Oldswinford C.E. Primary School

Behaviour Policy

Written: September 2025
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Approved by the Governing Body: June 2026

'Believe, achieve and shine brighter together'

Vision, Values & Ethos

We fully embrace our distinctive church school ethos and wholeheartedly promote the whole child and the fullness of life, as set out in our ethos, vision and values:

'Believe, achieve and shine brighter together'

God is Love and at Oldswinford Church of England Primary School we believe that this love inspires us all to believe, achieve and shine brighter together.

We believe that there is a light which shines within each of us – a light of love that has been given to us by God, which we should use to help us achieve great things. We believe it is our job to help that light to shine in all that we do and all that we try to do.

The theology that underpins our vision is interlinked as we know we cannot achieve one without the other. With this guidance and belief in ourselves and God, we can and will achieve. At Oldswinford, we know we are not alone and by enabling our own lights to shine we empower others to do the same.

Believe

'Everything is possible for one who believes'
Mark 9:23

As a Church of England school we offer all children an invitation into the Christian faith, a chance for them to develop spiritually as well as intellectually, socially and morally. We want everyone at Oldswinford to believe in their own abilities, the abilities of others and to persevere when things are tough. We encourage them to aim high and follow their dreams. We want them to have the confidence to stand up to injustices, be respectful and to make wise choices.

Achieve

'Whatever you do, work at it with all your heart' Colossians 3:23

We have high aspirations for all our learners and believe that every child should have the chance to reach their potential. We recognise that achievements come in many guises and we are passionate about celebrating each child's individual talents. We want to ensure our children are resilient and prepared for the next steps in their learning journey and that they become well-rounded and respectful citizens who have all the skills and values they need to flourish and be happy.

Shine brighter together

'Let your light shine for others, so they may see your good works'
Matthew 5:16

We believe that we all belong to one inclusive family and each of us has an important part to play. We understand the need for our children to be courageous advocates especially when caring about our world and the communities around us. As individuals we are diverse, unique and special but together, with God, we can be exceptional.

Our vision and 7 key Christian values of love, respect, trust, courage, forgiveness, generosity and joy enable us to 'believe, achieve and shine brighter together'.

Equal Opportunities

We believe:

- that the broad principles in this policy should be applied equally to all pupils, regardless of gender, race or culture;

- that there are certain expectations of behaviour for example: politeness, respect, kindness and thoughtfulness, that we enable all our children to show;

- that vulnerable children are entitled to particular consideration to ensure that they do not become targets for bullying or unkind comments, and that staff should take additional care to reinforce the development of their self esteem;

- all children should be treated with respect and staff need to be sensitive to cultural differences when dealing with behaviour issues;

- all children are individuals and as such behaviour strategies may need to be varied;

- positive behaviour should be celebrated, and all children have the opportunity to participate in the school's reward system which includes recognition in assemblies;

Review and Evaluation

- The policy will be monitored and evaluated annually by the Head Teacher, SLT and other staff as appropriate and reviewed annually.
- Appendices will be added and updated, as appropriate, to reflect current practice.

Behaviour Policy Rationale

We understand that behaviour is a form of communication and that all behaviour has meaning. Building positive relationships is central to everything we do. We have a positive discipline approach to behaviour which is relational, nurturing, inclusive, and restorative.

We are committed to supporting all children - including those who are neurodivergent and have additional needs - by creating environments of safety, trust, consistency and care.

The school's provision will aim to promote the spiritual, moral, social and cultural development of all pupils and to prepare them for the opportunities, responsibilities and experiences of life.

We show care, commitment and responsibility towards each other. Everyone is encouraged to implement and keep rules consistently and we foster, reward and celebrate good behaviour in a positive way.

Aims of the Behaviour Policy

- To ensure a consistent approach to behaviour, discipline and expectations in line with our status as a church school;
- To ensure everyone within school feels valued, safe and happy;
- To equip children with the tools for self-management and lifelong skills;
- To maintain an atmosphere that is purposeful so that everyone is able to thrive and achieve their best;
- To foster a caring attitude to people, equipment and the school environment in general;
- To encourage self-discipline both inside and outside the school environment;
- To show respect and treat each other as we would wish to be treated;
- To share expectations of how all adults in the school can role-model the behaviour we are endeavouring to promote;
- To nurture self-esteem and to have a sense of personal worth;

Key Principles

1. Behaviour as Communication

Children's behaviour reflects their emotional state, experiences, and needs. We seek first to understand, not to react.

2. Nurturing Relationships First

Strong, trusting relationships between staff and children are the foundation for a nurturing school culture. We invest time in relationship-building and restorative practice every day.

3. Safety, Trust and Connection

Children feel safe when adults are consistent, calm, kind, and fair. Emotional safety is as important as physical safety. We prioritise connection before correction.

4. Inclusive Practice

Every child is unique. We respond to needs and presenting behaviours whether or not there is a diagnosis. Adjustments and personalised support are central to our approach.
“Your knowledge of the person is more important than your knowledge of the label.”

Living Our Values

At Oldswinford we apply our school values to help shape our behaviour.

Value	Bible Quote	So how then do we live our lives?
	'Let all that you do be done with love.' *1 Corinthians 16:14-22*	Our thoughts, actions and words are rooted in kindness. We show that we care in all we do and all we say.
	'Be truly glad, there is wonderful joy ahead.' *1 Peter 1:6*	We know that even when times are hard good times will follow. We focus on all of the wonderful things that are in God's world.
	'Whoever sows generously, will also reap generously.' *2 Corinthians 9:6-7*	We think about others who are less fortunate than ourselves and do all we can to help them. We are generous with our time, love, thoughts and friendships.
	'Be kind to one another, forgiving on another, as God in Christ forgave you.' *Ephesians 4:32*	We know that every day is a fresh start, we let go of negative feelings and focus on positivity and compassion towards the people who hurt us.
	'God is my strength in whom I trust.' *Psalm 18:2*	We have confidence, faith and trust in the people around us. We tell the truth and are honest.
	'Do for others just what you want them to do for you.' *Luke 6:31*	We act towards people in a way which shows we care about their well-being and how they feel. We treat everyone equally.
	'Don't be afraid and don't panic, for I am with you in all you do.' *Joshua 1:9*	We are brave enough to try new things and keep trying even when things are difficult.

School Rules

Our school rules were devised in consultation with pupils and staff. They are displayed in every classroom and around the school and woven into all aspects of school life. (Appendix 1)

1. Ready
2. Respectful
3. Safe

Expectations of Staff

Appendix 2 “Behaviour Checklist for Teaching Staff”. This checklist is applied by staff to create secure environments, which will reduce children’s anxiety and minimise disruptive behaviour.

Staff Responsibilities

- **Model:** Calm, kind, and predictable behaviour. Model the expected behaviour.
- **Teach:** Behaviour skills explicitly, not just react to mistakes.
- **Pre-emptive Support:** Notice early signs of dysregulation and offer choices, sensory breaks, and emotional check-ins before behaviour escalates.
- **Reflect:** Use incidents as opportunities to repair, reconnect and learn more about the child.
- **Accountability:** Every member of staff is accountable for creating safe environments before behaviour escalates to needing senior intervention.
- **Consistency**: Every staff member should consistently adopt and apply the behaviour policy. Consistency creates a sense of security for children, builds a collaborative approach and supports staff in managing behaviour

Strategies for Staff: Building a Relational Culture

- **Relentless Routines:** *Clear, simple, and predictable routines reduce anxiety and increase security. They make children feel valued members of our learning community and motivated to always try their best.*
  - Sharing of daily visual timetable and Now & Next;
  - Organisation and access to resources;
  - Storage of resources, according to school expectations
  - Consideration of flexible and responsive seating arrangements, to maximise focus, collaboration and learning.
  - Supported transitions (e.g. sensory circuits, now & next, verbal cues) between lessons, parts of the day and places around school.
  - Systems for lining up, access to lockers, pegs, trays and personal resources.

- **Visible Kindness:** *Fostering strong, respectful, and trusting relationships among students and between students and teachers. This leads to better engagement, reduced behavioural issues, and improved academic outcomes.*
  - Greet children warmly every day and notice positive behaviours first.
  - Role model respect, manners and acts of kindness towards children.
  - Take a keen interest in children’s interests, families and important events.
  - Celebrate milestones, birthdays and achievements.
  - Model vulnerability and empathy.
  - Create a sense of belonging, community and inclusion through team building, collaboration and friendships.

- Become a trusted adult through consistency, safety, fairness and predictability.
- Value children's voices.

- **Emotion Coaching:** *Helping children understand, manage, and respond to their emotions effectively. It involves validating feelings, teaching emotional literacy, and developing strategies for coping with both positive and negative emotions Appendix 3*

- Recognise the child's emotion.
- Validate their feelings ("I can see you're feeling...").
- Label the emotion.
- Problem-solve together if needed.

PACE Approach: *Focussing on the whole child, not simply the behaviour; helping children be more secure with adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are necessary for maintaining a successful and satisfying Life* (Appendix 4). This is a mindset that expects adults to approach behaviour with: **-P**layfulness –**A**cceptance –**C**uriosity **-E**mpathy.

Communication

Staff are expected to be mindful of the verbal and non-verbal messages they convey in order to create a positive approach to behaviour management; to raise children's esteem and to encourage children to be responsible for the management of their own thinking and behaviour.

Adults should deploy and model a calm stance and relaxed body language; they give children personal space; speak clearly, confidently and calmly. Shouting and public reprimanding should be avoided.

Differentiated communication techniques which can help to increase compliance and avoid confrontation include:

- Engaging the attention of the child, by cuing their name or dropping pupil's name into the talk in a natural way: "*Sam, as you see, that is a triangle;*"
- Avoiding negatives – "*walk*" rather than "*don't run*;"
- Giving sufficient processing time before expecting a response;
- Simplifying language and giving step by step or chunked instructions;
- Limited choices (both choices must be acceptable to the adult) e.g. "*You can sit by child A or you can sit by yourself;"*
- Now/Next or When/Then expectations e.g. "*Now write 3 sentences; next have a movement break;*"
- Use of thanks conveys expectation that a request will be carried out; "*You need to move away now. Thank you*."
- Give them eye contact and gesture. Be aware that some children will not understand the nuances of non-verbal cues;
- Use of symbols;
- Verbal expectations, e.g. "*It's time to…*;"
- Noticing: *"I've noticed you haven't started your work. …*;"
- Proximity, such as a contingent touch or moving in, close to the pupil to calmly and quietly restate direction.

Shining Brighter Behaviour Meetings

In order to value children's voice and develop a collaborative approach to support, Shining Brighter Behaviour Meetings will take place at least once per half term in every class. This can be increased to meet the needs of the class.

Shining Brighter Behaviour Meetings will have an agenda devised by the children or adults in the class, to include problems, compliments and appreciation. The meeting should have a consistent format and each part should link back to our values, rationale, Zones of Regulation and rules, including strategies based on Emotion Coaching, PACE, conflict resolution and restorative practice.:

a) How has our behaviour been shining brighter? (include compliments & appreciations)
b) Review the impact of previous meeting
c) Agenda items (whoever added it to the agenda chooses from one of the following)
    i. Share feelings while others listen
    ii. Discuss the problem
    iii. Ask for help to solve, resolve and restore
d) Agreed actions

The adult will facilitate the meetings initially, but as the children become more accomplished and experienced, they can take over this role, when appropriate. A record of meetings should be kept in the classroom's reflection area accessible for the children and saved on TEAMS. (Appendix 5 Format)

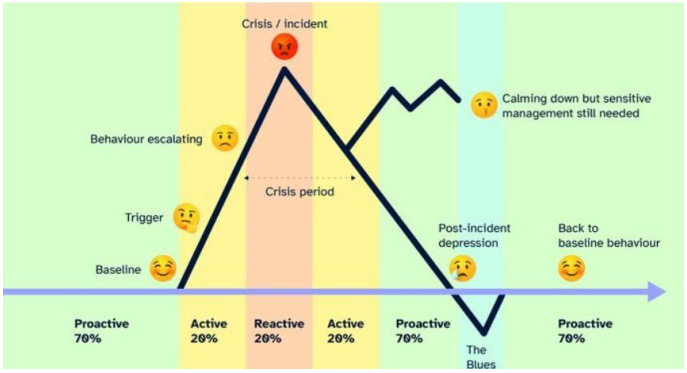
Shining Brighter Behaviour Meetings help children learn to take responsibility, be accountable for their behaviour and learn from their mistakes.

Children will learn that even when they can't control what happens, they can control their responses to what happens. They can name and claim their feelings; develop empathy and compassion; listen and be listened to; be proactive rather than reactive; develop self-discipline and self-control.

Shining Brighter Behaviour Meetings give children the opportunity to reflect on and explore the consequences of their actions and choices, developing their emotional literacy, resilience and ability to forgive and reset.

Children's esteem will be increased as they feel valued and appreciated.

De-escalation Strategies:



Staff are trained in the 'Assault Cycle' and recognise that pre-emptive support is the most effective way to avoid triggers and regulate children's behaviour. There will of course, be times when behaviours begin to escalate and de-escalation strategies will need to be deployed in an attempt to prevent an incident.

Before reaching crisis point, staff should deploy de-escalating techniques such as:

- Offer a calm presence: steady tone, open and relaxed body language (When dysregulated, children often won't be able to process what is being said, so will rely on body language).
- Minimise verbal demands. Replace with other types of communication where appropriate e.g. gesture, symbols;
- Connect and engage with the child by using their name;
- Make statements of intent, e.g. "I'm here to help."
- Assess whether distraction and/ or diversion is appropriate;
- Offer the child time and a safe space to calm.
- Choose their words carefully to avoid the situation escalating e.g. "Sam, I can see there's something wrong."
- Acknowledge feelings without challenging the behaviour;
- Be curious about the underlying cause of the behaviour- it's a form of communication;
- Use Emotion Coaching;
- Take the PACE Approach;
- Guide them to assess emotions and use Zones of Regulation; (Appendix 6)
- Use agreed de-escalation scripts. (Appendix 7)

Positive Behaviour, Achievements & Intrinsic Motivation

At Oldswinford, we expect, encourage and reward positive behaviour and celebrate achievements, alongside supporting children in developing intrinsic motivation to behave.

Rewards:

As a school, we reward positive behaviour through:

- Verbal praise
- Stickers
- Dojo points
- Celebration Worship
- Star in The Jar
- Values Pebbles
- Reading Incentive
- Doodle Rewards
- Golden Wellie (OPAL)
- Celebrating with Mrs Game or Mrs Seker
- Sharing with parents
- Sharing with another adult in school
- Earn a reward from class teacher/TA

Class teachers should also develop their own rewards to increase variety and motivation. This should be consistently applied by all adults in the same class.

When rewarding good behaviour, it must be made clear to the child exactly what they are being rewarded for. Rewards (also in the form of encouragement) are given to individuals, groups or cohorts.

Home Achievements:

We value the awards children receive outside of school and enjoy seeing the fruits of the children's varied activities. Certificates, medals, trophies or achievements can be bought into school and shared with their class. These can also be shared on Class Dojo.

Intrinsic Motivation

Whilst rewards have their place, without developing intrinsic motivation, there is a risk that children may comply without developing self-control, therefore becoming adult-dependent rather than self-regulated. Through teaching our school values, coaching, promoting belonging, a relational approach and reflective practice, children feel safe, capable and understand why behaviour matters. In this way, they are more likely to self-correct, persist, repair relationships and regulate their emotions.

Co-Production with Parents

- Parents are vital partners. We offer:
    - Behaviour conversations: not meetings "about" the child but "with" the parents (considering at which point and how to include the child).
    - Open communication (emails, calls, face-to-face).
    - Workshops and information about behaviour strategies, Emotion Coaching, PACE, and trauma-sensitive practice.
    - Joint review of Behaviour Plans and Risk Assessments.

Individual Support

There are times, at the headteacher's discretion, when the behaviour policy will be adjusted to meet the needs of individual children.

Some children may need greater levels of support, with focussed intervention to help them improve their behaviour and address any underlying causes. In such cases, either an Individual Risk Assessment (Appendix 8) and/or an Individual Behaviour Plan (Appendix 9) will be formulated in collaboration with the child, parents/carers, class teacher and senior leader. This will replace the universal Behaviour Pathway.

Consequences & Reflections

Within all year groups, we reserve the right to impose sanctions, with the aim of a restorative outcome. Where possible, consequences should be related to the behaviour and could include:

- Putting the wrongs right;
- Limiting access and choices;
- A reflection activity which might take place during part of a break time;
- Mentoring & Coaching which might take place during part of a break time;

- School-based community service.

If escalated, consequences will be recorded on CPOMS for monitoring and parents will be informed.

Our Behaviour Pathway
1. Pre-emptive Support
2. Give a reminder by referring to rules
3. De-escalation Strategies
4. Verbal warning to include the reason and choices/ options to improve. 4a. Timely praise for improvement 4b. Sanction for repeated unacceptable behaviour
5. Referral to Mrs Dunn or Miss Barrows via CPOMS Parents informed of referral (by class teacher) 5a. Restorative practice with class teacher and check-in with SD/RB
6. Referral to Mrs Game or Mrs Seker (by SD/ RB) Parents Informed 6a.Restorative Practice

See Appendix 10 for CPOMS wording

See Appendix 11 for child friendly class poster.

Restorative Practice

"Punishment doesn't teach better behaviour, restorative conversations do."

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. The aim of restorative practice is to connect with children and help them understand the impact of their behaviour. It is a teaching and problem-solving tool, best used when trust has been broken and relationships have been tested. It is an opportunity to reflect, draw a line under an incident and make a fresh start. Restorative meetings should take place when enough time has lapsed following an incident, so that participants can engage in a calm and productive conversation.

Restorative questions from the list below can be adapted or reduced based on the circumstances and needs of the child.

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected and how did this make them feel?
- What needs to happen to put it right?
- How do you feel now?
- Next time, I could…
- I need…

Appendix 12- Child-Friendly Restorative Process

Referral to Headteacher or Deputy Headteacher

Staff should seek immediate support from senior leaders when:

- Safety is at risk.
- De-escalation has not been successful despite use of strategies.

- There is a serious breach of safety protocols or the behaviour policy.

In these instances, our Behaviour Pathway will not apply.

Serious Breaches of the Behaviour Policy

The following examples of unacceptable behaviour which will not be tolerated and which breach the school's behaviour policy may include, but are not limited to:

- Refusal to follow instructions, impacting the safety of themselves or others;
- Persistent disruption that negatively impacts the learning within the classroom;
- Verbal aggression towards adults and/or children;
- Physical aggression towards adults and/or children;
- Threatening or intimidating behaviour;
- Swearing, racism or homophobia;
- Bullying (including cyberbullying);
- Use of (or threat of the use of) weapons.

All serious breaches will be properly investigated with the aim of seeking a resolution. Where a more formal procedure is required, we will:

a) Appoint an investigation officer, usually the Deputy Head Teacher or a member of SLT, unless there is a conflict of interest.
b) Decide whether there is any reason why the investigation cannot take place e.g. if the incident or parties are already under police investigation;
c) Inform parents/ carers when the investigation should be complete, unless we need to approach others for evidence, especially written evidence.

Within the investigation, we will decide what has happened on the basis of available evidence. We will determine the who, what, when, where, how and why based on the evidence and balance of probabilities. For example, where we may not be able to find a definitive account of what happened, we may measure against the statement: '*it is more likely than not, that the incident took place in the manner described.*' We will then decide on sanctions and support.

Serious incidents will be recorded on CPOMS for monitoring and parents will be informed.
Refer to the 'Use of Restrictive Interventions Policy' for further guidance.

Suspension and Exclusion

We believe that children and staff at Oldswinford have the right to feel safe, secure, cared for and able to teach and learn. If we feel an individual has impaired others, or their own rights, we may have no alternative but to exclude them in some way from the school.

Refer to the school's Suspensions & Exclusions Policy for further information.

Appendix 1

School Rules

Our School Rules



Ready



Respectful



Safe

Appendix 2 –
Behaviour Checklist for Teaching Staff

Classroom

- Prioritise meeting and greeting every pupil when they come into the classroom.
- Display visual and written rules in the class – ensure that the pupils and staff know what they are.
- Create 'Zones of Regulation.'
- Have a system in place to follow through with all consequences.
- Have a system in place to follow through with all rewards.
- Have a visual timetable displayed at the front of class.
- Know the names and roles of any adults in class
- Consistently implement the school behaviour policy.

Pupils

- Know the names, interests and individual needs of each child.
- Implement the key principles (Behaviour as Communication; Nurturing Relationships First; Safety, Trust & Connection; Inclusive Practice) into daily practice.
- First attention for best conduct.
- Have a plan for children who have additional needs (e.g. refer to Pupil Passports).
- Regularly share and exemplify rules, class routines and expectations.
- Communicate effectively about children's individual needs and presentation with other adults in class to ensure consistency.
- Host 'Shining Brighter Behaviour Meetings' at least once per half term.

Teaching

- Ensure that all resources are prepared in advance and accessible to children.
- Consider vantage points when teaching to ensure behaviour can be observed and responded to at the earliest point.
- Praise children doing the right thing rather than drawing attention to those who are doing the wrong thing (Tactical Ignoring & 'Shine the Spotlight').
- Adapt and respond teaching according to behaviour, needs and assessment for learning.
- Consider sensory needs and implement sensory circuits (alerting, organising, calming) and active learning opportunities throughout the day.
- Reflect on own practice and develop/ seek support and additional training when needed.
- Have an awareness of your own experiences, views and needs and how they might impact your well-being and approach, seeking support when needed.

Parents

- Ensure parents feel valued as partners through open communication.
- Communicate changes in routines to parents ahead of time.
- Collaborate with parents and carers to better understand children's behaviour and presentation.
- Communicate and celebrate positive behaviour.
- Keep parents informed of any concerns, patterns in behaviour or difficulties as soon as they arise.

Appendix 3 –
Emotion Coaching

Key Reflection Question: "How do I want this child to feel after this moment?"

☑ Answer: Safe, Seen, Soothed, Secure.

✗ Not: Ashamed, Afraid, Alone, or Angry.

- **Step 1**

Recognising the child's feelings and empathising with them

- **Step 2**

Validating the feelings and labelling them

- **Step 3**

Setting limits on behaviour (if needed)

- **Step 4**

Problem-solving with the child

Sentence Stems:

Steps 1 & 2:

- I can see that…
- It seems that…
- I'm wondering if …
- I know that feeling.
- I've noticed …
- I get that you might feel …
- Am I right that …
- I would feel like that if...
- I remember feeling like that then when...
- I can see you're angry because (your fists are clenched) and …

Step 3:

- These big feelings are normal but we need to find safer ways to deal with them.
- When I'm (angry) I might feel like (hitting someone one) but I (count to 10) or (walk away) because I know that hurting others isn't safe or respectful.
- It's ok to feel how you feel, but it's not ok to …
- There are safer ways to show your anger/ jealousy/frustration etc
- I understand you acted without thinking. Let's find a way to stop that happening again.

Step 4:

- Next time this happens, let's think about what we could do.
- You will feel angry again in the future. Let's make a plan to help deal with it.
- How do you think you could manage it differently next time?
- Next time you feel sad, what could you do?

Appendix 4-

PACE Approach

Playfulness

A lightness that breaks through disconnection



Acceptance

Unconditional acceptance of thoughts feelings and needs



Curiosity

Trying to understand whats behind behaviour (non-judgementally)



Empathy

Connecting with the person's inner world with compassion



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Appendix 5

Shining Brighter Behaviour Meetings

We focus on solutions, not blame. Everyone's voice matters and we work as a team.

Date:_____ Class: _____

- **Compliments and Appreciations – How has our class been shining brighter?**

- **Follow up from the last meeting**

What was the challenge? _____

What was the solution? _____

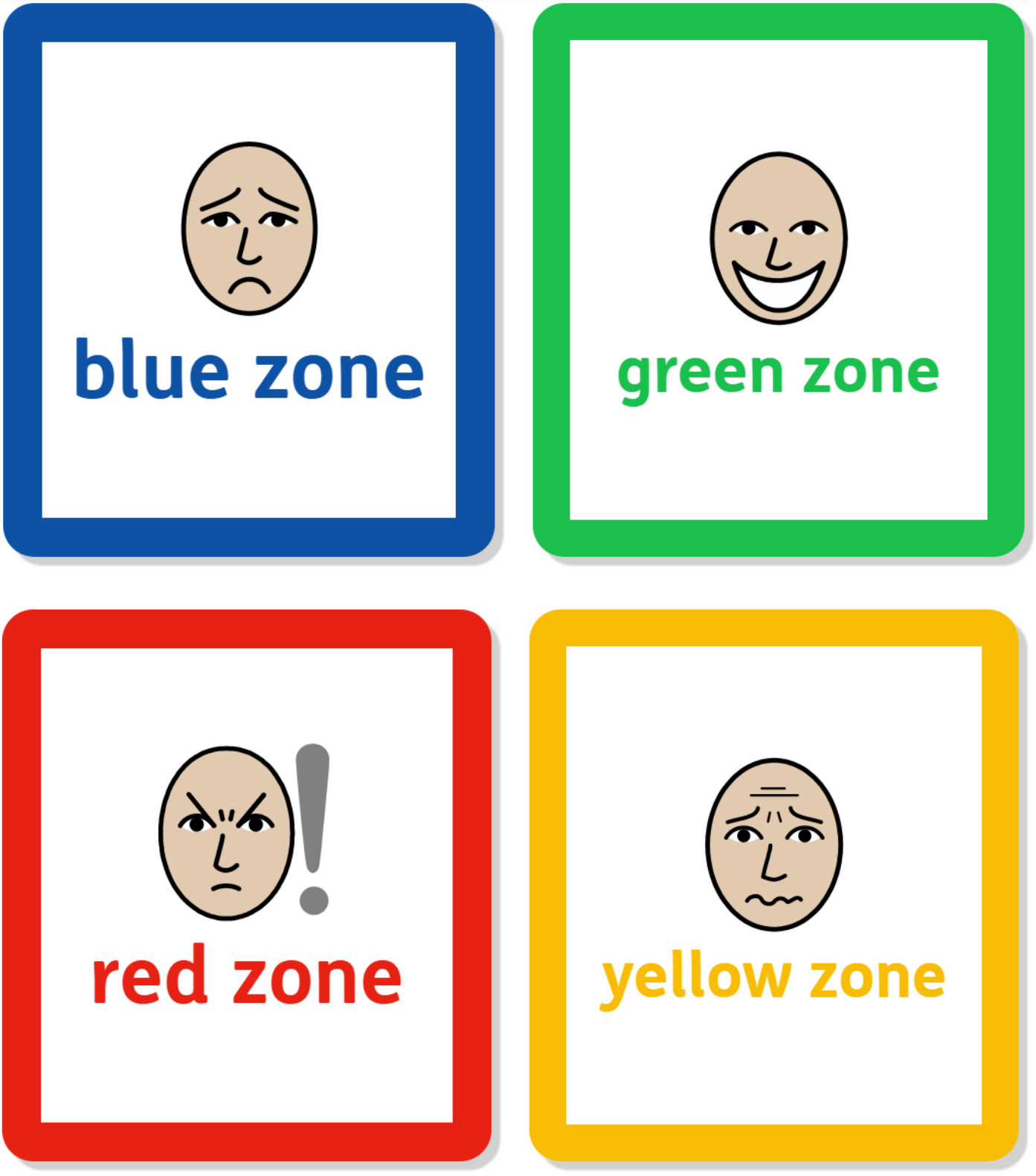
Did it work or do we need to try something new? _____

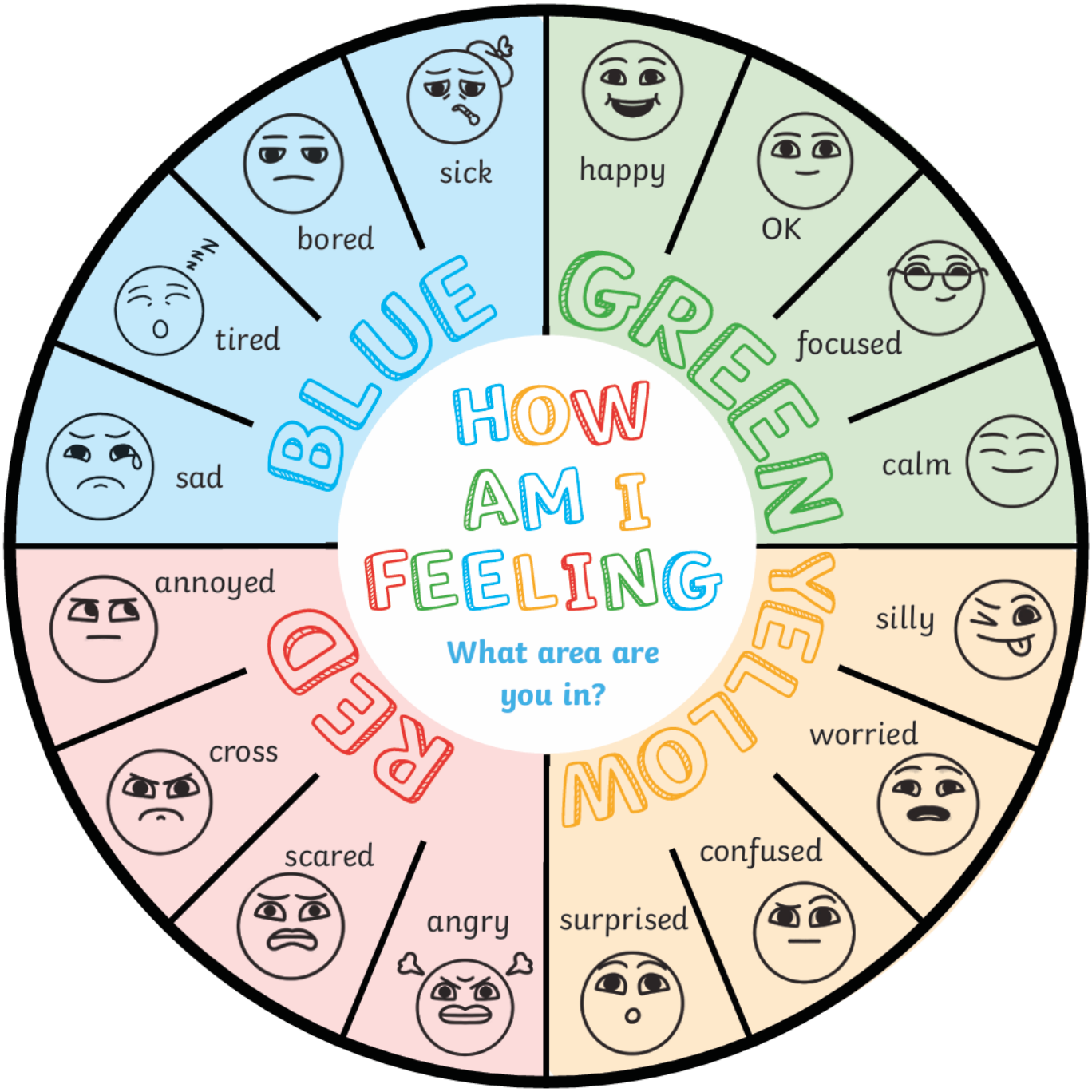
- **New Agenda**

Behaviour challenge	How it affects us	Possible Solutions	Chosen Plan

Appendix 6 –

Zones of Regulation




HOW AM I FEELING
What area are you in?
BLUE
sick
bored
tired
sad
GREEN
happy
OK
focused
calm
YELLOW
silly
worried
confused
surprised
RED
annoyed
cross
scared
angry

Appendix 7 –

Inclusive & Relational De-Escalation Scripts

"The words you use can either build a bridge or build a wall."

Scripts = Emotional Safety — they remove emotion and guesswork under pressure. Designed to support all children, but especially effective for those with ODD
Consistency = Trust — children feel secure when adults respond predictably.

Tone matters: Calm, slow, steady; imagine you're reading a bedtime story.
Body language matters: Neutral face, open hands, slow movements; give personal space.
Less is more: Short phrases. Avoid long lectures. Let silence work.
Autonomy is crucial: Offer safe choices; avoid direct "You must..." demands
Low emotion matching: Pause, take a breath; stay very calm, even when they're not.
Connect & Co-regulate first: Reasoning second, or later.

1. Child shouting

"I can hear there's something wrong. Let's take a breath together. I'm listening when you're ready to use a calm voice."
"You're in charge of your voice. When you're ready, we can sort this out together."
"We can talk calmly when you're ready. I'm not going anywhere."

2. Child refusing to follow instructions

"I wonder if this is a bit tricky. Let's work out a way together."
"Would you like help or a minute first?"
"You get to choose — do it now, or [*for example, after a 2-minute break*]. You decide."
"I trust you to make a good choice for yourself."

3. Child threatening to hurt someone

"Your feelings are big right now. I can't let anyone get hurt so let's find a way to let them out safely."
"I know you can stay in control. You can walk away, or I'll walk with you."
"You're strong. You can choose to use that strength in a safe way."

4. Child throwing objects

"It's not safe to throw things. Let's find a safer way to show how you feel."
""You've got options: you can [*give 2 safe options e.g. throw a soft ball outside / squeeze a cushion/ take a break/or come sit with me*]."
"You're in charge here — you can choose a safe way to show your feelings."

5. Child being rude and disrespectful

"I can hear that there's something wrong. Let's find words that help, not hurt."
"You decide — we can sort this now, or after a few minutes when you're ready to talk calmly."
"I respect you even when you're angry. Let's show that respect back when you're ready."

Appendix 8 – Individual Risk Assessment

Pupil Details	
Name: Age: D.o.B. :	Class: SEN Stage: Provision : Risk Assessment Completed By: Date:

Frequency Potential (please tick)		Who may be affected by the risks		
☐ Occasionally	☐ Erratically	☐ Member of the Public	☐ Classmates	☐ Staff
☐ Weekly	☐ Daily	☐ Relatives	☐ Vulnerable pupil(s)	☐ Vulnerable Staff
☐ Constantly	☐ In certain environments	☐ School reputation	☐ Personal reputation	☐ Other

Potential triggers			
☐ Frustration	☐ Allergic Reaction	☐ Change to routine	☐ over stimulation
☐ Provocation	☐ toileting	☐ Prejudice	☐ Attention needing/seeking
☐ Personality Clash	☐ Tiredness	☐ Substance Abuse	☐ Challenge from authority
☐ Stress	☐ Sexual awareness	☐ Domestic	☐ Change of adult personnel
☐ Lack of medication	☐ Relevant pre existing medical conditions	☐ Perceived criticism	☐ Other:
☐ Lack of food/water			

Resulting Behaviours (please tick)			
☐ Involuntary movement / stimming	☐ Scratching	☐ Improvising weapons	☐ Self harm
☐ Anxiety	☐ Biting	☐ External allies	☐ Volatility
☐ Threatening	☐ Punching	☐ Bullying	☐ False allegation
☐ Verbal Abuse	☐ Kicking	☐ Running away	☐ Damage to property
☐ Shouting/screaming	☐ Head butting	☐ Climbing into danger	☐ Refusing to obey instructions
☐ Tantrum	☐ Throwing objects	☐ Arson	☐ Spitting
	☐ stimming	☐ Sexualised behaviour	☐ Other:

OCEPS Individual Risk Assessment

What has the potential to cause harm (hazards) and what harm might result	Who and how many people might be at risk	S	L	R	What are the preventative and protective measures already in place:	S	L	R	What further action, if any, needs to be taken to reduce risk	By whom and by what date

Severity (S)	
1	NIL
2	LOW
3	MEDIUM
4	MAJOR
5	HIGH

Likelihood (L)	
1	Highly Unlikely (Termly)
2	Unlikely (Monthly)
3	Likely (Weekly)
4	Highly Likely (Daily)
5	Near Certain (Hourly)

Risk Rating (S x L)		✓
1-5	Very Low	
6-10	Low	
11-15	Medium	
16-20	High	
21-25	Very High	

Participant	Name	Signature	Date
Staff Members	.....	.....	/ /
SENCO	.....	.....	/ /
Headteacher	.....	.....	/ /
Additional Notes:			

Appendix 9 – Behaviour Plan

Example Plan – this can and will be adapted for individual children.

Child's Name

Being ready respectful and safe



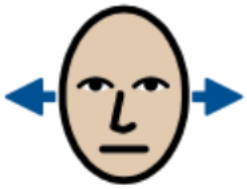
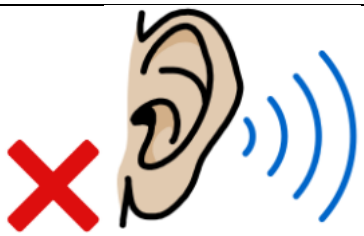
What would this look like?

		
Smiling	Hugging	Saying nice things
		
Doing what our teachers ask and follow instructions	Doing nice things	Being friendly

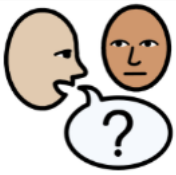
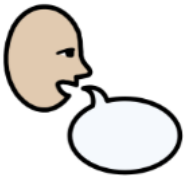
What makes this difficult?

			
I get bored	I get annoyed	It's hard to sit still	Doing my work

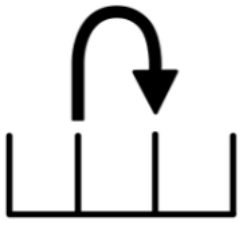
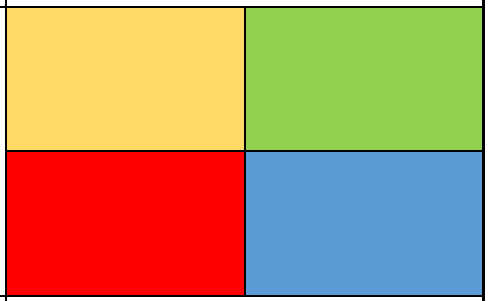
When it is difficult I might…

		
Refuse to do my work	Shout out	Move around
		
kick	Stop listening	Leave the classroom

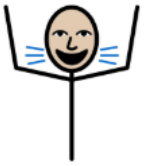
If it is difficult, I can…

			
Ask for help	Tell someone	Use a fidget toy	Stand up

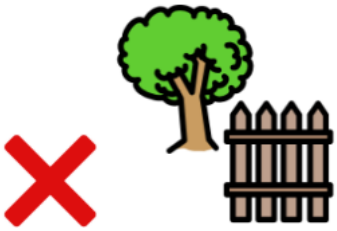
My teachers can…

		
Let me use a fidget toy	Take me for a walk	Remind me what to do
		
Explain what I have to do	Use now and next	Help me use the zones

When I make right choices I can…

			
Build with Lego	Get a raffle ticket	Celebrate with Mrs Game or Mrs Seker	Play outside

If I make the wrong choices…

		
I will get 2 reminders. If I carry on I will have to go and see Mrs Game or Mrs Seker	I might miss my playtimes and lunchtimes.	I will have to work outside the offices on my own.

Appendix 10 – CPOMS Referral to SLT

CPOMS Entry:

As per the Behaviour Policy and pathway, I am referring [name] to Miss Barrows/ Mrs Dunn.

Record details of:

1. Pre-emptive support in place to support the child;
2. Child's behaviour;
3. The reminder given and child's response;
4. De-escalation strategies and scripts used;
5. Verbal Warning;
6. Sanction;
7. Outcome of Restorative Practice
8. How/when parents have been informed.

AHT to:

a) Monitor CPOMS entry.
b) Check-in with staff member who made the referral.
c) Check-in with child after restorative practice. Offer support and reminders.
d) Monitor and check-in with child as needed
e) In consultation with referring staff member, decide when/ if to refer to HT or DHT.

Appendix 11 – Child Friendly Behaviour Pathway

Our Behaviour Pathway



When I walk the right path, I will be noticed and rewarded with:

- Verbal praise
- Stickers
- Dojo points
- Celebration Worship
- Star in The Jar
- Values Pebbles
- Reading Incentive
- Doodle Rewards
- Golden Wellie (OPAL)
- Celebrating with Mrs Game
- Celebrating with Mrs Seker
- Celebrating with parents
- Celebrating with another adult
- A reward in class



If I stumble along the way...

First, the teacher or TA will give me a reminder of the rules.



Then, the teacher or TA will give me a verbal warning.



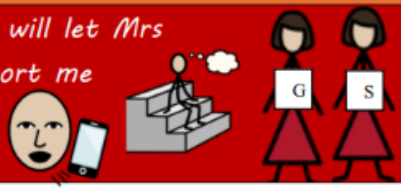
Next, the teacher or TA will give me a sanction for repeated unacceptable behaviour.



After that, the teacher or TA will meet with me to discuss what happened and how to make things better. They will let Miss Barrows or Mrs Dunn know and they will check in with me.
My parents will be informed.

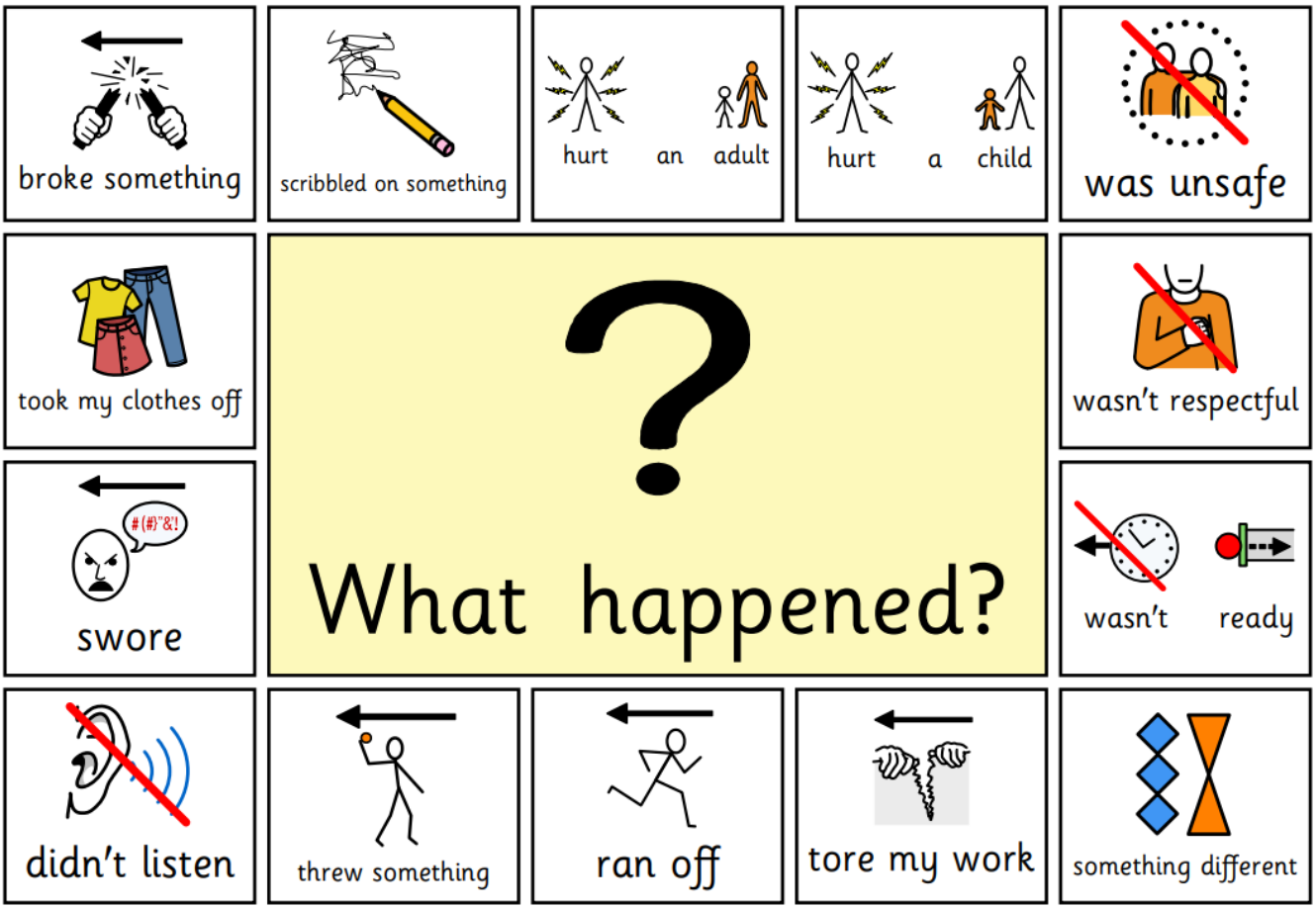


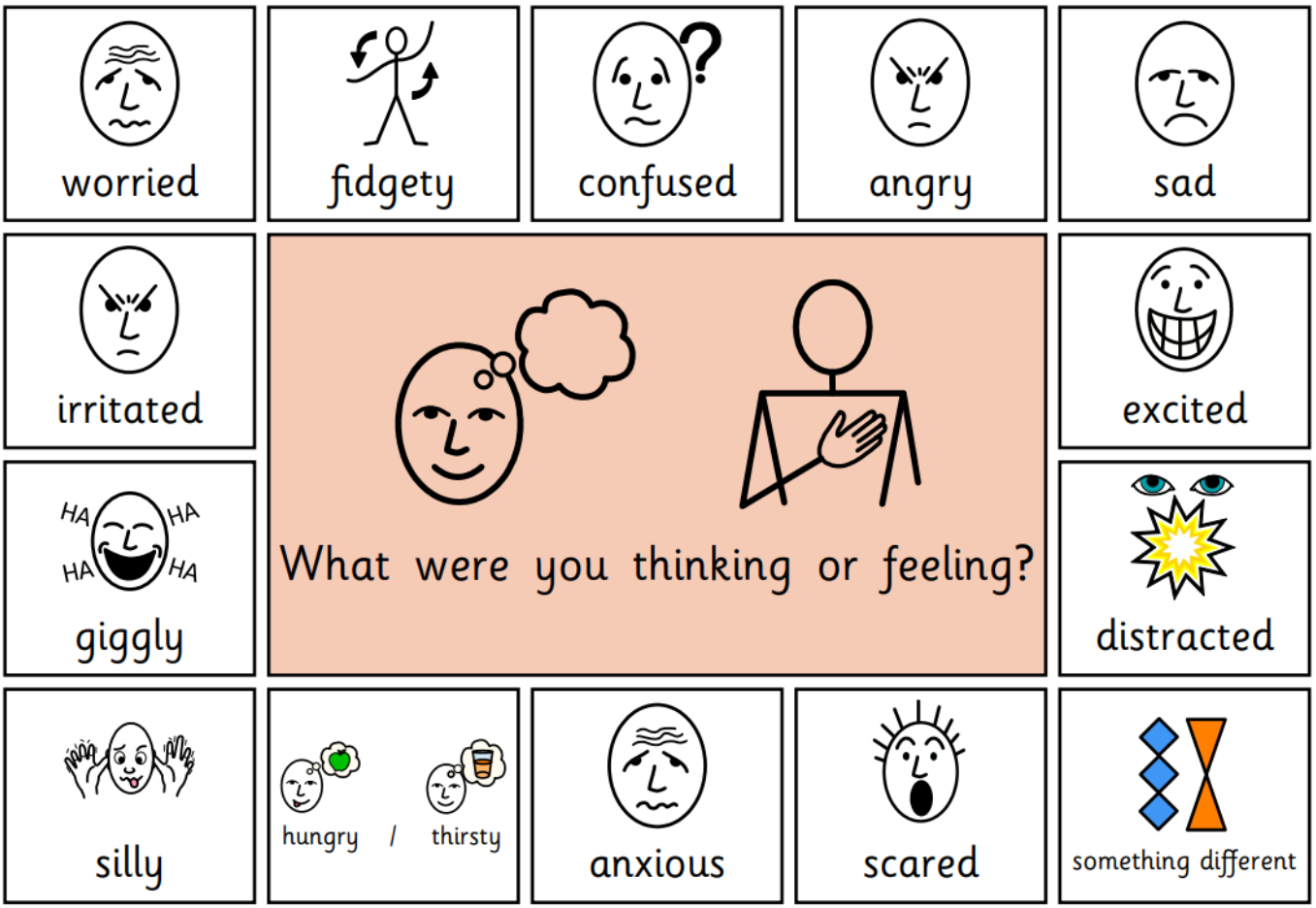
Finally, if things don't improve, Miss Barrows or Mrs Dunn will let Mrs Game or Mrs Seker know. They will meet with me to support me with improving my behaviour. My parents will be informed.



*In the case of a serious incident, Mrs Game or Mrs Seker will be informed straight away.

Appendix 12: Child friendly posters





me

a friend

a teacher

a MDS

my class

my mum

other children

Who has been affected?

my dad

group

my family

people in the community

animals

my carer

someone else

write it down

write a letter

talk to someone

say sorry

fix something

get dressed

tidy up

What needs to happen to put it right?

have thinking time

clean something

make a plan

practise

finish my work

get energy out

something different

sad

sorry

guilty

ashamed

scared

good



How do you feel now?

worried

happy

unsure

tired

calm

better

okay

something different

talk to an adult

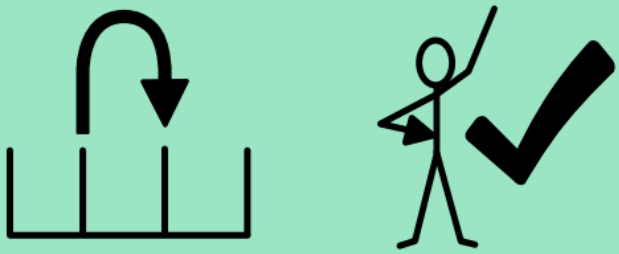
ask to go outside

go to a calm space

go for a run

get a fidget toy

physical checklist



Next time I could...

1 2 3

count to 10

play with someone else

walk away

ask for help

take deep breaths

tell someone how I feel

have a drink

something different


to talk to an adult
to go outside
to go to a calm space
to go for a run
to get a fidget toy
my physical checklist
I need...
1 2 3
to count to 10
to play with someone else
to walk away
help
to take deep breaths
to tell someone how I feel
to have a drink
something different