudice incidents are reported to the Local Authority using a secure, online reporting system.

The decision to suspend is the responsibility of the headteacher. Advice may be sought from the Local Authority prior to suspension. The Governing Body are informed of any suspensions.

Incidents of positive handling or physical intervention are recorded on the digital recording system, CPOMS. The Headteacher, or member of the senior leadership team, must be notified immediately when an incident requiring physical intervention has occurred.

Communication of Behaviours and Consequences to Children

The behaviour system in place at Folksworth Church of England Primary School is explained to all children. Children are taught language such as 'valued' and 'detrimental' behaviour and this terminology is used with them. Children are aware of the school's tiered system of behaviours moving from low level difficult, to highest level behaviours. This language supports children when discussing behaviour and their emotional literacy.

To support the children in using this language all classrooms have these levels displayed on the classroom door and can be referred to (appendix eight). When children are displaying detrimental behaviours staff will make them aware of where their behaviour is on the school system. This will be done discretely, perhaps with a quiet conversation or visual resource, following the school's belief that **children are praised publically and reprimanded in private.**

Communication with Parents/ Carers

Folksworth Church of England Primary School welcomes active parental involvement and support. We aim to communicate with parents to celebrate outstanding examples of valued behaviours but also where behaviours are difficult or dangerous. Through regular communication we aim to achieve consistency of approach in managing the behaviour and encouraging valued behaviours. All medium level behaviours and above should be communicated to parents on the day that they occur. Ideally this should be a verbal conversation. The child should not be present when communicating the behaviour to the parent so it may be agreed that details of the incident may be communicated through a later telephone conversation or email.

Where regular communication is necessary a home-school communication book may be implemented. This should record valued behaviours as well as detrimental behaviour presented throughout the day.

When communicating details of the incident other children should not be named.

Educational consequences, plans, provision or differentiation used with any other child must not be discussed with other parents/ carers.

Physical Restraint/ Reasonable Force

‘Reasonable force’ is defined as actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.

Reasonable force may be used by all members of the school staff as a last resort to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All cases of the use of reasonable force are recorded by the school using CPOMS. Significant incidents are reported to parents the same day.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Reasonable force cannot be used:

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

The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents. Separate advice is available in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’.

Under no circumstances should positive handling techniques that could restrict breathing be used.

Full details can be found in ‘Restrictive interventions, including use of reasonable force, in schools (April 2026)’

Searching Pupils and Confiscation

At Folksworth Church of England Primary School we may search a pupil, with their consent in any situation considered necessary for the safety of pupils. Consent is not required if the search is for prohibited items such as knives, weapons and alcohol. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies (July 2022)’.

Suspension

In cases of severe and persistent detrimental behaviour, the Head Teacher may suspend a child from school for either a fixed period of time or permanently. A suspension is used when all other avenues have been tried or if keeping the child in school poses a high risk to the safety of the child or others. Suspensions may be made under the following categories:

- persistent disruptive behaviour
- Physical assault against an adult
- Physical assault against a pupil
- Verbal abuse or threatening behaviour against an adult
- Verbal abuse or threatening behaviour against a pupil
- Damage
- Bullying

In his or her absence, the most senior teacher has the right to suspend a pupil from school.

If such action is taken, the head teacher will inform the Chair of Governors and seek advice from an Education Advisor. A committee of unnamed governors for suspensions will be put together if and when the need arises in line with statutory requirements. Suspension will be used when all other options outlined in the policy have been exhausted. A fixed term suspension will be applied to allow the school adequate time to plan and make provision for the child to return to school.

On the return to school a reintegration meeting will be held allowing a restorative approach to be applied with the child. This meeting should be led by the headteacher, or a member of the senior leadership team in their absence. If, during this meeting, it is considered that the child is not ready to return to school as they are displaying further dangerous detrimental behaviours the fixed term suspension may be extended.

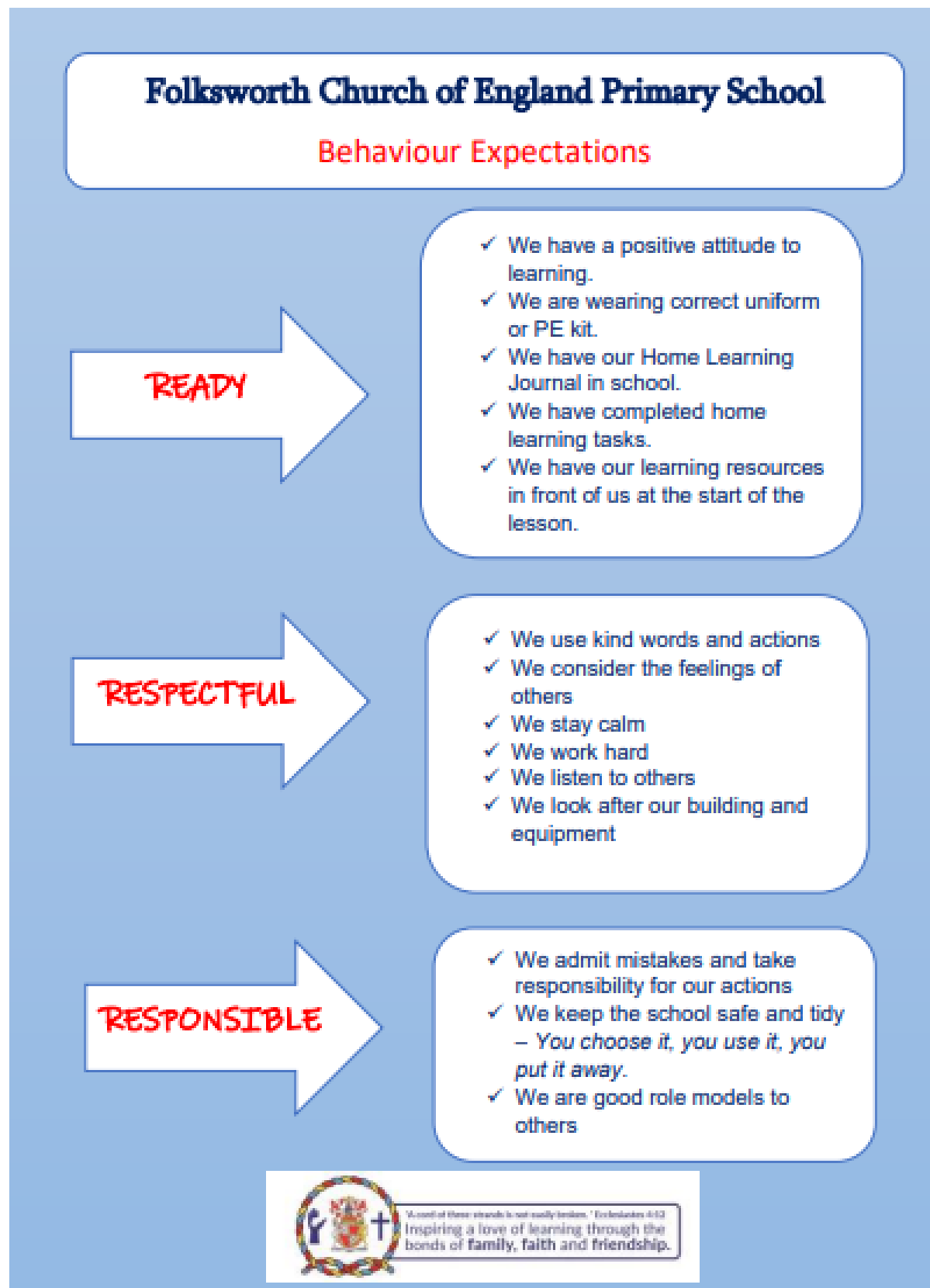
Home learning will be set during the period of the fixed term suspension and it will be an expectation that this work is returned during the reintegration meeting.

A letter outlining the details of the fixed-term suspension and the parental rights will be given/ sent to the parent on the first day of suspension.

Malicious Accusations Against School Staff

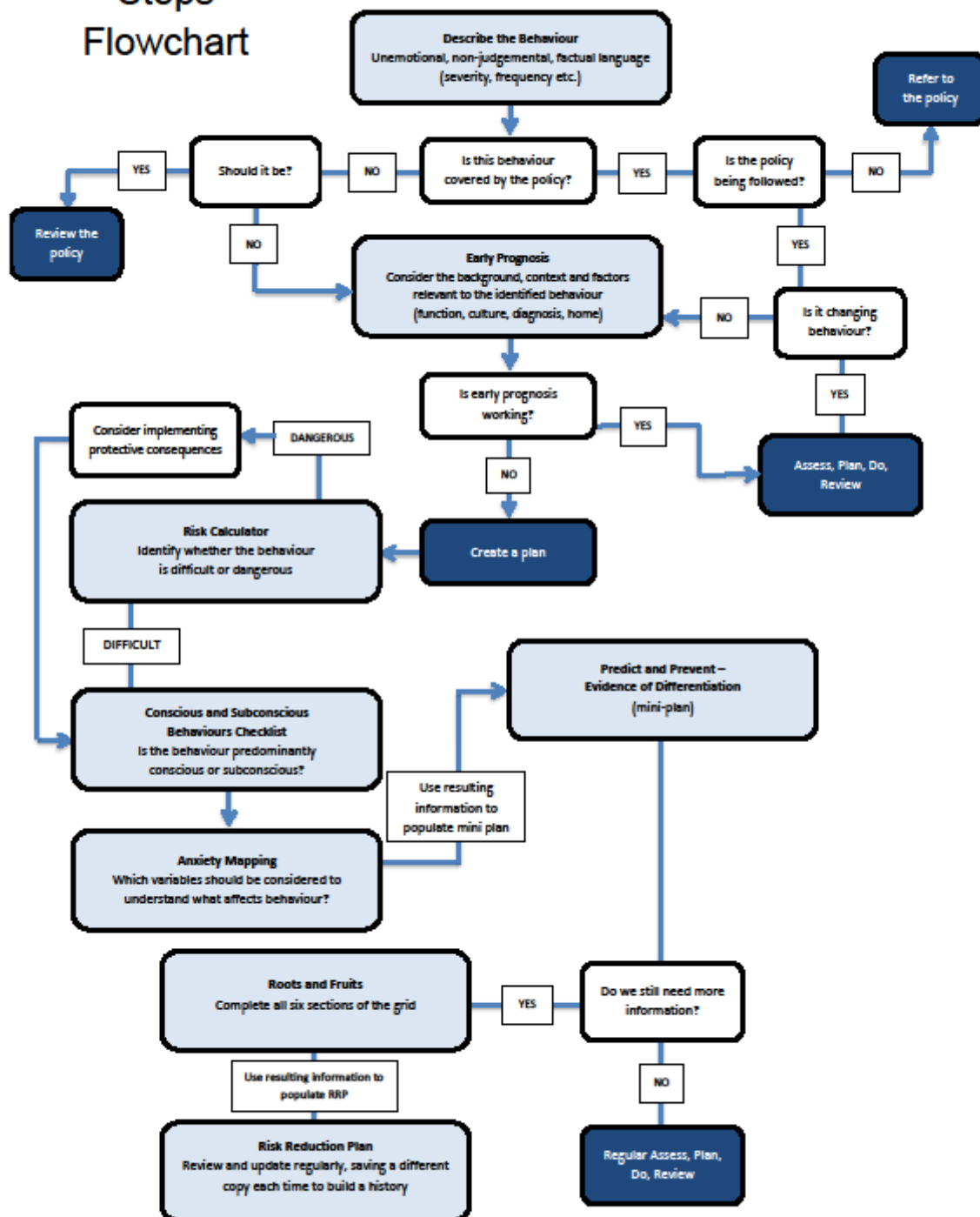
Any malicious accusations against school staff will be dealt with under the national guidance document entitled 'Dealing with Allegations of Abuse against Teachers and Other School Staff.'

Appendix One: Behaviour Expectations Ready, Respectful, Responsible for Classroom Display



Appendix Two: Cambridgeshire Therapeutic Thinking Behaviour Flowchart

Cambridgeshire Steps Flowchart



Cambridgeshire Therapeutic Thinking De-escalation Script

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and**

Appendix Four: Rights and Responsibilities

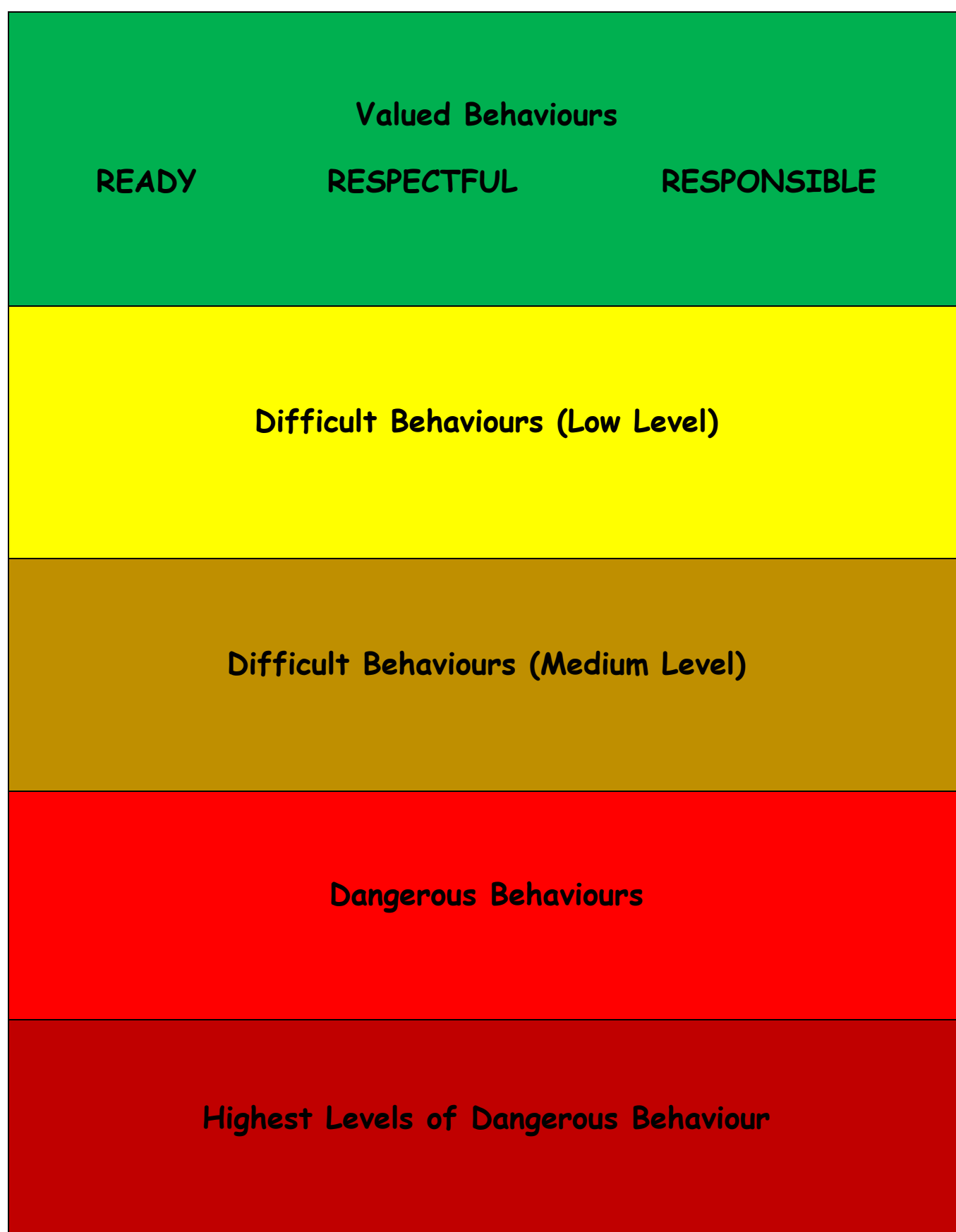
Pupils' Rights	Pupils' Responsibilities
▪ To be able to learn to the best of their ability ▪ To be treated with consideration and respect ▪ To be listened to by adults in the school. ▪ To know what is expected of them. ▪ To feel safe. ▪ To be treated fairly.	▪ To treat others with consideration and respect. ▪ To do their best and let others learn. ▪ To follow instructions from teachers and other staff. ▪ To support and encourage each other. ▪ To take responsibility for their own actions. ▪ To care for and take pride in the environment of the school. ▪ To sort out difficulties appropriately, seeking help when needed.
Staff' Rights	Staff' Responsibilities
▪ To be treated with respect by pupils, parents and colleagues. ▪ To be able to teach without unnecessary interruption. ▪ To work in a supportive and understanding environment. ▪ To feel safe.	▪ To create a safe and stimulating environment in which all children can learn. ▪ To treat pupils with consistency and respect at all times. ▪ To foster positive relationships, leading by example. ▪ To involve parents/ carers when children are consistently finding it difficult to meet expectations of behaviour. ▪ To work as a team, supporting and encouraging each other.
Parents/ Carers' Rights	Parents/ Carers' Responsibilities
▪ To be sure their children are treated fairly and with respect. ▪ To know their children are safe. ▪ To be able to raise concerns with staff and be told when their child is experiencing difficulties.	▪ Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. ▪ Ensure children attend regularly and on time. ▪ Be aware of the strategies and expectations of the school and enforce these at home. ▪ Promote good behaviour, politeness, courtesy and consideration for others. ▪ Inform the school of any concerns that may affect the behaviour of their child.

Appendix Five: Tiered Behaviours and Responses

Level of Behaviour	Detrimental Behaviour	Expected Responses/ Consequences
Low Level Difficult Behaviours	• Lack of concentration/ focus on work • Ignoring/ not following instructions first time • Non-aggressive throwing of objects • Invading the personal space of others. • Rough play: including pushing, grabbing, pulling • Running/ being noisy inside the school building • Inappropriate use of equipment • Dropping litter • Interrupting/ talking over adults or peers • Inappropriate, undirected language • Using equipment to tap or touch another person	• Verbal reminder: • Responses should seek to de-escalate behaviour and encourage valued behaviours • Removing equipment until an educational discussion has taken place. • Sitting out from play for a short period of time to allow for calming following rough play. • Being asked to demonstrate valued behaviours e.g. going back and walking quietly or picking up the dropped litter • Time out in the Den to allow time for calming/ regulation/ reflection
Medium Level Difficult Behaviours	• Rough play where someone gets hurt • Slapping, pinching, tripping, shoving in the back or pulling someone to the floor • Continual, undirected inappropriate language • Refusal to work • Refusal to follow instructions/ cooperate • Persistent invasion of another person's personal space • Persistent lack of effort • Deliberately provoking others • Deliberate rude or mean behaviour towards others. • Persistently interrupting adults or pupils.	• Behaviour log completed on CPOMs • Parents/ carers notified • Consequence in response to the behaviour, such as: ○ Being moved to work in another location outside of the classroom ○ Having a break time at a different time to the other children. ○ Completing work during a break or lunchtime. Having work sent home to be completed. ○ Relocating child to different area of school during whole class sessions to ensure teaching and learning is not interrupted

		○ Internal exclusion ○ Having a separate space in the classroom away from peers. ○ Standing with a staff member at break time or sitting on a bench • Restorative conversation • Teaching/ intervention • Anxiety/ behaviour mapping tool • Early prognosis tool
Dangerous Behaviour (That which is detrimental and will predictably result in imminent injury or harm.)	• Leaving the school grounds • Intentional vandalism causing damage to school or other children's property • Spitting at someone • Stealing • Persistent refusal to work/ disruption to learning • Persistent refusal to follow instructions • Verbal threats/ physical intimidation	• Behaviour log completed on CPOMS • Parents/ carers notified • Actions and consequences may include: ○ Police and parents contacted when a child is missing from the school site. ○ Assess risk of pupils engaging in certain activities, e.g. off-site trips. They may have to stay at school or alternative provision made to minimise risk. • Risk Management Plan • Consider the need to suspend
Highest Level Behaviours (Crisis)	• Violent physical aggression causing personal injury: intentional kicking, punching, head-butting, biting or slapping • Directed verbal abuse towards an adult or pupil including swearing, racist language, sexist language, homophobic language • Use of objects/ weapons to intentionally hurt others • Bullying/ persistent intimidation	• Removal from the place the incident took place • Parent/ Carer notified • Behaviour log completed on CPOMS • An internal/ fixed term/ permanent suspension • Referral or advice sought from Children's Services • Risk Management Plan in place • Restorative conversation, when possible

Appendix Six: Classroom Display of Tiered Behaviours



Valued Behaviours		
READY	RESPECTFUL	RESPONSIBLE
What are they? ✓ Kindness to others ✓ Telling the truth ✓ Helping/ supporting others when they are sad ✓ Good manners ✓ Good listening ✓ Working hard ✓ Showing resilience ✓ Taking pride in work and presenting it to the best of your ability ✓ Being in the right place at the right time ✓ Following instructions the first time ✓ Having a calm voice and calm body ✓ Looking after resources ✓ Keeping the school environment tidy ✓ Showing respect	How is this recognised? ▪ Praise for doing the right thing ▪ Saying thank you ▪ Green cards demonstrating valued behaviours. ▪ Stickers ▪ Certificates in Celebration Assembly	
Difficult Behaviours (Low Level)		
What are they? × Not completing work to the best of your ability × Throwing objects × Ignoring instructions × Rough play × Running/ being noisy in the building × Interrupting adults or peers × Using equipment to tap or touch another person × Dropping litter	What are the consequences? ▪ A verbal reminder ▪ Time in The Den, if appropriate ▪ Being asked to show valued behaviour such as going back and walking quietly ▪ Having equipment taken away ▪ If behaviours continue following a reminder these may be classed as persistent and move to medium level.	
Difficult Behaviours (Medium Level)		
What are they? × Rough play where someone gets hurt × Rude/ disrespectful language × Refusing to work × Refusing to follow instructions × Rude or mean behaviour towards others × Persistent lack of effort × Disrupting learning	What are the consequences? ▪ Time out of the classroom ▪ Being moved away from others in the classroom ▪ Missing break or lunchtime ▪ Teachers will talk to parents/ carers	
Dangerous Behaviours		
What are they? × Leaving the school grounds × Causing damage to property × Stealing × Persistent refusal to work/ Persistently disrupting learning × Persistent refusal to follow instructions × Threatening others	What are the consequences? ▪ May not be able to join in with all activities if you are not behaving in a safe way. ▪ Teachers/ Headteacher will speak to parents/ carers ▪ Consequences linked to behaviour might include: ▪ Replacing damaged property ▪ The police being called ▪ Having to complete learning outside of the classroom ▪ Internal exclusion	
Highest Levels of Dangerous Behaviour		
What are they? × Behaviours that can cause emotional distress to others, including swearing and racism × Behaviours that cause physical injury to others × Bullying	What are the consequences? ▪ Removal from the place this is happening/ has happened. ▪ Internal, fixed term, permanent suspension. ▪ Headteacher will call parents/ carers to notify them.	

