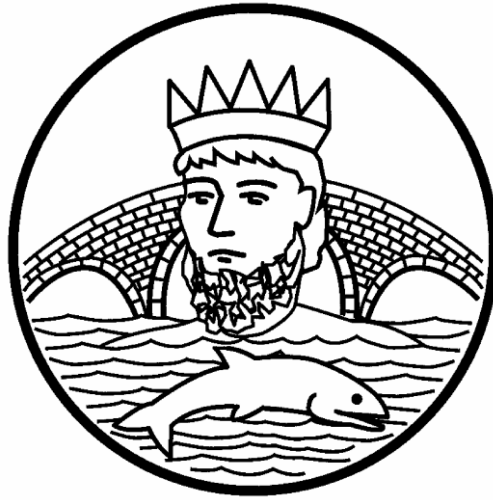# King Athelstan Primary School

Behaviour Policy

King Athelstan Primary School – Inspiring Excellence

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to "dream big."

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children's happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

We are proud of our school: Come as you are and leave us great

Responsibility: Assistant Headteacher

Date reviewed: Summer 2024   **Next review date: Summer 2026**

Purpose of this policy
To describe the school's ethos, values, expectations and practices regarding the management of children's behaviours, both expected and unexpected.

Aims of this policy
To ensure that:
- All staff are made aware of the school's aim to create and maintain a **positive** learning environment with **realistic** expectations of children's behaviour, based on their age, individual needs and stage of development;
- The whole school community understands the ethos and values that are integral to the way in which behaviour is approached at King Athelstan;
- Every member of the school community is clear about their responsibilities towards creating and maintaining this ethos;
- All members of the school community are aware of the school's behaviour management systems and how these are to be applied consistently across the school regardless of gender, race, ability or disability, whilst taking account of the particular needs or context of the individuals involved.

Whole School Ethos

At King Athelstan we:
- Understand behaviour as communication, in the context of children's emotional, social and cognitive development;
- Believe that rewards should specifically reinforce the core values of the school and expected behaviours in the school context;
- Believe that consequences must be meaningful and relevant to the individual child in question in order to support their learning and skill development to influence behaviour change;
- Focus on modelling and teaching expected behaviours, along with tools to support children's emotional and sensory regulation;
- Teach children that all feelings are expected but that the type or size of their reaction to a trigger may be unexpected in that context;
- Help children to take **responsibility** for their mistakes so they can learn from them;
- Support children to **reflect** on the impact of unexpected behaviours on their own and others' wellbeing;
- Allow children to **repair** the situation as part of the natural and logical consequence to their actions;
- Believe in equity - everyone getting what they **need**
- Provide a nurturing and supportive learning environment;
- Believe that children must be emotionally 'ready to learn' in order to reach their academic potential;
- Seek to develop children's self-esteem and confidence;
- Encourage relationships and interactions based on kindness, honesty and respect;

King Athelstan has a no shouting policy. Shouting does not improve behaviour and can cause unnecessary distress to children.

"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos."
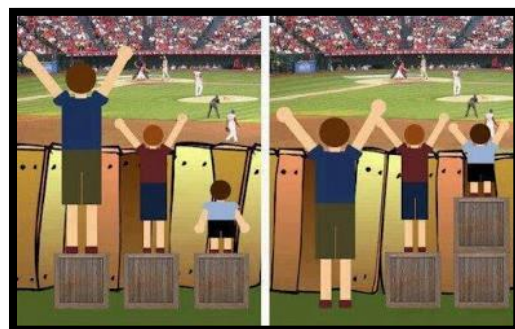*L. R. Knost*

Below are some visuals and analogies that are helpful to support and illustrate our approach to behaviour management at King Athelstan Primary School:

- Behaviour is the 'tip of the iceberg' what is it communicating?
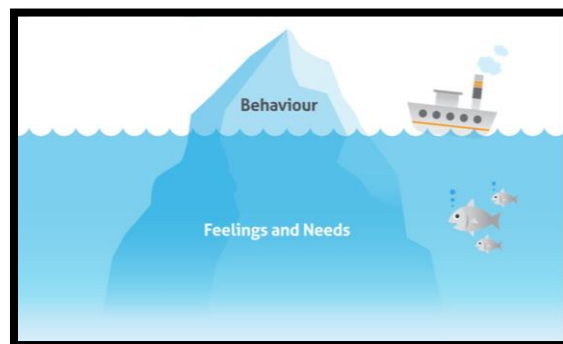
- 'Fair isn't everybody getting the same thing; fair is everybody getting what they need in order to be successful'

- The Mobile Phone Analogy for Neurodiversity:
    - If different types of brains can be thought of as different types of phone.
    - If you try to get an Android phone to use an iPhone app, it won't work properly. This isn't because it is broken; it is because you are trying to get it to be something it isn't.
    - You wouldn't try to fix the phone, you'd change your approach and use a different app.
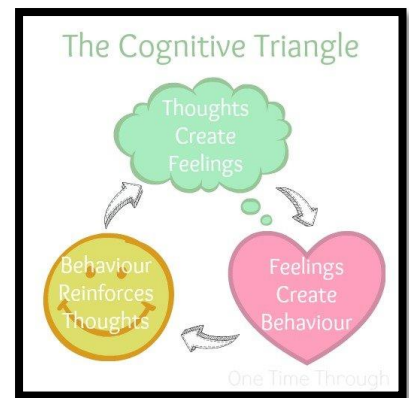

- Children's basic needs must be met in order for them to achieve academically
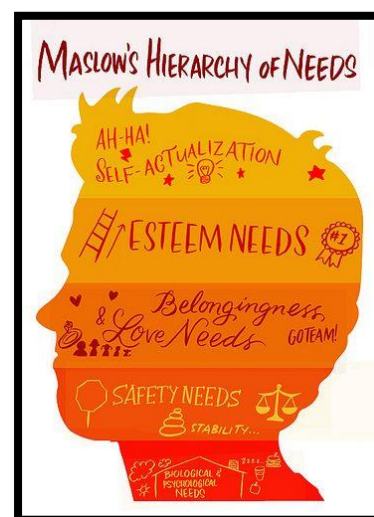
- The Battery Analogy:
    - Many children arrive at school with a full, or near full 'battery' (charged up with positive experiences and interactions that meet their needs). This gives them reserves to cope with the challenges of the day.
    - Others may arrive at school with low or near empty batteries. These children have no reserves to draw upon when faced with challenges so may appear to 'over-react'. They may also engage in unexpected behaviours in an attempt to 'charge up' their battery.

- Sometimes we need to help children to 'break the cycle'

The Cognitive Triangle
Thoughts Create Feelings
Behaviour Reinforces Thoughts
Feelings Create Behaviour
One Time Through

- The Water Analogy:
  o Consider challenging behaviour as the child 'drowning'.
  o Trying to discipline or correct them while they are dysregulated serves to 'push them further under water' – they will then fight harder 'for air'.
  o Offering a 'life ring' in the form of a distraction or sensory tool helps the child out of the situation so it can be dealt with.
  o Then we can teach them how to 'swim' for next time – with 'floats' at first.

School Values
We take PRIDE in our learning and behaviour at King Athelstan Primary School:

At King Athelstan Primary School we show **PRIDE** in our learning and behaviour through our school values:

- **P**erseverance
- **R**espect
- **I**magination
- **D**iving Deeper
- **E**xcellence

I can show **PERSEVERANCE**:
✓ I can keep going, even when something is hard or takes a long time
✓ I can bounce back when I make a marvellous mistake
✓ I am determined to achieve my goal

I can show **RESPECT**:
✓ I listen to others' thoughts feelings and ideas
✓ I look after our school and the people in it, including me!
✓ I work together with my class to make sure everyone can learn and play

I can show **IMAGINATION**:
✓ I can find creative solutions to problems
✓ I can adapt to new situations
✓ I can express myself
✓ I have great ideas!

I can **DIVE DEEPER**:
✓ I can take risks in my learning
✓ I can challenge myself
✓ I can try new things
✓ I can be brave

I can demonstrate **EXCELLENCE**:
✓ I am being the best I can be
✓ I can try my hardest
✓ I can make good choices
✓ I have achieved my goal!

The school PRIDE values were originally selected and developed by a group of Year 6 children. This included researching animals that they felt represented each value:

- Perseverance is represented by a honey badger
- Respect is represented by a wolf
- Imagination by a chameleon
- Diving Deeper by a dolphin
- Excellence by a lion

Roles and Responsibilities

All staff will:
- Uphold the school's ethos and values;
- Work collaboratively to maintain a positive and welcoming environment for all staff, pupils, families and members of the wider school community;
- Ensure that they are clear about their responsibilities within this policy and implement it consistently in line with these;
- Expect high standards from children and colleagues, demonstrating this in their own practice;
- Speak calmly and respectfully to children, staff and families;
- Maintain an organised and purposeful learning environment;
- Explicitly teach, model and remind children how to behave safely and kindly and to show they are listening, learning and taking care of the school (the 'big 5' rules);
- Use positive language to frame the expected behaviour, rather than highlighting unexpected behaviours, so that children can learn what good behaviour looks like;
- Consistently praise children meeting the behaviour expectations and celebrate improvements;
- Commit to ongoing learning about children's behaviour and development;
- Consistently implement strategies to manage low-level unexpected behaviours and de-escalate behaviours that challenge;
- Speak responsibly and respectfully to and about colleagues, children and families at all times, taking a 'need to know' approach to sharing information that may be perceived negatively;
- Celebrate our school's diverse community and avoid stereotyped or preconceived judgements about others;
- Engage proactively with children, colleagues or parents/carers to restore positive relationships wherever needed;
- Record persistent or significant behaviours on CPOMS, along with the action taken.

Class teachers will:
- Work to create a sense of security and belonging for all members of their class, including establishing and maintaining clear and consistent routines;
- Ensure their classroom practice is inclusive and meets the needs of their class;
- Take swift action to address unexpected behaviours;
- Identify patterns and trends of behaviour within their class and act promptly to address these, including seeking support from parents/carers or colleagues where needed;
- Support good communication regarding children's behaviour within school and with parents/carers, Governors, the community and outside agencies;
- Ensure staff working with their class are aware of any relevant contextual information and reasonable adjustments in place to ensure a consistent approach;
- Support TAs and other support staff in the implementation of this policy and the follow up of incidents as needed;
- Ensure appropriate elements of personal development are covered within the curriculum to support understanding of safe and expected behaviours;
- Teach and model good learning behaviours explicitly;
- Revisit behaviour expectations as part of the induction into each new year group in September, with children and families;

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- Ensure children joining their class mid-year are clear on the school's expectations, sharing relevant materials.

The Inclusion Team will:
- Coordinate the school's provision offer for children with SEND or additional needs;
- Share relevant contextual information with staff regarding individual children's needs or circumstances;
- Advise and support teaching and learning staff to develop proactive and effective strategies and make reasonable adjustments to this policy for individuals;
- Advise and support the development of Individual Behaviour Plans, Risk Assessments and SEND Support Plans;
- Liaise with the relevant outside agencies to secure support for individuals.

The most experienced teachers, including the Extended Leadership Team, will:
- Be proactively involved in managing behaviour across the school and role modelling expectations;
- Support teachers in the implementation of this policy and the follow up of incidents as needed;
- Support with the professional development needs of staff with regards to behaviour management.

The Senior Leadership Team will:
- Lead the strategy and drive to maintain the school's positive behavioural ethos;
- Monitor that the school's behaviour policy is reviewed regularly and implemented consistently across the school, according to the aims of the policy and the needs of the child;
- Ensure that all staff are aware of this policy and the roles and responsibilities that they have within it;
- Provide relevant training on managing behaviour, including de-escalation and wellbeing for staff and children;
- Take direct action regarding the most serious incidents;
- Show intelligent discretion and use professional judgement in the implementation of consequences, supporting other staff to do the same;
- Promote positive communication and engagement regarding children's behaviour within the school and with parents/carers, Governors, the community and outside agencies;
- Support the staff in their implementation of this policy, providing that they have acted in line with the aims and practices within this document;
- Report on suspensions, exclusions and incidents relating to protected characteristics (e.g. racist incidents) to the Governors and Local Authority.

The Governors will:
- Ensure they are aligned with the school's vision, ethos and values in terms of managing behaviour;
- Provide appropriate support and challenge to enable the school to effectively apply this policy;
- Promote the approach of the school within the community;
- Monitor and review the effectiveness of this policy;
- Fulfil their duty with regard to suspensions and exclusions (Chair) as required.

Children will:
- Show PRIDE in their learning and behaviour, striving for 'Excellence';
- Behave safely and kindly in school, and when representing the school;
- Take care of the school environment and resources;
- Listen to the instructions of adults and ideas of their peers;
- Aim to be a KA Good Citizen;
- Be made aware of this policy, the related school systems and the responsibilities they have, in an age-appropriate way, through assemblies, annual new year group inductions and visual reminders;
- Try hard to meet the school's expectations and follow rules set by the adults.

Parents/Carers will:

- Be made aware of this policy and the responsibilities they and their children have under it, at the point of admission and at subsequent policy review points;
- Ensure they engage with information regarding the behaviour policy so that they are aware of the systems in place to reward positive behaviours and provide consequences for unexpected behaviours;
- Support the school to create and maintain a positive and welcoming environment for all;
- Speak responsibly and respectfully to and about staff, children and other families/members of the school community;
- Be contactable and engage in discussion regarding their child's behaviour;
- Inform the school of any information which may impact on their child's wellbeing or ability to behave in the expected manner;
- Acknowledge that all children behave unexpectedly at times and trust that the school, like them, wants the best for their child;
- Engage with support offered to improve ongoing challenges;
- Regularly check and read school communications, including emails and Google Classroom, to ensure their child is well-prepared for learning (proactively seeking support to address barriers to this);
- Ensure that their child:
  - attends school,
  - arrives punctually,
  - adheres to the school's uniform policy (including rules around items that must and must not be brought into school)
  - and homework policy.

  We believe that, at primary age, these responsibilities lie primarily with parents/carers, with developing independence as the child progresses through the school;
- Speak to staff if they are experiencing challenges with these requirements so we can support you.

Behaviour Expectations and School Rules

We have five core behaviour expectations for **everyone** in school, children and adults (the 'big 5'):
1. **We are safe.**
2. **We are kind.**
3. **We listen to everyone.**
4. **We take care of our school.**
5. **We are here to learn.**

These should be on display in all learning areas and worn on all staff lanyards (including visitor lanyards for supply teachers and TAs). Staff are expected to refer to them frequently, both when praising good behaviour and addressing unexpected behaviour. Each rule is accompanied by a Widgit to support pre-readers, children with SEND, and act as a consistent visual prompt.


Having 5 key rules reduces the cognitive load for all by outlining the core expectations, however almost all more specific rules and behaviours can be linked to one or more of them. It is explained to children that

these core expectations are like tree trunks and that there are more specific rules that 'branch' from these. The 'rule trees' posters can be used to illustrate this where needed (for example, in assemblies or a class discussion):
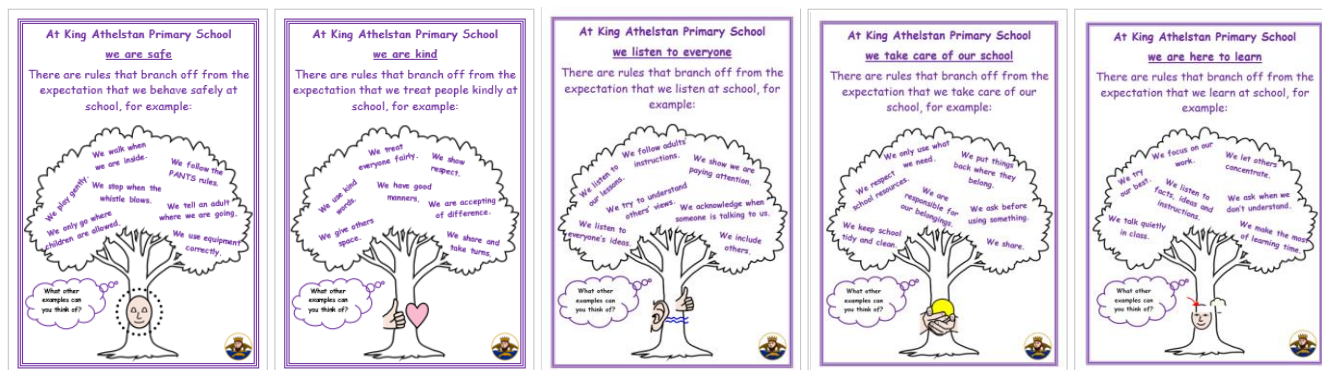
For example, there may be particular rules or expectations for different areas of the school or times of the day (e.g. playground, assembly, etc.). Wherever possible, these should be reinforced visually, displayed in the relevant space and linked to the 5 main expectations and/or the PRIDE values for ease of recall.
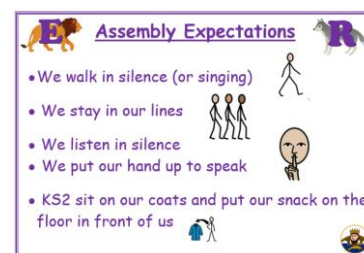
The key words within each of the main expectations can be referenced when praising positive behaviours or reminding of the rules in response to unexpected behaviours. Some example behaviours are included below, along with what staff might say, for illustration purposes only. Please note that all 'scripts' will need to be adapted to the child's age and developmental stage as appropriate.

We are safe	
Example positive behaviours	**When praising staff might say**
• Waiting for their turn	*"Thank you for waiting for them to move first. That was safe playing"*
• Reporting damage	*"Thank you for telling me. You're helping keep us all safe"*
• Actively risk assessing	*"I can see you really thought about that. What a safe choice!"*
Example unexpected behaviours	**When reminding of rules staff might say**
• Climbing inappropriately	*"Feet on the floor, thank you. That is not safe."*
• Running inside	*"Stop. Walking feet are safer in school."*
• Rough play	*"Remember we play safely in school. Gentler thank you."*

We are kind	
Example positive behaviours	**When praising staff might say**
• Helping someone	*"You are very kind for helping them"*
• Giving a compliment	*"What a kind thing to say!"*
• Staying calm in conflict	*"Thank you for keeping your words kind even when you are frustrated"*
Example behaviours	**When reminding of rules staff might say**
• Name calling	*"That was not kind. How could you put it right?"*
• Rudeness	*"Can you find your kind voice? You are sounding rude."*
• Poor manners	*"It is kind to say 'excuse me'"*

We listen to everyone	
Example positive behaviours	**When praising staff might say**
• Good listening in input	*"Good answer. I can tell you have been really listening"*
• Waiting to speak	*"Thank you for waiting your turn. It's important we listen to everyone"*
• Including others	*"It is great to see you listening to each other's ideas"*
Example behaviours	**When reminding of rules staff might say**
• Interrupting	*"Remember, the rule is we listen. You can speak next."*
• Not listening to input	*"Listening now - you need to know this"*

• Dominating an activity	*"We listen to everyone's ideas thank you"*

We take care of our school	
Example positive behaviours	**When praising staff might say**
• Using resources sensibly • Tidying up • Volunteering for jobs	*"Thank you for taking care with our things"* *"You are doing a great job of taking care of our school"* *"Thank you for helping me take care of our school"*
Example behaviours	**When reminding of rules staff might say**
• Inappropriate equipment use • Damage to property • Littering	*"Do you need me to show you how to take care of it?"* *"Stop – it will break. We take care of our things."* *"Pick it up thank you. We take care of our school."*

We are here to learn	
Example positive behaviours	**When praising staff might say**
• Focussed working • Following instructions • Changing behaviour	*"You are really showing me you are here to learn"* *"I can tell you are ready to learn!"* *"I've noticed you learned from our chat and have made a change. Great!"*
Example behaviours	**When reminding of rules staff might say**
• Distracting others • Not accepting responsibility • Not completing work	*"That is very distracting. Remember we are here to learn"* *"We are here to learn; that includes about our behaviour."* *"I can see you've not started yet. We are here to learn."*

Class Charter

Class teachers may opt to have an additional 'Class Charter', with expectations specific to their classroom. These should be:
- Agreed collaboratively with children at the start of the year
- Be kept to a necessary minimum
- Be phrased positively – stating what is expected rather than what not to do
- Have a clear rationale and be made explicit through displays, Circle Time, etc.
- Be consistently applied.

To ensure these link to the school's core rules, blank 'tree' templates are available for staff to add to with their class.

Promoting Positive Behaviour

The Zones of Regulation

At King Athelstan we use The Zones of Regulation as a whole school approach to support children to understand their own and others' emotions and learn to self-regulate. All staff use this common language to discuss emotions and behaviours. There is a Zones of Regulation display in every class and staff wear a visual aid on their lanyards to support communication. Key learning from the Zones of Regulation curriculum is revisited at an age-appropriate level at the start of each academic year, as part of the children's induction to their new year group. This is then revisited through assemblies and the PSHE curriculum throughout the year. The Zones are applied throughout all strands of behaviour management – proactive and preventative support, responding within the moment and reflecting on what has happened.
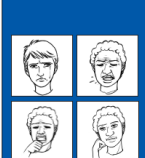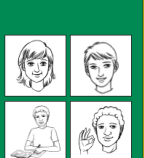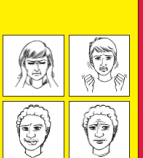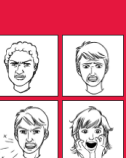
The Zones
- **The Blue Zone**: a low energy state; the 'slow' feelings, e.g. sad, tired, bored, sick
- **The Green Zone**: the optimum state for the classroom; feelings such as: happy, calm, focussed, proud
- **The Yellow Zone**: a high energy state; the 'fizzy' feelings, e.g. excited, frustrated, anxious, silly

- **The Red Zone**: an 'out of control' state; feelings such as: angry, aggressive, terrified, elated
- '**The Colour Monster**' (from the book by Anna Llenas) is used to represent feeling 'mixed up' or when children cannot identify how they feel.

It is made clear to the children that there are no 'bad' Zones/feelings - all Zones are **'expected'** at different times and in different circumstances. You can be in more than one Zone at a time and some emotions may fall into more than one Zone. Staff refer to undesirable behaviours as **'unexpected'**. This may be because the behaviour does not match the situation or the size of a child's response does not match the size of the problem. Children are taught a range of thinking, calming and sensory **tools** to support their self-regulation.

The ZONES of Regulation®   Reproducible E   The Zones of Regulation Visual

The **ZONES** of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Staff Induction
New members of staff, and members of agency staff that have committed to a long-term placement at King Athelstan, will receive an induction checklist that includes activities such as reading key policies, meeting with leaders and engaging in training. With regard to behaviour, this will cover:
- This policy and the school's vision and ethos
- Understanding behaviour as communication
- The Zones of Regulation approach
- The PACE approach to de-escalation

Pupil Induction
During the first two weeks in September, it is expected that class teachers will introduce or revisit the following with their new class:
- The school rules
- School and classroom routines
- Key aspects of this policy, including children's responsibilities, rewards and consequences
- The PRIDE values
- The Zones of Regulation (including the Regulation Station and how to use the tools provided)

These must also be introduced if a new child joins the class mid-year.

Family Induction
During the 'Meet the Teacher' sessions each September, it is expected that class teachers will cover key aspects of this policy with the families in attendance such as: responsibilities, rules, routines, rewards, consequences, support mechanisms.

When completing the admissions process, families will be provided with a copy of, or link to, the school's behaviour policy. This will also be displayed on the school's website to ensure it is freely available for families to refer to. A copy, or link to, the policy will be sent to all families following each policy review.

Weekly Whole-School Focus

In order to ensure that expected behaviours, the school values and good citizenship characteristics are consistently taught and regularly reinforced there will be a whole school weekly focus. Slides will be provided to teachers (to adapt as they see fit for their class) in advance to cover across a week (e.g. during morning or afternoon registration time). This might include considering why it is important or thinking of examples of what it looks like in practice. Across the autumn term, this will cover the broader ideas of the school behaviour expectations and PRIDE values but can address more specific issues across spring and summer. All staff are expected to be on the look out that week for children demonstrating the focus behaviour and offer praise/reward as appropriate. In class, children spotted meeting this target can be celebrated on the 'Proud Cloud' (see below). Assemblies, particularly in the autumn term, may also follow the weekly theme.

Example Autumn Term Schedule			
Autumn 1		Autumn 2	
Week	Focus	Week	Focus
1	Induction (re-introduce all key policies)	7	**P**erseverance
2	We are **safe**	8	**R**espect
3	We are **kind**	9	**I**magination
4	We **listen** to everyone	10	**D**iving Deeper
5	We **take care** of our school	11	**E**xcellence
6	We are here to **learn**	12	Being a 'good citizen'
October Half Term		Christmas Holiday	

Routines

Routines reduce the cognitive load for all children and support our children with SEND who feel safer with structure and predictability. Classes are expected to have clear and consistent routines in place for:
- Entering and leaving the room
- Signalling for adult attention
- Lining up and moving around the school (including fire evacuation and assemblies)
- Movement within the classroom (e.g. from the carpet to tables)

These routines must be explicitly taught, regularly rehearsed and refined as needed.

Other ways in which the school promotes positive behaviour at a whole school level:

- **Building relationships** – time is invested in building relationships with individual children and families; interactions are kept positive, along with use of attachment-aware approaches, to ensure a sense of community and belonging.
- **High expectations** – all members of the community consistently challenge each other to do their best and reach their potential in all aspects of learning, work and play.
- **Productive learning environment** – classrooms, learning spaces and communal areas are to be kept orderly to ensure safety, promote calm and model respect for resources. Routines are taught explicitly and reinforced consistently.
- **Purposeful play** – adults on playground duty provide structured play opportunities, teach games and engage actively with children to model social skills and safe play.
- **Assemblies and PSHE curriculum** – the assembly programme regularly features reminders of school expectations and teaching of concepts that underpin the school's ethos, such as equity.
- **Additional support** – children who are consistently struggling to meet the behaviour expectations will be offered additional support; this may be in the form of: classroom strategies, interventions, alternative learning approaches to support their development of these skills or more specialist assessment to identify any underlying needs.

Praise and Rewards

The school seeks to reinforce children's positive behaviours (and improvements in behaviour) wherever possible. Rewards can include:

Reward	For Who	By Who	Awarded	For (examples)
Positive feedback: • *Verbal (see examples above)* • *Written (e.g. in marking)* • *Visual (e.g. a thumbs up)*	All children	All staff	Constantly	• Walking sensibly • Sitting quietly in assembly • Ignoring a distraction • Showing they are listening • Focussing on learning
Name displayed on Sunflower/Proud Cloud	All children	Teachers TAs/NNEBs	Frequently *(changed weekly)*	Demonstrating a target behaviour for that week, e.g. 'kindness', 'perseverance', etc.
House Points *(tokens in class jars)* celebrated in Achievement Assembly	KS1 & 2 children	All staff	Frequently *(counted weekly)*	• Great work or a thoughtful answer • Good manners, e.g. holding the door • Being helpful
Stickers *(including PRIDE stickers for demonstrating school values and WOW stickers in EYFS)*	All children	All staff	Often	• Good work/effort • Being a good friend • Positive playtimes
Positive phone call home or 'Just a note to say…' card	All children	All staff	Sometimes	• Amazing work • Good news (e.g. positive behaviour) • Exceptional effort
Visiting the Senior Leadership Team *(may be awarded special stickers or be displayed on the 'Wall of Fame')*	All children	Teachers TAs/NNEBs	Sometimes	
PRIDE Postcards and Excellence Awards *(see below for details)*	Y1-Y6 *(introduced to YR later in year)*	All staff *(in liaison with class teacher)*	*(aiming to collect at least one of each across the year – celebrated in final assembly)*	• Perseverance (learning or behaviour) • Respect (behaviour) • Imagination (learning or behaviour) • Diving Deeper (learning) • Excellence (learning or behaviour)
KA Good Citizen Award *(certificate/reward awarded half termly in Achievement Assembly to one child per class – see below)*	KS1 & 2	Class teachers	Half-termly	Consistently meeting the behaviour expectations and being a positive member of the school community.
Subject Specific Rewards				
Reading — Reading dots/cards *(children collect 'dots' on cards in their reading record; 5 cards to collect - PRIDE)*	KS1 & 2	Teachers TAs	At least weekly	Reading at home and recording this in their reading record.
Reading prizes		SLT Admin	Prize for each dotting card, after first 40 have been collected	
Reading PRIDE Certificate		English Lead	Annually	Completing all 5 reading cards
Bucket List certificate				Completing the reading Bucket List

Pen License - Bronze - Silver - Gold - Advanced	KS1 & 2	Deputy Head		Children work through the levels and demonstrate consistent handwriting standards across multiple pieces of work/subjects.
Maths TTRS/Numbots certificates	KS1 & 2	Maths Lead	Weekly	Greatest online engagement with maths home learning
PE achievement award	KS1 & 2	PE Lead	Weekly	Outstanding effort/ progress in PE
Equality and Diversity certificate	KS2	Equality & Diversity Lead	Weekly	Child making a positive contribution in this regard
Prizegiving Awards *(certificate/prize/shield/trophy)*	YR-6	SLT in liaison with teachers	Annual	Achievement in EYFS (YR) Achievement in KS1 (Y2) Achievement in KS2 (Y6) Academic Progress (Y6) Accelerated Progress (Y6) Outstanding Contribution (Y6) Reading in KS1 (Y2) Building Learning Power (Y4) Sports (Y6) Drama and Creative Arts (Y6) Art (Y6)

In addition to the above regular rewards, children receive stickers/certificates for participating in the Thinkers Project and school challenges/competitions (e.g. extreme reading). They are also recognised for extra-curricular achievements such as BikeAbility, sporting events, etc.

Proud Cloud
This is to be printed in A3 and laminated for display in class so that children's names or initials can be added when spotted demonstrating the targeted behaviour.

PRIDE Postcards and Excellence Awards
These rewards are explicitly linked to the school's values. Excellence Awards are handed out weekly at the Friday Achievement Assembly. Children aim to collect the whole word 'PRIDE' across the year.
The 'just a note to say…' slips can be used for more general positive communications home.

KA Good Citizen Award (KS1 & 2)

Whilst at King Athelstan, we support children to develop their citizenship skills, ready to make a positive contribution to the world. We want to encourage children to develop their wider understanding of the importance of making 'good choices', not because they have to but because it is the right thing to do as they mature. We want all children to aim high and reach this top step however, in recognition of those children who consistently meet expectations, teachers can nominate one child per half term to be celebrated in the final Achievement Assembly before each holiday as a 'KA Good Citizen'. During the assembly, the steps below are shared with all children who are invited to reflect on which stage they have reached. Nominated children will receive a special badge to wear on their uniform.


Class-specific rewards

- Individual class teachers can use their discretion to implement additional reward systems in their classrooms to meet the needs of their cohort
- These should relate to or build upon the whole school systems above, not replace them
- Class teachers should not award prizes (e.g. toys, stationary, food, etc.) and weekly 'Golden Time' is not permitted – this ensures equality across the school
- Whole class rewards can be earned by working together to achieve a collective goal – this might include, e.g. choosing music to have on during a creative lesson or, going out early/staying out longer at break time.

Reasonable adjustments to praise and rewards

The school has a duty to make reasonable adjustments for children with SEND across all aspects of school life to ensure all children can be successful in school. Some children may need reasonable adjustments to the praise and rewards they receive. For example, whilst we like to praise publicly, some children find this uncomfortable and may prefer private praise. Other examples of adjustments include:

- Receiving a certificate in class instead of in assembly
- Being notified in advance if they have won an award
- Missing all or part of an awards assembly whilst they work to build up frustration tolerance
- Using proximal praise (praising those nearby who are doing the same) or allowing the child to 'overhear' you praising them to someone else where direct praise is uncomfortable
- Individual reward schemes to support development of a particular skill/behaviour
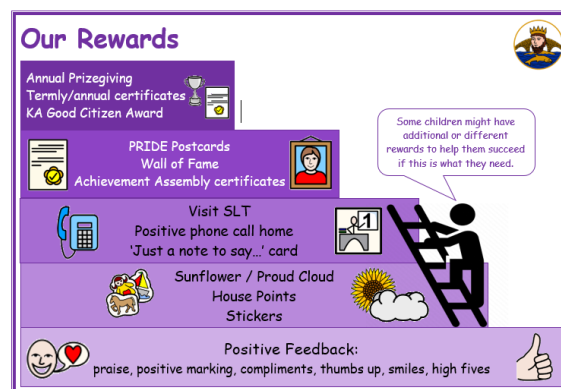
Reasonable adjustments, where needed for extended periods (e.g. a term or more) should be recorded on a monitoring/SEND/behaviour plan.

De-escalation

Staff will always attempt to de-escalate situations before considering what consequences or reparation may be necessary, using the principle of 'connection before correction'. Staff will maintain calm in their interactions, anticipate potential triggers, offer choices and use their voice and physical proximity as tools. All staff are trained in the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) and will use this to support de-escalation and emotional regulation.

Consequences

Consequences should not be viewed as 'punishment'. Their function is not to exert power over the child but to teach and reinforce expected behaviours alongside strategies to use next time the situation is encountered so the child manages it more appropriately. Any consequence must be meaningful to the child involved. As far as possible, all adults working in school should seek to promote and reward positive/expected behaviour choices rather than give consequences for unexpected behaviours.

Where a child's behaviour is such that it breaks a rule, there is a hierarchy of consequences that adults can apply. Levels within the hierarcy can be skipped for the most serious incidents. **We believe strongly that praise should be public (unless this does not fit with a child's individual needs) and correction/consequences should be kept discrete.** There should be no negative equivalent to the class positive behaviour visual (sunflower/proud cloud) to avoid creating a climate of shame, which is only likely to exacerbate challenging behaviours. If staff feel the need to record names of children they have issued reminders/consequences to this can be done, e.g. on a post-it on their desk rather than publicly on the whiteboard.

Expectations of staff

Staff will do all they can to…	Staff will avoid…
- Use de-escalation strategies (including PACE) to diffuse a situation - Manage unexpected behaviours and consequences discretely and privately - Remain calm and listen, allowing for respectful disagreement - Allow time and space to a child who is dysregulated before proceeding - Praise children who engage with them in the 3Rs (see below) - Be fair and consistent	- Public consequences or confrontation - Humiliation and shaming - Over-reacting and over-punishing - Issuing blanket consequences – each child and situation is individual - Jumping to conclusions without investigating

• Use the minimum consequence necessary to achieve behaviour change • Ensure the child has a fresh start once the incident has been managed • Not allow personal feelings to affect their professional judgement – seeking support from a colleague if they cannot move the situation forward: "new face, new space"	• Discussing incidents with those not directly involved with the incident or children involved

Managing an incident

Incidences of unexpected behaviour should be discussed with the child in terms of the 'three Rs':

- **Responsibility:** acknowledge what has happened and taking responsibility for your actions
- **Reflect** on who was affected, how it made you/them feel and what could be done differently next time
- **Repair** the damage to the environment or relationships by finding a way to make things better.
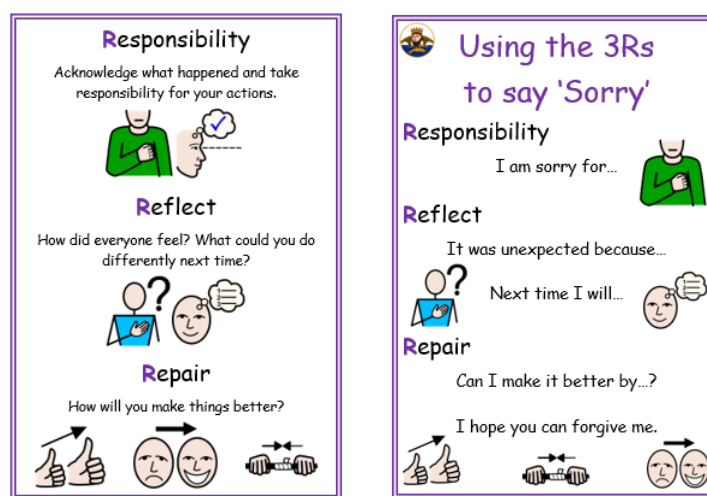
For the most part this is likely to be in conversation, however Reflection Sheets, completed as part of the Reflect/Remove levels of response below, follow these steps as well as incorporating the Zones of Regulation.

King Athelstan Primary School 'Reflection Sheet'

Name: _____ Class: _____ Date: _____

Responsibility
Describe what happened. What was your part? What choices did you make?
_____
_____
_____

What rule(s) did you break? _____

Reflect
What Zone were you in? 🟦 🟢 🔶 🔴

What made your behaviour unexpected?
_____
_____

What happened as a result of your actions?
_____

Who was affected? How did your actions make them feel?
_____
_____

How do you feel now? How do you feel about your actions?
_____
_____

What would be a better choice to make next time? Why?
What tools could you have used to help you?
_____
_____
_____

Repair
How will you make things better so everyone can move on?
_____
_____
_____

King Athelstan Primary School 'Reflection Sheet'

Name: _____ Date: _____

Responsibility

Draw what happened!

Reflect

What Zone were you in?

| | 🟦 | 🟢 | 🔶 | 🔴 |

Was your behaviour:

| Expected | Unexpected |

Draw how your behaviour made other people feel:

Now talk about what you can do differently next time.
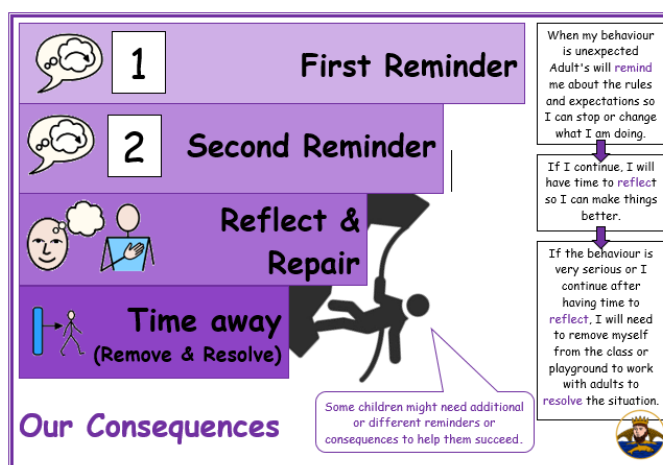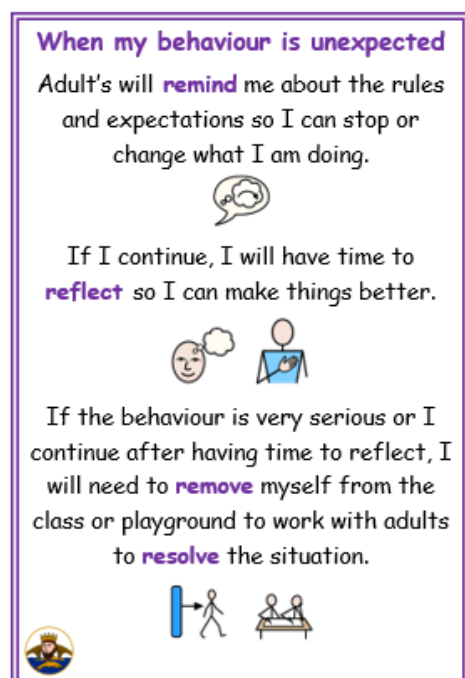
Repair

I can make it better by:

| Saying sorry | Doing my work | Being kind | Clearing up |

Other...

Levels of response
The posters below outline 3 main levels of response: Remind, Reflect & Repair, Remove & Resolve.

When my behaviour is unexpected

Adult's will **remind** me about the rules and expectations so I can stop or change what I am doing.

If I continue, I will have time to **reflect** so I can make things better.

If the behaviour is very serious or I continue after having time to reflect, I will need to **remove** myself from the class or playground to work with adults to **resolve** the situation.

1	**First Reminder**	When my behaviour is unexpected Adult's will **remind** me about the rules and expectations so I can stop or change what I am doing.
2	**Second Reminder**	If I continue, I will have time to **reflect** so I can make things better.
	Reflect & Repair	If the behaviour is very serious or I continue after having time to **reflect**, I will need to remove myself from the class or playground to work with adults to **resolve** the situation.
	Time away (Remove & Resolve)	

Our Consequences

Some children might need additional or different reminders or consequences to help them succeed.

It is expected that staff members will show intelligent discretion and use professional judgement in the implementation of the consequences below, based on the individual circumstances of the incident and the age and developmental stage of the child, including any special educational needs or disabilities. The information below can be used as a guide. It outlines example behaviours and possible responses but is not intended to be exhaustive or applied rigidly.

Remind		
It is expected that at least two reminders will be given before escalating, unless the behaviour is particularly serious. Some children may need more (or additional take-up time).		
	Learning time	Playtime
Behaviour examples	• Off-task behaviour • Distracting others • Running in the corridor • Swinging on chair/sitting on table • Inappropriate use of resources • Shouting/calling out	• Using equipment roughly/incorrectly • Play fighting/ jostling • Low level teasing/'banter' • Not listening/following instructions • Being inside at break time • Unfair play/snatching/excluding others
Potential actions	• 'Assume' misunderstanding and re-explain • State what you would like to see • Remind of the relevant rule/expectation (verbally or using visuals) • Offer 'two good choices' (where the outcome of either would move things on) • Remind of what will happen next	
By	All staff are expected to remind children of the expectations consistently	
Recording	None needed, however if staff notice they are regularly reminding the same children (e.g. in the corridor, playground, assembly, etc.) then the class teacher should be informed.	
Support	• If trends in behaviours are noticed, it should be considered whether systems/routines need adjusting. Circle Time may be appropriate if there are class-based issues • Individual children may need social stories to support their understanding around expected behaviours. • Some behaviours (e.g. swinging on chair) may be the result of a sensory need which can be addressed with resources/strategies (e.g. a chair band)	

Reflect & Repair
For persistent low-level behaviours and more significant behaviours.

	Learning time	Playtime
Behaviour examples	• Persistently off-task/distracting others • Out of class without permission • Verbal unkindness (e.g. rudeness/insults) • 'Hiding' in the toilets • Non-accidental damage to resources • Persistent refusal to follow instructions	• Running away from adults • Non-accidental loss/damage of equipment (including graffiti) • Verbal unkindness (e.g. rudeness/insults) • Low-level physical contact (e.g. pushing) • Persisting with actions others dislike
Potential actions	• Reflection time at class Regulation Station or playground Reflection Bench • Move where child is sitting in class/assembly/dinner hall • Written reflection in another class (discussed at break) or on Safe Seats if play time • Reparation activity (e.g. complete missed learning, tidy up, apologise, etc.) • Reflection time at break/lunch with teacher • Phone call with parents/carers • Meeting with parents/carers • Daily teacher check-ins (home-school report) may be established for persistent issues	
By	Teachers, TAs, staff on duty, Inclusion Team	
Recording	Adult managing the incident to record on CPOMS if incident warrants time in another class/off the playground. If unable to do so, report to class teacher to log.	
Support	• Where behaviours are repeated, consider the underlying function (SEAT) – how could this need be met differently for this child? • Does the child have any known additional needs (SEND, safeguarding, etc.)? Are we missing anything? Does their provision need reviewing?	

Remove & Resolve

For where the above measures have proved insufficient or the incident is very serious.
Crisis incidents may require a different approach.

Behaviour examples	• Verbal abuse (e.g. swearing insults) • Significant deliberate damage • Theft • Fighting • Serious verbal or physical threats • Homophobic, sexist, racist or otherwise deliberately discriminatory behaviour	• Serious online misconduct • Bullying (persistent, targeted) • Physical assault (e.g. hitting, kicking) • Offensive items including drugs, alcohol, cigarettes, vapes, weapons • Inappropriate sexual behaviour • High risk behaviours (e.g. leaving site)
Potential actions	• Reflection time/reparation activity at break/lunch with teacher • Reflection time/reparation activity at break/lunch with Inclusion Team • Reflection time/reparation activity at break/lunch with SLT • Time away from class with Inclusion Team • Time away from class with SLT • Phone call to parents/carers • Meeting with parents/carers • Internal exclusion (completing reparation activity and/or learning around incident) • Suspension • Loss of responsibility role • Daily SLT/Inclusion check-ins may be established for persistent issues	
By	Class teachers, ELT (or other experienced teacher), SLT, Inclusion Team (depending on need and severity); discriminatory incidents to be referred to Equality and Diversity Lead; Internal exclusion must be agreed by SLT; suspension must be agreed by Headteacher	
Recording	All incidents to be recorded on CPOMS, initially by the adult managing the incident, with actions added by SLT/Inclusion Team as required.	
Support	• Complete a basic needs analysis (with Inclusion/DSL/SLT support if needed) • Is a referral to an outside agency needed to support the child/family? • Consider if a behaviour plan or individual risk assessment are needed	

Check-in Cards
Children frequently exhibiting similar behaviours may have daily check-ins established for a fixed period of time. They can collect scores across the day and show their teacher and parent/carer at the end of each day.
Daily check-ins with SLT or Inclusion may also be set up.

Logical consequences and reparation
Alongside this structure, there is a whole school focus on logical, 'natural consequences' for behaviours, that forms part of reparation.
- One off, low level incidents that take place outside of the classroom (e.g. assembly, corridors) can be managed through use of reminders and other suitable 'quick' consequences to be administered by the member of staff who has dealt with the behaviour (e.g. going back to walk sensibly down a section of the corridor, rewording a slightly rude comment, etc.).
- Other incidents may only need a natural consequence (e.g. teacher looking after an item brought from home without permission).
- Sometimes this will go alongside the reflection structure above. For example,

Example Behaviour	Example natural consequence/reparation activity
Not completing learning due to off-task behaviours	Completed in break time or at home
Not reading at home	Catch-up in school
Running in the corridors	Going back to the previous door/corner and walking
Rude tone or phrasing	Asked to repeat differently
Made a mess/graffiti/damage to property	Tidy up/wash off/attempt to fix
Hurt someone	Apology letter/card/act of kindness
Unexpected behaviour in the dining hall	Eat in the quiet room
Bringing in toys or other prohibited items (including mobile phones not handed in)	Teacher looks after securely and returns at home time (to the parent in the case of mobile phones)

Consequences should not involve pupils missing trips, clubs or interventions. The only time that this may be required is if there is a significant health and safety risk posed, which cannot be mitigated. This decision can only be taken by the Headteacher (or Deputy Headteacher in their absence).

Suspension and Exclusion
Suspension is always the last resort when managing children's behaviour, occurring only for the most serious incidents and where other interventions have been unsuccessful. Only the Headteacher can agree to a suspension (or the Deputy Headteacher if the Headteacher is uncontactable). During a suspension, the child will not be permitted onto the school site for a fixed period and will be provided with activities to complete at home. A re-integration meeting will take place with a member of SLT on the morning following the suspension to welcome the child back, set expectations and discuss any additional support.
Whilst the Headteacher has the right to permanently exclude a child, this is not an action we intend to take – this is reserved for the most extreme cases and is exceptionally rare in primary settings.

Confiscation
School staff may confiscate items that have been brought into school without prior permission.
- Generally, these items (e.g. toys) will be kept securely and returned to the child at the end of the day.
- Where the item poses a safeguarding risk (e.g. vapes, drugs, alcohol, weapons) the item will be retained by staff. Parents/carers will be contacted and the Police or Children's Services may be involved.
- Staff may confiscate mobile phones from children who use them, do not hand them in or fail to switch them off on school grounds. Parents/carers will be required to collect the phone.

Conduct outside of school

The school is part of our local community. Children not upholding the school's expectations outside of the school grounds may need to complete reflection time and/or consequences in school in the following circumstances:

- Where they are taking part in a school-organised or school-related activity (e.g. a trip or fair)
- When identifiable, e.g. through their uniform, as a representative of the school (e.g. walking to and from school)
- When their actions pose a threat to another pupil, staff member or the public (including online)
- Where the action has repercussions for the wider running of the school

Where deemed necessary, the school may refer the matter to Children's Services or the Police.

Reasonable adjustments and mitigations for consequences

Some children may need reasonable adjustments to the management of their behaviour and the consequences they receive. This may be due to their age, developmental stage or need. For example, hitting a peer is likely to be treated differently if the child were 3 compared to 10. There also may be other mitigating factors at play, for example, this scenario may also be treated differently if the child hit in response to, e.g. a racist jibe. We believe that all children have the capacity to behave positively but recognise that some will require a personalised approach, additional support or a greater amount of time to develop these skills.

When applying consequences, staff will consider the child's SEND and will not issue consequences for behaviours arising as a direct result of their SEND. For example, it may be inappropriate to issue a consequence for rudeness to an autistic child based on tone of voice; a consequence for talking to a child with vocal tics; a consequence for fidgeting to a child with ADHD. However, each case must be judged on an individual basis and it is important that children understand that they must develop an understanding of how their needs fit with those of others. For example, in the case of the fidgeting child with ADHD, they might be offered a movement break if their fidgeting is disturbing others. Our staff have an excellent knowledge of our children and this will be key in making these judgement calls. Points to consider include:

- Was the behaviour a direct result of their SEND?
- Do they have sufficient understanding of the rule they have broken and the consequences of their action?
- Does their support plan require an early review?

Children with SEND and other additional needs, will receive consequences for unexpected behaviours not directly resulting from these needs but may require reasonable adjustments. Examples of adjustments to the consequences above might include:

- Having an agreed signal or use of visuals rather than verbal rule reminders to avoid trigger words
- Going to a known or preferred classroom, or an alternative location for time away
- Additional reminders and increased take-up time before escalating
- Reduced reflection time or provision of alternative separate physical break
- Drawn or verbal reflection instead of written
- Signing, writing or drawing an apology instead of saying it
- Adult support to complete reflection/reparation activities

Reasonable adjustments, where needed for extended periods (e.g. a term or more) should be recorded on a monitoring/SEND/behaviour plan.

We recognise that some behaviour incidents can be emotionally challenging and encourage staff affected in this way to hand over the decision making around appropriate consequences in these instances so that emotions do not unduly influence the analysis of an incident.

Intent over outcome

On occasions where a child has hurt another person or caused damage to property, an assessment will be undertaken as to the level of control the child had in that moment. Where others have been hurt/property has been damaged as part of the management of a crisis incident (for example where a staff member has

chosen to put themselves in the way when undertaking a dynamic risk assessment of the situation) this will be treated differently to instances where a child has sought out the person (e.g. assaulting them when they are walking away from them or giving ample space, planning an action rather than acting impulsively) or object. In the first scenario, the child will still be supported to make reparations (e.g. apologise) and reflect on their behaviour but this will be a different approach to a targeted assault.

Children requiring an individualised approach

'For adults, children's behaviour can be a problem – for them it is a solution.'

There will be a small number of children for whom the above structure is insufficient, even with reasonable adjustments, as a result of their social, emotional and/or mental health needs. This is likely to come to light through crisis behaviour incidents or because of the frequency with which the child is reaching the 'Remove and Resolve' level of response – monitored through CPOMS – without resolution or improvement despite the actions taken. It is important to try and identify what the function of the behaviour is. A helpful acronym is SEAT (Sensory, Escape, Attention, Tangibles) as these are some of the most common drivers.

- **Sensory:** Is there an unmet sensory need? Are they avoiding a particular sensory input? Do they need more of a particular type of sensory input? How could this be proactively planned for?
- **Escape:** Is there a desire to leave the space? Is their work pitched appropriately? Is the activity motivating for them? Are they seeking out a particular place? Do they feel anxious or 'trapped'? Are they avoiding confrontation or social demands?
- **Attention:** Are they seeking out a particular person? Do they receive additional attention for the behaviour? Do they receive sufficient attention for positive things? Do they have attachment needs? Do they have low self-esteem?
- **Tangibles:** Are they seeking out a particular item? What significance might this hold? Are the collecting/hoarding/stealing items?

Children whose needs cannot be met through the general behaviour policy above will require individual planning. This might take the form of:

Plan of Action
Initially, class teachers will create a one-page action plan with the child, linked to the Zones of Regulation, outlining at each level:
- the behaviours likely to be seen (I am)
- strategies the child can use (I can)
- strategies the adult can use to support (You can)

This is usually most powerful when created in conjunction with the child, if possible (this could be done during a reflection time). The basic template can be adapted to include images, words or references that are the most meaningful to the child. This plan must be shared with the child, their parent/carer, any adults that regularly work with the child, the Inclusion and Leadership Teams and saved in their SEND or monitoring file with the date.

Behaviour Support Plan
If this proves insufficient, a meeting will be held to take a holistic view of the child, ascertaining whether their basic needs are appropriately met, identify barriers to learning and triggers for unexpected behaviour to see what additional support could be put in place. These meetings will always involve the child's class teacher, along with at least one representative of the Inclusion Team and one member of SLT. Other staff may also wish to contribute. Following the meeting:

- Class teacher will draft the Behaviour Support Plan, based on the meeting discussion (in conjunction with other staff as needed). This is likely to include individualised rewards, proactive/preventative strategies and interventions as well as responsive strategies.
- Inclusion/SLT will check and agree the plan, adding any information required regarding the use of restraint and restrictive intervention (RRI).
- Class teacher will share the plan with the child's parent/carer, with Inclusion/SLT if appropriate (e.g. to agree referral to other services).

The dynamic risk assessment flowchart is appended to all Behaviour Support Plans.

Behaviour Support Plan

Name:	Class/Year:	DOB:
Date of Plan:	Date of Review: (colour code)	
Medical information:		
Known Triggers:	Designated/preferred staff members:	(photo)

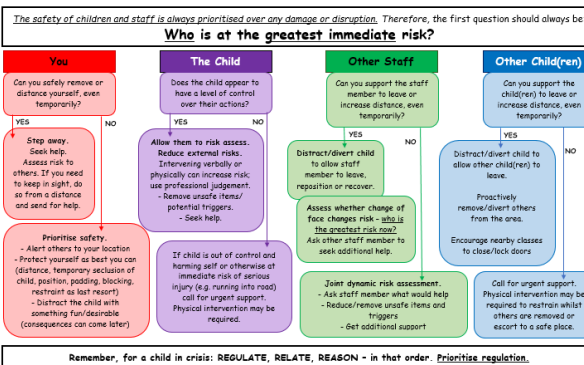| Proactive and Preventative Strategies		
Stage	Description of behaviours seen	Suggested support/intervention
1. Anxiety	•	•
2. Defensive/Escalation	•	Continue to use responses from Stage 1, plus:
3. Crisis	•	Use RRI if absolutely necessary.
4. Recovery	•	•
5. Depression	•	Continue to use responses from Stage 4, plus:
6. Follow Up (reparation)	•	•

Additional safety information, including use of restraint and/or restrictive intervention:
If placing them self at significant risk:

If placing others at significant risk:

Conduct a dynamic risk assessment (see attached) and endeavour to secure presence of another staff member prior to any physical intervention.

Considerations when undertaking a dynamic risk assessment of a crisis behaviour event.
Please note: this is not intended to be an exhaustive list but rather guidance on prioritisation of safety for those involved.

The safety of children and staff is always prioritised over any damage or disruption. Therefore, the first question should always be:
Who is at the greatest immediate risk?

You — Can you safely remove or distance yourself, even temporarily?
- YES: Step away. Seek help. Assess risk to others. If you need to keep in sight, do so from a distance and send for help.
- NO: Prioritise safety. - Alert others to your location - Protect yourself as best you can (distance, temporary seclusion of child, position, padding, blocking, restraint as last resort) - Distract the child with something fun/desirable (consequences can come later)

The Child — Does the child appear to have a level of control over their actions?
- YES: Allow them to risk assess. Reduce external risks. Intervening verbally or physically can increase risk, use professional judgement. - Remove unsafe items/potential triggers. - Seek help.
- NO: If child is out of control and harming self or otherwise at immediate risk of serious injury (e.g. running into road) call for urgent support. Physical intervention may be required.

Other Staff — Can you support the staff member to leave or increase distance, even temporarily?
- YES: Distract/divert child to allow staff member to leave, reposition or recover. Assess whether change of face changes risk – who is the greatest risk now? Ask other staff member to seek additional help.
- NO: Joint dynamic risk assessment. - Ask staff member what would help - Reduce/remove unsafe items and triggers - Get additional support

Other Child(ren) — Can you support the child(ren) to leave or increase distance, even temporarily?
- YES: Distract/divert child to allow other child(ren) to leave.
- NO: Proactively remove/divert others from the area. Encourage nearby classes to close/lock doors. Call for urgent support. Physical intervention may be required to restrain whilst others are removed or escort to a safe place.

Remember, for a child in crisis: REGULATE, RELATE, REASON – in that order. Prioritise regulation.

Individual Risk Assessment

Children that regularly present with high risk behaviours (towards themselves or others) must have an individual risk assessment (unless these risks and mitigations are clearly and specifically outlined in their Behaviour Support Plan). It is likely this will be drafted following a meeting (as above), however there may be times when an individual risk assessment. These children should also be mentioned specifically on risk assessments for trips and events, with individual actions.

Individual Risk Assessment

This Risk assessment should be read alongside any behaviour or SEN plan for the child. See also dynamic risk assessment document.

Name:		Year Group:		Class:		
		Date:		Review Date(s):		
Behaviours of Concern	Potential triggers or complicating factors. Time of day, people, noise, environment etc	Who is at risk and how?	How often? 5=daily 4=weekly 3=monthly 2=rarely 1=never	Potential harm. 1 no harm (disruptive but not dangerous) 2 harm (verbal/physical and or destructive to physical environment) 3 serious (poses a physical danger to self & others) 4 life threatening	Risk Factor 5=certain 4= probable 3= possible 2=not possible 1=never	Action to be taken to lower risk. Proactive actions. Reactive actions	By

Higher Support Levels

Cases will be treated independently however, at the highest level of need, the following may be considered as potential courses of action by the Senior Leadership Team:

Additional Adult Support

Additional adult support may be allocated to support key points in the day (e.g. transitions) that are known triggers. Occasionally more intensive support will be needed in order to promote and facilitate safe and appropriate behaviour. This will always be for a fixed period and then reviewed. Support will be recorded on a SEN Support Plan. If high levels of adult support are needed long term then an EHC needs assessment may be requested.

Reset

A 'reset' is a period of time (usually 1-6 weeks depending on the circumstances) where the child works with an adult outside of their usual class. They will complete curriculum learning, alongside interventions to support their behaviour. They will transition back into their classroom gradually across the reset period, so

that they can practise applying the new skills they have learned and have time to reflect. Depending on the nature of the issues arising, a Reset period may also or only be applied to playtimes. In this instance, the child will start with playtimes in an alternative location (e.g. the Wild Area) with a small number of peers and build back to the main playground.

Referral to/advice from Outside Agencies
Depending on the suspected barriers to meeting the school's behaviour expectations, referrals might be made, usually by the Inclusion Team, to:
- Education Inclusion Support Service (EISS)
- Autism Outreach Team
- Early Advice and Intervention Panel (EAIP)
- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Community Paediatrician (under 5s)
- Mental Health Support Team (MHST)
- Emotional Health Service (EHS)
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help Team
- Children's Services
- School Health

Reduced/Reintegration Timetables
Occasionally a child might need to attend on a reduced timetable that shortens their school day. A reduced timetable agreement will be completed and will be regularly reviewed with the expectation that the time in school is increased over time.

Alternative Provision (AP)
The school may make a referral to the Alternative Provision Placement Panel (APPP) if it is felt by the team around the child that they would benefit from attending an alternative education setting for part of their week. The AP routes currently available include Forest School and The Bridge. This arrangement wold be for a fixed time period and would be discussed with parents before proceeding.

<u>Managing Crisis Behaviours</u>
Absconding
For children who leave the classroom unexpectedly – staff should not 'chase' but try to ensure they are aware of the child's location whilst giving space. Additional support should be sought from the Inclusion Team/SLT if the child does not self-regulate and return to the supporting adult.

If a child leaves the premises the 'missing child procedure' is activated. Staff should never 'chase' the child (as this can increase the risk) but should try to walk behind at a distance, keeping the child in sight where possible. Staff should take a mobile phone and maintain contact with the office who will inform the police and family. See missing child procedure for details.

Restraint and Restrictive Intervention (RRI)
All members of staff have a legal power to use reasonable force to prevent children causing harm to themselves or others. This may include escorting a child to a safe space or restraining a child until the risk level is lower. The following staff members have received specific training in the use of restraint: Emily Newton, Naomi Ahearn, Alice Govan, Becks Parker, Denise Ramkissoon, Jane Bennett, Tracey Whooley, Darren McLaughlin. Staff supporting children who may require physical intervention carry walkie-talkies to support access to this team where needed. The decision to intervene physically is down to the professional judgement of individual staff and will always depend on the individual circumstances. At times, it may be safer to restrict a child's movement around the premises (e.g. to secure the playground space to allow cool-off time without the need to restrain). During any RRI activity staff will seek to:

- Give the child an opportunity to make themselves safe (if risk assessed to be safe to do so)
- Issue clear instructions to the child
- Reassure the child throughout any hold, using a calm tone, to try and de-escalate the situation
- Use only the minimum force required and for the minimum period necessary

All incidents involving the use of RRI are recorded on CPOMS and SLT alerted. Parental consent is not required for the use of RRI, however parents/carers will always be informed if this has been used when managing a behaviour incident.