

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.

Ecclesiastes 4:9

Relationships and Behaviour Policy September 2025

**(including support for children with social,
emotional and mental health needs)**

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School Values

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork. Our Golden Rule is: 'to treat others as you would like to be treated'. Our curriculum promotes the spiritual, cultural, intellectual, moral, mental physical, health, and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability, or aptitude.

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff and everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children. Equally, our staff are approachable and there to help, and not only there to discipline, and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

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

General Expectations

We have high expectations for our students, while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally, it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

To support children develop positive behaviours, the school focuses on teaching emotional learning behaviours, social learning behaviours and cognitive learning behaviours. These behaviours are taught explicitly through the school's PSHEE curriculum as well as implicitly through daily interactions and lessons. The Zones of Regulation may be used to support children's understanding of emotional regulation and work on growth mindset and modelling will help to support the development of cognitive learning.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points, we try to ensure we keep a strong connection with the child having

difficulties. We use positive recognition, as appropriate, to ensure the pupils know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Moving around the school
- Break and Lunchtimes

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating and orderly environment that encourages pupils to be engaged
- Display the agreed pupil code of conduct or their own classroom rules
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Deal with low-level disruption
- Use positive reinforcement

What do we do to teach and promote positive management of behaviour?

The satisfaction of a job well done is often reward enough. We should encourage children to work and behave well and show that we recognise this in and out of the classroom. For special effort, and particularly with children who may be experiencing difficulty, praise is essential.

In Reception and Key Stage 1, children will have a visual reminder in the classroom by way of a behaviour chart to show when they are showing the desired behaviour for learning. All children start every day in the 'green' zone. If children show the expected behaviours for learning, they will remain in the 'green' zone. If a child consistently meets and exceeds the expected behaviours for learning, they may move up the chart, first into 'silver' and then potentially into 'gold'. If a child does not meet the expectations for learning behaviours, they will be given a warning. If the undesirable behaviours continue, they may move down the chart into 'orange'. Staff will look for ways in which to move a child back to 'green' as soon as possible. However, if a child spends a prolonged period in 'orange', there will be consequences for their actions such as missing part of their breaktime. Once this sanction has been completed, the children will start afresh in 'green'. If a child finishes the day on 'silver', they will receive a sticker and a values point (Years 1 and 2). If they finish the day on 'gold', they will receive a praise pad, a sticker and two values points (Years 1 and 2).

By the time children enter Key Stage 2, we hope that they can self-regulate and consistently show the desired learning behaviours. All children will receive praise. Praise may be given in the following ways:

- Verbal praise to the pupil
- Indirect praise ("positive gossiping")
- Opportunity to share success with another teacher/headteacher and/or class
- Use of a praise pad to send home
- Headteacher stickers
- Value Points

- Monthly Monday Motivation
- Headteacher postcard sent home (half termly)

Value Points:

Value Points are a positive behaviour strategy used to reward pupils who demonstrate our school values:

G – God’s guidance

R – Respect one another

E – Excellent behaviour

A – Aiming high

T – Tremendous teamwork

Value Points are collated in Friendship Groups and at the end of each term we celebrate the Friendship group who has achieved the most points. In addition to recognising positive behaviour, this system promotes teamwork and collaboration across the school. This system is used in Years 1 to 6. In Early Years, as a transition to primary school, stickers are used as a positive behaviour strategy as well as having a class approach to recognising our school values.

Monthly Monday Motivation

Each month on a Monday, a behaviour focus for the month may be introduced during worship. This could be anything such as tidiest classroom, improved presentation or supportive learning partner. A pupil, group or class will be recognised for this where other staff or volunteers have noticed children demonstrating this behaviour.

Viewing behaviour as a learning process

At our school, we accept and understand that learning how to regulate our behaviour is a learning process. At times, children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. . Using the relational model, we offer support, help and guidance to the child or young person along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. It is our role, as adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to the child’s behaviour and maintain our relationship with them. The approach we strive for is based on the premise of ‘connection before correction’.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

At our school the staff work with the child so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

As part of the restore and repair process, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

Such processes do not shy away from using consequences where logical, appropriate and proportionate. They also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

Our school applies consequences using the following principles:

- Adults are clear that it is a consequence
- Consequences are delivered with empathy and understanding of the context
- Consequences are logical and fair
- Consequences are appropriate to the CYPs level of understanding
- Consequences keep CYP safe. They can be proactive based on lessons learnt from previous incidents.
- Consequences protect the relationship.

Evidence shows that sanctions alone have limited long-term effects, so it is important for the pupil to see a logical link between their behaviour and the response. Consequences should, wherever possible, have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur again, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- co-regulation to help develop self-regulation strategies

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person supported in social situations
- child or young person escorted in stressful situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. These should always be logical, appropriate and proportionate. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

Some possible consequences are listed below. Appendix 1 lists the behaviour chart staff should refer to.

Behaviour (Examples)	Possible Consequences/outcomes (Examples)
Missed learning	Catch up in their own time
Upset someone else	Engage in a restorative conversation
Damage to property	Assist with repairing the damage and clean up
Difficulty following rules and boundaries	Access temporarily limited or supervised
Lacks skills required for the task	Attend an intervention to develop the skills
Relatively higher impact examples: - Bullying - Harmful behaviour - Any discriminatory behaviour	Examples: - SLT notified - Incident recorded - Parents notified by telephone by SLT member - Temporary change to learning environment - Suspension whilst adult make reasonable adjustments.

Any inappropriate behaviour which causes concern will be discussed with parents by the class teacher or a member of SLT.

Where the behaviour takes place on a school visit or at the end of the day this will be followed up during the next working day, as far as the school is able.

Use of suspension as a consequence

Our school still applies the protective and educational approach to consequences even if the outcome is suspension: protective as a suspension insists on a short term change in routine and becomes educational when the provision is more personalised to meet the child/young person's needs.

Appropriate use of suspension is to allow the adults time to make the necessary adjustments to meet the needs of the child/young person going forward. This includes:

- reflecting, identifying needs and amending plans
- using the time to prepare psychoeducation or other appropriate interventions to support
- using co-regulation to develop self-regulation strategies.

We understand that whilst a suspension might mark a break from the challenge for school staff, this is often not the case for the child/young person. Reflection and restoration are still essential to enable to pupil and staff to learn from the situation, to not carry unresolved shame with them, and to remain hopeful for the future.

To achieve this, suspensions are issued with kindness and compassion. At our school we will always explain why the suspension is happening, separate the child/young person from their behaviours and ensure they have a safe adult who provides unconditional positive regard. We also provide hope for their return by planning for their reintegration and providing opportunities for them to share their views.

Use of exclusion as a consequence

Our school considers the following principles/questions when considering exclusion:

- Is it absolutely necessary to exclude?
- Is it in the best interest of the child/young person?
- Is it in the best interest of the school community?

We also understand that the child/young person will likely remain within the local community. To sustain hope for the child/young person, exclusion is presented as a means of accessing an alternative safe space rather than a threat or punishment.

On the rare occasion that exclusion occurs, our school ensures:

- Positive goodbye with closure for staff, child/young person and their family
- A robust handover between school staff to support the transition to the new school/setting
- Ensuring the child/young person takes all their work with them to share with their new teachers, demonstrating their achievements and what they are proud of
- Restoration opportunities in the new school/setting, repairing the child/young person's relationship with education
- Encouragement to build new positive relationships to ensure a sense of belonging.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

Appendix 2 shows how incidents are recorded.

How we support children and young people with additional Social, Emotional and Mental Health needs

At Great Chesterford C. of E. Primary Academy, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional,

mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

Recognising that 'flexible consistency' allows for personalisation and reasonable adjustments, staff in our school are trusted to apply this policy with discretion through their knowledge of the child/young person's context. This includes integration between policies which enables staff to seek the views of internal school leads for SEND, Mental Health, Pastoral Support and Safeguarding to ensure that use of all the policies enable a fair and informed decision.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Appendix 3 shows a STAR analysis tool which may be used to help understand behaviour.

Our Principles - the things we will do as adults

- Seek to understand the communication behind the behaviour;
- Model compassion and kindness, provide hope and support connection and belonging,
- Understand that any event in a child's life can impact on how they think, feel and act,
- Use of logical consequences rather than just simply punishments or sanctions,
- Provide routines, set limits and have clear boundaries,
- Regulate our own emotions,
- Co-regulate with young people and help them to develop self-regulation strategies for the future.
- Prioritise relationships to ensure all children feel safe and secure.

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a student is seen to be having difficulties, they should be treated with respect and understanding.
- Always endeavour to have private discussions with pupils in order to help support any issues that are arising.

- Use the key principles outlined in this policy to support the needs of all our students.
- Take responsibility for their own personal safety and wellbeing.
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures.
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'.

Headteacher

- Leads on all aspects of this policy and models the expectations for all staff.
- Is the only person authorised to exclude a child (or the Deputy Headteacher in their absence).
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented.
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk.
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to.

Other Senior Leaders

- Lead on all aspects of this policy and model expectations for all staff.
- Ensure the policy is implemented effectively.
- Ensure all staff are appropriately trained.
- Oversee the specific needs of all children across the school.
- Provide support to staff, pupils and parents as necessary.
- Link with outside agencies to access additional services.
- Ensure that all tracking and reporting of incidents and additional needs are up to date.

Classroom Staff

- Plan the teaching and learning for all students.
- Include parents/carers in personalised planning for their child.
- Communicate regularly with parents/carers about their child's needs.
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short-term difficulty a child may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health.
- Have open conversations with the school.
- Engage with support offered by the school and other agencies to further support their child's needs.

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored.
- Undertake their statutory role around exclusion.
- Ensure that all staff receive purposeful training in order that they can undertake their role.

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all children and staff, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

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

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- have they had the opportunity to talk about the incident either with a trusted person or other independent service?
- have they been given reassurance to reduce feelings of guilt and/or anxiety?
- do they need time out from the situation?

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school, we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about the child. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 4.

Physical intervention (control and restraint) - the use of reasonable force

At our school, we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools February 2024](#)

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the headteacher.

It is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary. Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents verbally and then followed up in writing.

Screening and searching pupils

At our school, we are all aware of the legal guidance which enable school staff to confiscate items from pupils:

['Searching, Screening and Confiscating – Advice for Schools July 2022'](#)

From this guidance, our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via email/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- tobacco and cigarette papers
- fireworks
- pornographic images

The DfE legislation sets out what must be done with prohibited items found as a result of a search.

Further Guidance

1. [Keeping Children Safe \(DfE, 2025\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Behaviour in Schools: advice for headteachers and school staff \(DfE, 2022\)](#)
4. [Suspension and Permanent Exclusion Sept 2022](#)
5. [Positive environments where children can flourish \(2021\)](#)
6. [Searching, Screening and Confiscation July 2022](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Evaluation, Review and Revision

This policy was reviewed in September 2025. It was drawn up in consultation with, and reflects the consensus of, the Headteacher, members of the teaching staff, members of the Governing Body and the children. It will be reviewed annually or before, if it is felt appropriate.

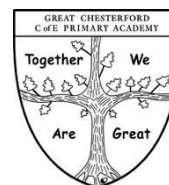
Signed: <i>Amy Sargeant</i> Headteacher	Date: September 2025
Signed: <i>Wazir Mughal</i> On behalf of the Governing Body	Date: September 2025
Next Review Date:	September 2026

Behaviour Recording Chart

Minor incident: Potential risk to affecting safety, learning, physical/emotional wellbeing or property.			
Unwanted/unhelpful/antisocial behaviour	Possible consequences	Action required	
Examples: - Calling out - Distracting others - Refusal to complete assigned activity - Showing poor learning behaviours - Being noisy/disorganised in transitions - Ignoring adult instruction - Boisterous play - Unkind words and gestures - Inappropriate use of equipment - Poor effort and focus in lessons that has a negative impact on own learning or that of others - Not following class rules or school values	Praise given to positive role models. General reminder of school values/playground rules/classroom rules. Verbal Interventions– e.g. <i>I know you can behave better than this. I'd really like to see that.</i> Reflection support during breaktime or lunchtime with trusted adult. <i>I can see there's something wrong (acknowledge their right to their feelings)</i> <i>I'm here to help and listen. Tell me what happened.</i> <i>Talk and I'll listen</i> (it may be possible for staff to find out how the situation has developed, or how it may be resolved). Monitor carefully.	Behaviour log No	Phone call No
Repeated minor incidents: Some risk to affecting safety, learning, physical/emotional wellbeing or property.			
Unwanted/unhelpful/antisocial behaviour	Possible consequences	Action required	
Examples: - Repetition of minor incident as above - Persistent poor effort and focus in lessons that has a negative impact on own learning or that of others	Find out the child's views at an appropriate time. Address the behaviour with the child/children and ensure the child is clear as to what our expectations are in terms of behaviour. Ensure child knows that behaviour is unacceptable. Child may be moved away from the situation and an age-appropriate amount of time will be missed from playtime. If outside, child may be given an amount of time to stand near the adult on duty. Inform class teacher and agree consequences, if appropriate. Relevant staff aware. Speak with parents.	Behaviour log No	Phone call No

Moderate incidents: Increased risk to safety, learning, physical/emotional wellbeing or property			
Unwanted/unhelpful/antisocial behaviour	Possible consequences	Action required	
Examples: - Deliberate rudeness to others - Name calling with intent - Unkind behaviour - Clearly unsafe actions e.g. overly physical play, unsafe games.	As for repeated minor incidents but further referral to class teacher/SLT member with an explanation as to the incident. Ensure child is aware that the behaviour is inappropriate and parents may be informed. Child is given warning that repeated behaviour will result in further consequences. Behaviour for this must be logged and parents may be informed.	Behaviour log Yes	Phone call Use professional judgement. SLT informed if a phone call is made.
Serious and/or frequent incident/s: Clear risk to safety, learning, physical/emotional wellbeing or property			
Unwanted/unhelpful/antisocial behaviour	Possible consequences	Action required	
Examples: - Bullying - Behaviour that has caused harm - Deliberate physical behaviour - Aggressive, threatening behaviour or language - Any discriminatory behaviour or language - Inappropriate sexual behaviour - Causing significant, and/or deliberate damage to school property.	Ensure child is aware that the behaviour is inappropriate and parents will be informed. Find out the child's views at an appropriate time. Opportunity for reflection: explain why the behaviour is not appropriate. Restorative approach followed if appropriate. Withdrawal from class and involvement of Headteacher (or deputy in absence) and agreed consequences for the action. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). If child is below statutory school age, further transition arrangements considered. If required, specialist behaviour support will be sought. Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. If response leads to Fixed-term exclusion – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term exclusion.	Behaviour log Yes	Phone call Yes

Appendix 2: Behaviour Incident Log



Pupil's name and year group:			
Name of staff member reporting the incident:			
Date: Day of the week:			
Where did the incident take place?			
Activity:			
Outline of event / What happened?			
Who else was involved? (Include year groups of children)			
Consequences: Protecting (what will now happen to prevent any immediate further harm occurring?) Learning/teaching (what needs to be revisited with the child or learnt?)			
People informed of the incident (staff, governors, parents, external agencies):			
Was restraint, restrictive physical intervention, safe holding used?		If yes, have parents been informed? Has HT been informed?	
Signature:			

Appendix 3: STAR Analysis

What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (What happened?)	
Result (What happens next?)	

Appendix 4: Risk Assessment

Key Questions for a Risk Assessment

1. Assess the risk and reducing the potential for harm

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

Possible questions to inform the risk assessment

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

The assessment will include:

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

2. Write an action plan

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

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

3. Monitor, Review and update the assessment

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