



Behaviour Policy

Policy Version Control	
Policy type	School
Policy prepared by (name and designation)	Kate McIntyre - Headteacher
Last review date	Autumn 2026
Description of changes	<i>Introduction of new rewards and sanctions systems</i>
Date of Board of Trustees approval	
Date released	
Next review date	

Overview

Our firm belief is that the best schools for their children and communities succeed with all learners - not just the compliant ones. We aim to be the best school that we can be, for all of the children of Hartlepool, where children get what they need, not what they 'deserve'. We can achieve this through a bedrock of kindness and strong relationships across school. Strong and trusting relationships between children and staff are key in the realisation of this policy.

Our school motto is more than words on a page; we live it, promote it and teach it. *"Nurturing Hearts, Inspiring Minds, Changing Futures"* is at the heart of all of us at Golden Flatts Primary School. Aligned to this are our **six 'virtues'**; interwoven through our curriculum, policies and everyday practice.

Our 6 Golden Flatts Virtues



Routines Matter

Children thrive on a sense of consistency and routine. For some children, school is the only place where they experience such stability. As such, we have some clear routines and expectations at the centre of our behaviour approach – setting the tone from the second that the children and families arrive at school. These consistent routines and expectations are:

-  Consistent arrivals (Detailed in appendix 1)
-  Calm walking – including lining up (Detailed in appendix 1)
-  Constantly referring to our 3 school rules and 'The Golden Flatts Way' (including 'Team Stop')
-  Consistent reward and recognition
-  Consistent adult language and approach to behaviour
-  Individual classroom routines

Clear Rules and Associated Language Matter

We have three, simple school rules which encompass all aspects of school life. These are explicitly taught, referred to, recognised, thanked and discussed throughout a child's time at Golden Flatts. They are displayed in all key areas (poster in appendix 2). These rules are:

-  Be Ready
-  Be Respectful
-  Be Safe

Be Ready

Always:

-  Come to school on time every day wearing school uniform
-  Show active listening: Eyes looking, Ears listening, Mouths closed
-  Stop talking when I hear 'Team Stop'
-  Line up the 'Golden Flatts' way

Never:

-  Distract others from working
-  Ignore instructions from the adults in school

Be Respectful

Always:

-  Walk quietly through school
-  Wait for my turn
-  Look after the resources in my class
-  Be friendly to visitors, newcomers and other children

Never:

-  Be cheeky or rude to adults
-  Steal or deliberately damage/deface school equipment and resources

Be Safe

Always:

-  Keep your hands and feet to yourself
-  Use kind words only
-  Follow online safety rules
-  Tell someone if you are unhappy, being picked on or bullied

Never:

-  Do anything silly or dangerous where you might be hurt including leaving the school without permission
-  Talk to strangers in school unless they have a school badge

Rewards Matter

Children like rewards – and adults enjoy giving them, but they must be well timed, appropriately earned and meaningful to the child. Rewards should not be used disproportionality for a child who finds behaving more of a challenge; we should never overlook the children who always 'do the right thing', whilst working hard with the children who struggle to do this. Details of how to address behaviours which we do not accept, is detailed in the 'Poor Behaviour Matters' section, below.

House Points

Golden Flatts 'Houses' are, Red, Green, Blue and Yellow. Each child is allocated a House from the day that they arrive at Golden Flatts. These 'Houses' are linked to family groupings.

Children work towards achieving House Points for themselves, and their 'House family'.

House Points can be awarded for:

- Doing the right thing
- Brilliant work or effort

House points are a physical token that is placed into the gold house pot in each of the classes. Each 'House' has a 'Head of House' from Y5/6. Their job is to collate the house points for their House in each of the classes on a weekly basis. The totals are announced in Celebration Assembly. The 'house' with the highest total of points that week has their house trophy displayed for the following week. The points of each house are displayed on the 'House Points Displays'.

The with the winning House at the end of the term being awarded a treat (ice cream, extra play, watch a cartoon etc.)

In Early Years, children can also gain a place on the sunshine board for following the three school rules. This is our method of teaching the children our rules, quickly and in depth. The daily repetition and reinforcement is the key to these being embedded for children at the start of their time with us at Golden Flatts. Towards the end of the year, the focus will move to more specific class foci.

Above and Beyond Bands

We must recognise the children who go 'Above and Beyond' the school expectations. Children who stand out, at a particular time for doing something special and more than is expected to simply follow the rules of the school. When any adult in school sees a child do this, they must recognise it – and reward it, with an 'Above and Beyond Band'. These bands are written on to say what was so amazing (so that parents and carers can see, as well as other staff) and who had awarded it. "Leon saw me drop all of my books – he ran from his football game to help me pick them up. He was so kind. Mrs Guest ☺".

An 'Above and Beyond' band earns 5 house points which are placed in the golden pot.

Individual children should not receive several of these each week; they are special and highly regarded. Staff should always have a supply to hand – they should be an immediate reward. Visitors are also shown the system at 'check in' – anyone can recognise excellence at Golden Flatts: a child receiving an 'Above and Beyond Band' from the visiting plumber, for helping to move some books in front of some pipes, without being asked may be something that the child may never forget.

Weekly Award Assembly

Award assembly will be held on Friday afternoons and any rewards earned will be enacted on the following Monday.

The Golden Standard Awards

Golden Plate Award

Each week, the kitchen staff will choose 6 children who have shown 'golden' behaviour in the dining hall that week. They have used manners, tidied their plates/packed lunches away and have been kind to other children in the hall. Those children will receive a certificate and a place on the 'Monday Golden Table' in the hall.

Golden Welly Award

Each week, Mrs Taylor will choose the class that have shown the best playtime behaviour by lining up properly, stopping play when the whistle sounds and by showing respect to everyone at playtime. The winning class will be presented with the Golden Flatts Playtime Behaviour Award trophy that they will then keep until the following Friday. They will also earn an extra 5 minutes for their playtime.

Golden Broom Award

Each week, the caretaker will decide who has worked the hardest to keep their classroom the tidiest – and will award the 'Golden Broom Award'. They will receive an extra 5 minutes for playtime.

Golden Bullseye Award

This award is only awarded when a class reaches the weekly class target of 96% attendance. They then receive a 'golden ½ hour' where they and their teacher choose up to 3 activities that may take place in the classroom that they can choose to do. This is to ensure that all children have a reward that they will enjoy.

Academic Certificates

Each week, teachers choose one child to receive a certificate for 'Reading', 'Writing' and 'Maths'. These certificates may recognise achievement as well as effort in these areas.

Star Award chosen by Virtue Ambassadors

Each half term, there is a focus 'Virtue'. Each class nominates two 'Virtue Ambassadors' each half term to recognise and reward these virtues. In the weekly award assembly, the Ambassadors choose a child in their class who has displayed the virtue well and rewards them with the weekly Virtue Certificate.

Importantly, there will be no other formal awards created by staff. Consistency across the school is key. Sweets are not to be awarded as a reward. Do not create 'special rewards' for children who struggle to behave, unless this agreed with the Headteacher (we may agree to this following involvement of an educational psychologist, for example); it makes them special in relation to their poor behaviours – and we are then rewarding them for them inappropriately. Simple stickers for doing a 'good job' or taking an active part in a session are fine.

Poor Behaviour Matters

In a primary school, children are not only learning to read, write and count – they are also learning to behave. As such, at times, most children will require their choice of behaviour to be checked or addressed.

Before this conversation happens, it is vital that the adult stops and considers:

-  How would I speak to this child if their parent was on my shoulder?
-  What would the best teacher in the world do?
-  It is my professional responsibility to stay calm; I need to be mindful of my tone, body language and intonation
-  Children who struggle to behave take more time out of lessons - don't give it to them in lessons too

At Golden Flatts Primary School, we have a clear, stepped, approach to addressing a child who is not doing as we expect. In the use of sanctions, children learn from experience to expect a fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Sanctions Procedure

We have an agreed system of sanctions which all staff must adhere to. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed.

Detention outside of school hours is not part of our agreed sanctions. In exceptional circumstances, depending on the nature of the offence, the sequence of sanctions will be bypassed resulting in fixed term or permanent exclusion.

All staff have the right to apply agreed sanctions up to and including Time Out C. More serious sanctions, such as playground exclusions or internal exclusions must be agreed in advance with the Headteacher.

As a general rule for minor and low level behaviours the following sequence should be adhered to:

Remind the child that they are not following a school rule. This is a subtle behaviour management technique and is a quiet and low key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience. <i>Script: Are you doing the right thing? I've noticed... I need you to... Thank you for doing the right thing.</i>
First Warning If the behaviour continues, calmly remind – again, personally, with the consequences made clear. <i>Script: Name, I've noticed that you're continuing to... This is your first warning. I need you to... and make the right choice. Thank you for doing the right thing.</i>
Final Warning Inform children that this is their final warning. Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. <i>Script: Name, you're continuing to... This is your final warning. I need you to... and make the right choice. If you don't then you will have a Time Out A.</i>
FROM NOW ON, NO MORE WARNINGS. ACTION IS TAKEN AND BEHAVIOUR IS RECORDED ON ARBOR
Time out A • Child is sent to a designated area of the classroom or playground (not the calm corner) • Child spends 5 minutes in EYFS and KS1 or 10 minutes in KS2 sitting alone with a timer and continuing to complete their work, in order to reflect and calm down without causing disturbance. • Child's behaviour is recorded on Arbor <i>For a regular offender at Time Out A (Regular = more than three times in two weeks)</i> - Removal of treats/playtimes - Discussion with Headteacher to consider behaviour interventions <i>Script: Name, you have continued to make the wrong choice. You now have a Time Out A.</i> Restorative conversation to reintegrate the child back to learning.

Time Out B

- Child is escorted to a designated colleague that is agreed in advance.
- Up to 1 hour working alone without causing disturbance
- Removal of half of playtime, or until work is complete
- Child's behaviour is recorded on Arbor

- **Incident Slip is issued & recorded on CPOMS**

- Parents informed

Script: Name, you have continued to make the wrong choice. You now have a Time Out B.

Restorative conversation to reintegrate the child back to learning.

For a regular offender at Time Out B (Regular = more than three times in two weeks)

- Discussion with SLT at SLT meeting
- Involvement of SENCo
- Begin behaviour monitoring to identify triggers
- Parent meeting to agree support required
- Consider recommendations from professional agencies
- Access to extra curricular/enrichment linked to improvement

Time Out C

- Child is escorted to a Senior Leader (head teacher or DHT- if not teaching)
- One session or half a day working alone without causing disturbance
- Takes place in HT or DHT office
- Removal of playtime
- Takes place in HT or DHT office
- Child's behaviour is recorded on Arbor

- **Incident Slip is issued & recorded on CPOMS**

- Parents informed

Script: Name, you have made the wrong choice. You have a Time Out C.

Restorative conversation to reintegrate the child back to class following a Time Out C.

Playground Exclusion

These are decided by the headteacher or in her absence by the deputy head teacher. They are given for serious incidents including those of physical aggression towards another child. Parents must always be phoned to be made aware of a playground exclusion and children should be issued with an incident slip and recorded on CPOMS.

Repair – to take place following any Time Out incident.

It is the conversation about poor behaviour that changes it – not the punishment. Children need to know that if behaviour falls short of the standard expected by the school, that they will have to face it, during a 'repair conversation'. This will be with the adult that imposed the time out and not during lesson time – it should be at a lunch or playtime. If the staff member requires cover for this – it should be prioritised. This is the chance for the adult and child to discuss the behaviour that led to the time out and any possible consequence or 'imposition' of it.

The fact that this conversation happened – and any key outcomes, should be recorded on CPOMS, *if the adult deems it appropriate* (e.g. a child not paying attention twice, which is out of character for the child and leads to a time out and conversation would not need to be recorded, but if an issue is becoming to be a pattern, or is leading to clear actions for the child or an intervention, it should be recorded).

In this meeting, it is vital that the adult is transparent as to whether parents will be informed or not, via an 'issue Slip' (see below). Parents must be informed if an outcome is that the child will complete work missed, due to time out, at home – but this may be a conversation rather than a formal issue slip.

The key 'Repair Conversation questions' are below, however 5 is enough, and less for young children (those in bold are most suitable for EY / KS1):

1. **What happened?**
2. *What were you thinking at the time? (How XXX were you at the time, out of 10?)*
3. *What have you thought since?*
4. *How did that make people feel?*
5. **Who has been affected (hurt/ upset for KS1)?**
6. *How have they been affected?*
7. **What should we do to put things right?**
8. *How can we do things differently in the future?*

Repeat or Serious Behaviours Matter

If a child displays a behaviour that has serious consequences for others, such as a physical or verbal attack, racism or homophobia, we recognise that not only does the child require the support from school (and potentially other professionals) to address these behaviours, but also from home. As such, if a child carries out a serious behaviour incident, the staff member dealing with the incident can choose to escalate the sanction to Time out B or C as appropriate. An 'Issue Slip' will be sent home. These detail what the incident was, who addressed it and whether we would like parents to contact us or not. In the vast majority of cases, however, we would expect staff to speak to parents at pick up about such incidents, or call parents and carers. **Every 'Issue Slip' will be recorded on CPOMS.**

The issue slip is included in appendix 7.

The partnerships are reviewed each month, at SLT level. If mentorship is not having the desired effect, we will discuss further external options:

-  Counselling
-  Educational Psychologist
-  GP liaison
-  Outreach from SEMH colleagues across the Trust and LA

Extreme Behaviours Matter

Occasionally, some children may behave in an extreme way which is out of character for them, or poses a serious risk to the child, others or the harmonious running of the school. Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened, and will follow the repair meeting approach. Behaviours may include:

-  Violence (i.e. physical contact made with the intention to harm)
-  Repeat or Extreme defiance/ rudeness to any adult
-  Persistent taunting, teasing and bullying
-  Stealing
-  Repeated Spitting
-  Repeated Swearing

All such incidents and SLT repair meetings will be recorded on CPOMS and an Issue Slip given and recorded.

Tracking Behaviour Matters

Each week, each class has a 'new sheet' to track behaviours. This is a quick way to review low level issues and trends for cohorts and children. 'Time out' points on our behaviour scale onwards are recorded. If a child is given a 'Time Out' – this is recorded and the brief reason noted on the back. If it is recorded on CPOMS, it does not need recording twice. Simply indicate there is a CPOMS record linked to the event. SLT review the tracking sheets each week to identify trends, CPD or individual children's behaviours which are beginning to cause a concern.

Exclusion Matters

When a child is excluded, for any length of time, they cannot be positively influenced by school; as such, it is not an approach taken lightly by the school. Importantly, however, a school must have procedures in place, by law, should the need or situation arrive. Our procedures are detailed within our Trust Exclusion Policy which is found here:

<https://www.lingfieldeducationtrust.com/trust-policies>

Physical Intervention Matters

Children should not require Physical Intervention unless they are posing an immediate risk to themselves, or others. As such, we have a full Physical Intervention Policy in place, based upon the best practice principles outlined in 'Positive Environments, Where Children Can Flourish' (OFSTED, 2018).

Behaviour in Our Community Matters

Children who attend Golden Flatts Primary School are its ambassadors beyond the school day. As such, we would address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school organised or a school related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school. Incidents outside school would be investigated fully and normal sanctions would be applied.

Parents and Carers Matter

Parent and carers play a vital role in the management of pupil behaviour and have the right to know that their child is doing well or needs support. Parents are informed of good behaviour through our rewards systems – as well as the through the relationships that staff build with our families – catching parents on the yard, telephoning, emailing or texting are all appropriate ways to spread good news. Equally if their child is behaving inappropriately at school, they must always be informed. It is preferable to inform the parent face to face about concerns, failing that a telephone call. In cases of challenging behaviour, parents will be invited to meet with staff. At this meeting a school behaviour plan will be completed, including agreed Team Teach holds, if necessary, in line with the school Restrictive Physical Intervention Policy.

Induction Matters

Any new member of staff joining the school receives a copy and training of this policy.

Review Matters

It is important that the school's work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents and children have the opportunity to review the success of the school approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback. The policy also closely aligns to the Lingfield Education Trust Behaviour Principles, which can be accessed here: <https://www.lingfieldeducationtrust.com/trust-policies>

Version 1 of the policy created: April 2020 – for implementation September 2026. Agreed by Governors in XXXX.

Review Date: Autumn 27.

Signed:

Headteacher: Kate McIntyre



Signed:

Chair of Governors

Appendices

1	Consistent School Routines
2	School Rules, Shared Language and 'The Golden Flatts Way' Posters
3	De-Escalation Techniques
4	Sample Behaviour Plan
5	Golden Flatts: Behaviour on a page
6	Golden Flatts Behaviour Flow Chart
7	Issue Slip
8	Example Behaviour Tracking Sheet

Appendix 1: Consistent School Routines

Arrival

- 🌟 Children will always be greeted by an adult on the classroom door.
- 🌟 Staff will always remember that they are there to welcome the children first – before the adults, speaking directly to every child – welcoming them to the day. Children may choose to say hello, high five hug or smile at the adult – but the adult must make every effort to interact with every child, setting the tone for the day.
- 🌟 Children will always know 'what to do' when they enter the classroom – once their coat is hung up, children should have an activity to settle down to before the day starts.
- 🌟 Adults in the room should use this time to 'check in' with children – particularly those who may be most vulnerable.

Calm Walking

- 🌟 The way that children move around the building and 'carry themselves' says so much about the expectations of the school. Get this right, the learning will transcend long beyond school and into adult life.
- 🌟 Calm walking relates to the school virtue of calmness: self-control and independence – we expect children to walk well independently of adult supervision.
- 🌟 Walking confidently and with purpose is taught and expected, following these key points
 - **Shoulders back**
 - **Head held high – I am proud to be me!**
 - **Hands behind your back – not in pockets**
 - **We do not slide and lean along walls, or touch things as we walk past – we have self-control**
 - **We smile at people we pass**
 - **We hold doors open**
 - **We walk on the left**
 - **Adult is at the front**
 - **We line up in line up order**

Our Lining Up Code

- 🌟 The children are taught how to line up smartly, sensibly and in a straight line. In EYFS and KS1 teacher at the front and TA at the back, stopping at key points to reinforce
 - **Quietly**
 - **Calm Walking**
 - **Join by walking to end of line – no running or pushing in**
 - **Leave enough space**
 - **Hands by our sides – we keep our hands and feet to ourselves, and we do not put our hands in our pockets**
 - **We hold doors open**
 - **We always walk on the left-hand side**
 - **Adult is at the front**
 - **We line up in line up order**

At the end of outdoor playtimes

- 🌟 The children are taught how to line up smartly, sensibly and in a straight line.
 - **The whistle goes; children stop.**
 - **When the whistle blows again, children walk to their line up area**
 - **Children line up in 'line-up order'**
 - **All children follow our 'calm walking' routine.**
- 🌟 Staff are positioned in key points around the school to welcome children back into school and into their classroom

Appendix 2:

Our School Rules

Be Ready Be Respectful Be Safe

Be Ready

Always: Come to school on time every day wearing school uniform
Show active listening: Eyes looking, Ears listening, Mouths closed
Stop talking when I hear 'Team Stop'
Line up the 'Golden Flatts' way

Never: Distract others from working
Ignore instructions from the adults in school

Be Respectful

Always: Walk quietly through school
Wait for my turn
Look after the resources in my class
Be friendly to visitors, newcomers and other children

Never: Be cheeky or rude to adults
Steal or deliberately damage/deface school equipment and resources

Be Safe

Always: Keep your hands and feet to yourself
Use kind words only
Follow online safety rules
Tell someone if you are unhappy, being picked on or bullied

Never: Do anything silly or dangerous where you might be hurt including leaving the school without permission
Talk to strangers in school unless they have a school badge

Are you doing the right thing?



The Shared Language of Golden Flatts

When recognising positive or negative behaviours in our school, we use our shared language. This ensures our children receive clear and consistent messages and expectations from all staff.

Our key language is:

We say 'Team Stop'
Adult says, "Team Stop" and raises their right hand as a non-verbal signal. Children empty their hands, face the adult speaking and reciprocate the right hand being raised in the air.

We refer to being a 'good person'

We refer to 'doing the right thing'

We refer to 'brilliant manners'

We refer to 'The Golden Flatts way'

We refer to 'calm walking'

Nurturing hearts, inspiring minds; Changing Futures



The Golden Flatts Way

Be Welcoming
Everyone is welcome at Golden Flatts - make them 'feel it'. Show visitors respect and how brilliant Golden Flatts children are.

Be the best version of you!
Go home proud of yourself each night. Use your manners. Hold open doors and say, "After you". Do and say nice things.

We let everyone have a say
We do not talk over each other or shout out. We show respect to each other. Everyone is important.

We are a team
We pick things up and keep things tidy. We notice and care about our school and each other.



Appendix 3:

Toolbox to support de-escalation techniques

Fresh face	Move back out of immediate range and let other staff/pupils become the focus
Reassurance	"I'll always try to be here if you need me" "Although that was wrong, we can help you put things right again"
Success reminder	"Remember that excellent number work you did for me this morning..."
CALM talking	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.
Distraction	Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, "When I was talking to your mam on the phone..." "Did you see East Enders last night?" "Would you like a drink of water?"
Contingent touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's Care Plan and signed by parent.
Reflective listening	"Focus on 'feeling' words.... ○ Note general content of message ○ Observe body language ○ Ask yourself, "If I were having that experience right now, what would I be feeling?" ○ Reflect meanings. "You feel....because..."
Humour	"Did you hear the one about...." Knock knock..
Planned Ignoring	If it isn't upsetting anyone else... Give a child 'quiet time' with no interaction other than reflection
Withdrawal offered	"Why don't you go and finish that work in the library..."
Antiseptic Bounce	Message with 'AB' written at the top – this gives the child time out
Emphasise concern for welfare	"Are you alright? ... Show me that hurt finger...oooh that must hurt a lot... Did you have a nice tea last night?"
Help Script	"'Name', I can see you're upset/ angry ...I'm here to help. Come with me. You talk, I'll listen "

Appendix 4:

Positive Handling

Where a child is deemed to require a positive handling plan a meeting must be made with parents and a positive handling plan and risk assessment should be completed.

Positive Handling Plan

Team Teach Positive Handling Plan (PHP)

Name: _____ Setting: _____

Trigger Behaviours: Describe common behaviours/ situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?

Topography of Behaviour: Describe what the behaviour looks/ sounds like?

Preferred Supportive & Intervention Strategies: Other ways of calming such behaviours, describe strategies that, where and when possible, should be attempted before positive handling techniques are used.

- Verbal advice and support
- Reassurance
- C.A.L.M talking / Stance
- Negotiation
- Choices / Limits
- Humour
- Consequences
- Planned ignoring
- Distraction (known key words, objects, etc. likes)
- Take up Time
- Time Out (Requires a written plan)
- Withdrawal (Requires Staff / Center Observation)
- Cool Off Directed / Offered (Delete as appropriate)
- Time allowed out to calm down or cool off
- Confronting Touch
- Transfer Adult (Help Protocol)
- Success Reminder
- Others?

Praise Points / Strengths: Areas that can be developed and built upon). Please state at least 3 Bridge builders.

1: _____

2: _____

3: _____

Developing and supporting positive behaviours with transformative training.

Golden Flatts Risk Assessment

Likelihood	Severity and Impact	Risk	Severity and Impact					
			1	2	3	4	5	
Rating 1: Very unlikely	Rating 1: No risk	Likelihood	1	1	1	1	1	1
Rating 2: Unlikely	Rating 2: Minor injury - first aid		2	2	2	2	2	2
Rating 3: Likely	Rating 3: Injury requiring medical attention		3	3	3	3	3	3
Rating 4: Very likely	Rating 4: Serious injury requiring medical attention		4	4	4	4	4	4
Rating 5: Almost certain	Rating 5: Life threatening injury		5	5	5	5	5	5

Name of Child: _____

Date Completed: _____

Date Approved: _____

Review Date: _____

Name of Approver: _____

Role: _____

Brief outline of pupil's presenting behaviours

- Anxiety related behaviours such as fidgeting, looking out of the window, distraction, irritability, swinging on chair and shouting out inappropriately.
- Challenging towards staff and peers when she believes she is being challenged.
- Refusal to complete work especially when she deems the work to be too hard for her. Ripping up or scribbling over her work.
- Finds regulating her own emotions difficult
- Low self-esteem which includes Lucy talking about herself negatively
- Attempting to hurt others by hitting or throwing things at them
- Throwing things round the classroom or out of the window
- Ripping displays down, ripping books in half, snapping pencils.
- Pushing over computer monitors, smashing fists into equipment such as photocopier
- Self-harming by biting her arms or scratching them to make them bleed. Head butting walls and doors.
- Swearing at staff
- Attempting to run out of the classroom, down corridors.
- Attempting to verbally and physically hurt step-sibling
- Attempting to hurt staff

Identified triggers (not an exhaustive list)

- Hunger
- Specific children looking in her direction
- Change of routine/adults
- Challenge - about her behaviour/about her work
- Perception of work - too hard
- Perceived emotional demands not being met
- Perceived lack of success in any given task
- Anxiety over home / people speaking to parents / step-parents
- Sharing a classroom space with step-sibling
- Being asked to put transitional objects down/away
- Supply teacher/unfamiliar face
- Perceived injustice

Hazard	When	Who	Pre/Post	Likelihood	Severity	Risk Score	General Preventative Actions	Incident Response Actions
Injuries to herself – biting, nipping, headbutting walls, scratching, picking scabs	See triggers	Self	Pre-Action Post-Action	5 3	2 2	10 6	See First Page	Firmly tell her to stop or staff will need to keep her safe Request support If necessary, positive handling to be used
Injuries to other children – hair pulling	See triggers	Other children	Pre-Action Post-Action	2 1	2 2	4 2	See First Page	Firmly tell her to stop or staff will need to keep her safe Request support If necessary, positive handling to be used
Damaging property – particularly when punching glass on photocopier	See triggers	NA	Pre-Action Post-Action	5 2	3 3	15 6	See First Page	Firmly tell her to stop or staff will need to keep her safe Request support If necessary, positive handling to be used
Abandoning the building – school is on a very road – risk of car collision	See triggers	Self	Pre-Action Post-Action	5 3	5 5	25 15	See First Page	Use de-escalation techniques Stand in the way of the door if possible Request support – police if out of school grounds If necessary, positive handling to be used
Climbing over fences	See triggers	Self	Pre-Action Post-Action	5 3	5 5	25 15	See First Page	Use de-escalation techniques Request support – police if out of school grounds
Setting off fire alarm	See triggers	Whole school	Pre-Action Post-Action	4 2	1 1	4 2	See First Page	Use de-escalation techniques If necessary, positive handling to be used to prevent damage to extinguishers

Following an incident of positive handling, a positive handling record must be made and recorded in the team teach record book and the number added to the cpoms record of the incident. Where appropriate a 'Trauma Informed Behaviour Plan' should be constructed in consultation with the SENDCo and the parents.

Relational Trauma Informed Behaviour Plan

Child: _____

Date: _____

Key Adults: _____

Triggers - of which there are many, these include but are not limited to: _____

Associated Behaviours of which there are many, these include but are not limited to: _____

Preventative Measures

Staff response

Restorative Questions

What happened?

What were you thinking about at the time?

Who is being affected by your behaviour?

What impact has this incident had on you?

What do you think you need to do to make things right?

State Continuum

Able to think clearly and act on advice. Working in emotional part of the brain. Unable to self-regulate will be in fight/flight or freeze.

Calm Alert Alarm Fear Terror

Talking is appropriate Limited talk No talk

Model calming techniques

Talk about what you notice and label the feeling – 'I notice that your cheeks are flushed. I wonder if your body is telling us you are feeling angry/cross.'

Provision to be available to enable Riley to regulate attachment associated behaviours

De-escalation strategies that work?

What does not work?

Rewards

Appendix 5



Golden Flatts Behaviour On A Page



- At our school, children get what they need, not what they 'deserve'.
- Speak to the child calmly as if a parent is beside you.
- Ask: what would the best teacher do?
- Keep tone, body language and intonation calm and consistent.

School Rules	Key Language	Key Routines	Rewards
- Be Ready - Be respectful - Be safe	- Team Stop - Referring to being a 'good person' and 'doing the right thing' (The Golden Flatts Virtues) - Brilliant manners - Calm walking - The Golden Flatts Way	- Consistent arrivals - Calm walking - Lining up	- Above and Beyond Bands - Golden Awards - Virtue Ambassador Awards - House Points – immediate

Stepped Sanction Approach

Remind: Remind the child that they are not following a school rule. Walk away to give time for the child to correct their behaviour, without an audience.

First & Second Warning: Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Time Out (always recorded in behaviour book):
A in the Classroom: 10 minutes working alone in a designated area of the classroom.
B in a Designated Place: Up to an hour working alone in another area of school. Loss of playtime. Incident slip is issued
C with Senior Leadership: Up to half a day working with a member of the Senior Leadership Team. Loss of playtime. Incident slip is issued. Meeting with parents/carers.

Repair Conversations (youngest children approach in bold):

- 1. What happened?**
2. What were you thinking at the time? **(How XXX were you at the time, out of 10?)**
3. What have you thought since?
4. How did that make people feel?
- 5. Who has been affected (hurt/ upset for KS1)?**
6. How have they been affected?
- 7. What should we do to put things right?**
8. How can we do things differently in the future?

Record on CPOMs brief details of outcomes for all conversations that lead to an Issue Slip, and for others that are for repeat incidents or concerning / escalating behaviours.

Remember to complete tracking grids daily

Appendix 6 – Behaviour Flow Chart



Appendix 7 - An example of an issue slip

Issue Slip	Sadly, today there was an incident which we feel that you need to know about. We do not expect you to provide a consequence at home – but we feel that you need to know about it so that you can talk to your child about making a different behaviour choice, next time. Thank you			
	Name:	Date:	Adult:	
	Incident Description:			
	If a member of staff has not already spoken to you already we do/do not need you to contact us at a time to suit you.			

Appendix 8: Tracking Sheet

[illegible]

T – Time Out / I – Incident Slip / S – SLT Escalation / C – CPOMs Entry

Week Beginning:

Name	Monday								Tuesday								Wednesday								Thursday								Friday							
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