Lark Hill Community Primary School – Relationship and Behaviour Policy

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Signed by Designated Governor	**Paula Warding**

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Rights

At Lark Hill Community Primary School everyone has the right to:
- Be safe - Be respected - Learn

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1. Introduction

Lark Hill Community Primary School is committed to creating an environment where exemplary behaviour supports the holistic development of every child academically, socially, and emotionally. Nurture is central to our ethos, and behaviour management begins with clear routines, high expectations, and consistent implementation across the school.

Staff guide children to develop self-discipline, not blind compliance, and positive behaviour is actively promoted. When behaviour infringes the rights of others or breaches school rules, proportionate actions are taken to restore standards.

Classroom practice emphasises relationships, routines, and expectations. All classes display clear rules, consequences, and rewards. Some pupils may require personalised behaviour plans, developed with parental input and external agencies as appropriate.

We adopt the Team Teach approach in our behaviour management, underpinned by the six principles of nurture (https://www.nurtureuk.org/the-six-principles-of-nurture/). Challenging behaviour is seen as communication of unmet needs, and staff work collectively to address the underlying cause.

Support from SEND services, including the RISE team, Primary Inclusion Team, Educational Psychology, and CAMHS, is used where necessary.

2. Aims and Objectives

Aim: Ensure a consistent approach to promoting and managing positive behaviour.

Objectives:

- Ensure fair treatment for all and respect across the school community
- Provide clear expectations for staff in promoting good behaviour
- Outline approaches to the physical management of pupils
- Maintain a safe, purposeful, and happy learning environment

3. Expectations and Routines

To help children develop self-discipline and positive behaviour, staff set clear expectations that are consistently reinforced through daily routines. These routines create a safe, respectful, and purposeful learning environment across classrooms, playgrounds, dining areas, PE, and off-site activities.

Staff respond to incidents proportionately, helping children reflect on their choices. For example, lunchtime incidents may involve a brief reflective conversation with the supervising adult and a proportionate loss of breaktime.

These expectations and routines provide a consistent framework, supporting children to understand positive behaviour, internalise routines, and recognise the consequences of inappropriate actions.

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Movement Around School We expect children to:	**Classroom Routine** We expect children to:	**PE Routine** We expect children to:	**Lunchtime Routine (Dining Hall)** We expect children to:	**Break and Lunchtime Play Routine** We expect children to:	**Out of School Activities (e.g. trips, clubs, visits)** We expect children to:
1. Walk calmly, in single file and quietly on the left side of the corridor. 2. Have kind hands and feet that we keep to ourselves. 3. Hold doors open for others. 4. Be aware of others. 5. Greet everyone politely.	1. Enter the classroom calmly and get ready to learn. 2. Follow instructions. 3. Sit properly and actively listen. 4. Respect others' right to learn by staying focused and quiet during tasks. 5. Tidy up equipment and respect the classroom environment.	1. If changing, do it quickly and sensibly with respect for others' privacy. 2. Look after their own belongings and PE kit. 3. Listen to and follow safety rules and instructions at all times. 4. Show good sportsmanship – follow rules, encourage others, take turns, and play fairly. 5. Join in fully, even if they find it challenging.	1. Line up quietly and wait their turn. 2. Use good manners when collecting food and eating. 3. Stay seated while eating and talk calmly to those nearby. 4. Clear away trays and tidy up after themselves. 5. Listen to lunchtime staff and follow their instructions.	1. Follow the school's behaviour policy 2. Use kind words and include others. 3. Take care of equipment and play safely. 4. Listen to and respect playground adults. 5. Respect the school environment by not littering.	1. Represent the school with pride – be polite, respectful and show good behaviours. 2. Stay with the group and follow adult instructions. 3. Be prepared and bring what they need. 4. Listen and participate with enthusiasm. Show curiosity. 5. Respect others' right to learn.

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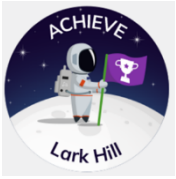
4. School Rules and Values

In accordance with the British Value, the Rule of Law, pupils know and understand the rules they are expected to abide by. Our school values are at the heart of Lark Hill life and so form the backbone of our behaviour expectations. Each year, teachers and pupils will develop these school rules and create an agreed set of classroom rules, signed by each pupil and displayed in class.

School Values	**Nurture** We care for ourselves, each other, and our environment. 	**Achieve** We always try our best and never give up. 	**Respect**  We treat everyone and everything with respect, including ourselves.
School Rule	Be kind and look after one another.	Always try your best, even when it's challenging.	Treat everyone with respect through your words and actions.
Behaviours	1. Help a classmate who is struggling. 2. Use kind words and actions towards all pupils and adults. 3. Take turns and include others. 4. Notice when someone needs help and offer support. 5. Keep shared spaces clean and welcoming.	1. Stay focused and complete your work. 2. Ask for help if you're stuck. 3. Learn from mistakes and keep going. 4. Set goals and challenge yourself. 5. Use feedback to improve your work. 6. When things go wrong, use the strategies you have been taught to help yourself stay calm.	1. Listen carefully when someone is speaking. 2. Use polite, respectful language. 3. Wait your turn and follow instructions. 4. Respect other people's ideas and feelings. 5. Look after school property and each other's belongings, including our books. 6. Wear the correct school uniform for all lessons, including PE.
Rewards	ClassDojo points linked to values which can be traded for rewards once accumulated Weekly celebration awards linked to values Weekly headteacher awards linked to values Parents informed of good behaviour at the end of the day, or via phone call/text		

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5. Misbehaviour and Consequences

Behaviour stages provide a clear framework for responding to incidents, from low-level disruption to serious or persistent misbehaviour. The table below outlines each stage, the expected staff response, and how parents are involved. This applies to pupils Year 1 – Year 6.

	Example behaviours	Appropriate Action	By Whom	Parental Support
<u>Stage 1</u> Persistent low-level disruption to learning. Not following school values.	• Shouting out/ chatting. • Wasting learning time / refusal to start tasks. • Distracting others. • Repeatedly being disrespectful to others through actions/ language. • Not coming straight into class after break times, eg loitering in cloakrooms when directed into class. • Play fighting that continues after a reminder.	Prior to consequences: Reminder/ personal prompt (PIP and RIP) given/ de-escalation strategies De-escalation strategies: use of proximity, redirection, positive reframing, praise when behaviour improves, positive praise around the class, clear instruction with take up time, movement to another seat, removal of unnecessary equipment, offering of a concentration aid. Triggers to be identified by class teacher. After 2 warnings, a consequence will be given. Reflective or restorative conversation when ready. 5 minute detention at next break time. Behaviour logged on Google Document. Log on CPOMs - trigger, behaviour, strategies used, action. Parent/carer text sent confirming detention.	Class teacher LSA	Text message sent by the adult who manages the detention.
<u>Stage 2</u> Consistent and persistent disruption to learning. Persistently not showing school values.	Repetition of Stage 1 behaviours in same session (lesson/ breaktime) or not attending 5 minute detention. OR Deliberately damaging property. Name calling / swearing. High level disruption in lessons. Prolonged periods of missed learning time will be repaid. Refusing to complete allocated tasks / engage in lessons.	Repeat Stage 1 strategies to de-escalate, where appropriate If behaviour continues: • 10 min detention at next break for reflective/restorative conversation. • Learning time which has been missed to be repaid and completed during a directed time and/or sent home • Parents contacted at the time of disruption to support • Staff to consider use of social story /intervention group to avoid repeated incidents • Damaged property to be charged to parents • Behaviour logged on Google Document • Parent discussion at end of day or phone call home	Class teacher LSA	Text message sent asking parent to contact teacher at the end of the day. Staff must discuss the behaviour by/at the end of the day with parent. Consider social story being sent home where appropriate

	Physical reaction such as biting/pushing/shoving - considering age and stage of development.	• Incident logged on CPOMs - trigger, behaviour, strategies used, action		
<u>Stage 3</u> Aggressive or unsafe behaviour. High level disruption. Bullying.	Where the leadership team are aware of children having repeated detentions in the same week. OR Non-compliance with consequences. OR • Fighting (intentional - not play fighting). • Being unsafe (e.g., in unsupervised areas). • Running around the building. • Deliberate damage to school property/ throwing chairs etc. • Repeated and targeted bullying. • Deliberate use of discriminatory language.	Repeat Stage 2 responses If behaviour continues: • Parents contacted again and invited into school to support their child • Where work is refused, children will be asked to complete during breaktime or it will be sent home • After 3 detentions, pupils sent to SLT detention on a Friday lunch (approval through AHT) • Damaged property to be charged to parents • Social stories to be used at an appropriate time following the incident • Team Teach strategies used where appropriate • Meeting with parents and class teacher. Teacher to begin creating a Behaviour Plan • Incident logged on CPOMs • SENDCo – wider support considered For incidents of repeat bullying AHT to be involved • Alternative play provisions (i.e. colouring) provided • Anti-bullying policy shared with child (child friendly copy) • Intervention for Circle of friends/ social stories	Class teacher LSA AHT SENDCo	Attend meeting in school with class teacher Work refusal will be sent home to be completed Send copy of pupils' behaviour plan home Social stories sent home where appropriate Offer a range of home support Anti bullying policy to be sent home
<u>Stage 4</u> Repetition of Stage 3 behaviours or a significant one-off incident.	Where the leadership team are aware of children having repeated Stage 3 behaviours within a further 2-week period. OR Serious one-off incident (causing significant damage to property; throwing equipment/furniture;	Repetition of Stage 3 behaviour within 2-week period: • SLT to hold a meeting with parents, class teacher and SENDCo (safeguarding team if relevant) • Review and adjust behaviour plan Where significant incident occurs: • Physical intervention strategies used where reasonably necessary and proportionate • Staff debrief with key adults to consider next steps led by SLT	SLT SENDCo External agencies if applicable	Attend meeting in school with SLT Receive copy of pupils' updated behaviour plan

	deliberate physical or verbal assault towards adult or pupil).	● Meeting led by SLT with parents in person/ on phone ● Consider fixed-term suspension or permanent exclusion (with LA involvement) ● Notify SENDCo – wider support considered		Engage with external agencies where necessary

6. Mobile Phones in School (this includes all smart technology with capability to send and receive messages or capture video, image or audio recording)

The government has issued guidance to schools on the use and possession of mobile phones in schools, which will become a legal requirement from September 2026. The possession and use of mobile phones in schools is considered a safeguarding risk, and as such is treated as a serious issue. In line with recommendations, Lark Hill aims to remove the risk and distraction of mobile phones in school entirely. We do appreciate though that there are safety reasons a parent may feel a mobile phone is necessary for their child in the day, such as to monitor specific and diagnosed physical medical considerations and to support safe travel to and from school for older children preparing for the transition to secondary school.

Our approach at Lark Hill is that we do not allow children to use mobile phones on the premises, and they are not generally allowed on the premises for pupils. If a parent believes that their child requires a mobile phone for safety reasons, they must fill out a letter, agreeing to the expectations shared (Appendix 4). If a mobile phone is not needed for safety reasons, a child will not be permitted to have it on school premises at all.

All pupils' mobile phones should be switched off on entry to school premises - this is when they enter the school grounds through the external gates. If children are on the phone on the playground before or after school, staff are permitted to confiscate these phones. Pupils must never use their mobile phone to share any content with other pupils on school grounds, nor take photographs of any pupil part of the premises or parents.

Upon entry to the building, pupils must place their mobile phones in their named bag and put them in the designated container, these will then be locked up until hometime. Although school staff will endeavour to keep phones safe, neither school nor staff accept any responsibility for damage which may occur to phones in the school day, loss or theft. When deciding whether to allow their child to bring a phone into school, this is something which must be considered.

If a child is found to have their phone in school without parental permission and staff knowledge, staff are required to confiscate the phone. The next appropriate action will depend on the specific circumstances, and may include contacting parents to review and remove images or footage taken, locking the phone away and returning to the child at the end of the day, after a conversation with parents or requiring parents to attend school to collect the phone in person. In the event that the phone is kept beyond the end of the school day, it will be locked away in a secure place until collected. Similarly, if a child forgets to collect their phone at the end of the day, it will be locked away for safety until the following day.

Where a child infringes on these school rules, the sanction within this behaviour policy will be followed, and where infringements are more serious or repeated, school retains the right to refuse permission for a child to have their phone in school.

There will be some physical medical conditions where access to a phone is necessary. This will be carefully planned for through a medical plan and whether the phone has a SIM card and who is responsible for the safekeeping of the phone throughout the day will both be considered.

6. Adaptation for Early Years

Behaviour is developmental and, as such, there is an adapted and gradual approach taken for children in Reception and Nursery, considering their age and stage of development. All adults should aim to build strong relationships with all children and ensure they have a consistent key adult within school. The emphasis is on safety and security, through predictability and routine.

Typical development behaviours	Examples of behaviours you may see	Why is the behaviour occurring?	What should the adult do?

What we may see in EYFS	**Schematic Play** ● Trajectory- move, throwing, rolling and dropping of objects. ● Transporting- moving objects around. ● Enclosing/Enveloping- containing things/ themselves. ● Rotational- turning on of taps. ● Connecting- joining things together and open and closing things. ● Orientation- moving themselves or objects upside down. ● Positioning- arranging or line objects up. **Emotional regulation** Children may become dysregulated which can look like; crying, frustration, hitting out, hiding, running away, refusal, struggling to express needs. This is not an exhaustive list and children may display other behaviours.	● Have their basic needs been met? ● What are they trying to tell me? ● Could this behaviour be evidence of a schema? ● Could they be attachment/ proximity seeking? ● Has the behaviour been triggered by anything? ● Has anything happened at home? ● Do they enjoy behaving in that way? ● Do they like my response? ● • What is the child hoping to achieve with this behaviour?	**Schematic Play** ● Model good play ● Positive praise ● Visual prompts ● Clear expectations in the learning environment ● Tune into interests and plan for this ● Do not discourage schema behaviours. **Emotional regulation** ● Notice the signs of dysregulation ● Pull back on demands ● Use distraction and diversion ● Reduce stimulation ● Remove to quieter area ● Allow for a soothing activity ● Reduce language ● Label emotions ● Consider physical proximity ● Use emotion coaching scripts

Where response above is ineffective, adults will follow the steps for specific behaviours below- consider where to use an ABC chart to identify triggers and the individual needs of children.

Behaviour	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Physical aggression- hitting,	Time away from current activity. Discuss with the teacher. Apology. Talk to both parents.	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to AHT. Meeting arranged with parents.	Meeting with HOS or Deputy Head Teacher.

pushing, shoving with intent				
Physical- biting	Time away from current activity. Discuss with the teacher. Apology. Talk to both parents.	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to AHT. Meeting arranged with parents.	Meeting with HOS or DHT.
Persistent name calling	Discussion with children, stories and activities to support understanding- discussion with teacher and parents. Apology	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to AHT. Meeting arranged with parents.	Meeting with HOS or DHT.
Rough play	Reminders and Redirected to other areas of learning - discussion with teacher	Children separated to different play areas- parents informed by the class teacher.	Time away from provision -AHT to contact parents	HOS/DHT to be informed
Using resources in an unsafe manner (despite warning and modelling)	Model how to use the resources. Explanation of why it is unsafe. Discuss with the class teacher.	Take away resources-parents informed by the class teacher.	Time away from the activity. AHT to contact parents.	HOS/DHT to be informed and a conversation to be had between them and the child.
Refusal to follow instructions (appropriate for individual children)	Controlled choice- now or during provision play time.	Time away from current activity- parents informed by class teacher.	Time in another EYFS class to complete directed activity.	HOS/DHT to be informed and a conversation to be had between them and the child.
Using inappropriate	Discussion with children, stories and activities to support understanding-	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to phase lead. Meeting arranged with parents.	Meeting with HOS/DHT

language such as swearing/unkind	discussion with teacher and parents. Apology			

7. The Oak Enhanced Resource Provision

The Oak is a Local Authority KS2 enhanced resource provision for Key Stage 2 pupils. It complements the overarching behaviour policy with adaptations for pupils with complex SEMH needs as documented in individual pupils' Education, Health and Care Plans (EHCPs).

Purpose and Approach of the Oak:

The aim of the Oak is to provide children with a secure base within a mainstream school. The children learn from the National Curriculum but lessons are taught alongside a robust social and emotional curriculum so that the children develop behaviours for learning. Each child follows a personalised timetable and joins mainstream activities as part of an individualised approach. The Oak provides:

- Secure base for learning, social, and emotional development
- Differentiated access to National Curriculum
- Small class size, staffed by a teacher, HLTA, and LSAs

Curriculum in the Oak:

- Delivery of the National Curriculum
- Individualised targets linked to EHCPs
- Interventions include sensory play, cooking, outdoor learning, Lego Therapy, Smart Moves, and PSHE
- Gradual, individualised transition to mainstream classes

Positive Behaviour Management:

In the Oak, positive behaviour choices are recognised and celebrated before managing challenging ones. We have daily celebrations of individuals who have shown behavioural improvements/ have made conscious choices to manage their emotions in a constructive way, this rolls in to a weekly award. We also use the whole school reward system of Class Dojos whereby we acknowledge children who demonstrate the school values and demonstrate emotional awareness. In the Oak we also edit our dojos in line with SEMH targets we are working on that term.

Daily behaviour management steps in the Oak:

- Praise children in the immediate vicinity for displaying the correct behaviours.
- Invite the children to self-regulate. E.g. Do you need a minute? Would you like a quiet space?
- First verbal warning.
- Second verbal warning.

- Third and final verbal warning. There is an expectation that children who refuse to engage with learning will not disrupt the opportunity for others and must therefore leave the room and enter a self-regulation space.
- If met with refusal at this point children may be guided out of the room by an adult trained in Team Teach intervention techniques.

Children in The Oak will have individual learning plans (ILPs) and individual behaviour plans (IBPs) – see Appendix 2. Individuals may also have risk assessments I place. All documents will be shared and reviewed with parents during parent's evening or when necessary given a shift in individual circumstance.

We will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism, medical conditions, SEMH needs and Speech and Language
- behaviour support plans which are updated and shared with relevant staff.

The use of a Safe Space ("The Nest"/ The Regulation Space):
The use of a welcoming safe space area needs to be planned carefully around the needs of the young person. In the Oak, this is referred to as 'The Nest' and regulation space. It should not be seen as a negative sanction but as a place of safety that allows the pupil to manage their own behaviour in a quiet place. The use of the safe space area for any individual young person is reviewed regularly to ensure that its use does not actually lead to further negative responses but helps the young person manage their own emotions in a safe manner.

Approaches to De-escalation and Persistent Behaviour:
Some pupils may seek confrontation, which staff must de-escalate calmly without modelling aggressive behaviour. The Team Teach approach provides verbal and non-verbal strategies to reduce misbehaviour and the need for physical intervention.

When behaviours are persistent or severe, an Individual Behaviour Plan (IBP) is written, discussed with parents/carers, and regularly reviewed. Any planned physical interventions are detailed in the pupils' IBP.

8. School Suspensions and Permanent Exclusion

The next level of intervention, in terms of severity of behaviour would be an invite for an adult from home to come and attend school and support behaviour. internal suspension. A member of the leadership team must be involved in the decision to invite the parent in.

If an adult from home supporting behaviour does not result in an improvement in behaviour, a pupil may be temporarily suspended from school. This may be:

- As a result of a single incident of such severity or a build up of repeated behaviours which fall into the following categories:
    - Physical assault of adults
    - Physical assault of pupils
    - Persistent disruption to learning
    - Damage to property

The Executive Headteacher and Head of School will follow the LA's set procedures in any instance of suspension. The governors will be kept fully informed of any temporary suspensions and any move to permanently exclude will be as a result of a decision taken by the governing body.

For children who may be at risk of permanent exclusion, the option of a managed move to another mainstream school may be appropriate. This is carried out in conjunction with the local authority, parents, school leaders and the inclusion and pastoral team.

9. Restrictive Physical Interventions (RPI)

At Lark Hill Community Primary School, staff are committed to maintaining a safe, caring and positive environment. Physical intervention is used only as a last resort, and always with the minimum force necessary to prevent harm. Our approach prioritises de-escalation, communication, and positive relationships, consistent with our school values and the Team Teach ethos. However, where deemed reasonable, proportionate and necessary to maintain safety, preserve property, prevent a crime or maintain good order and disciple, staff may use force, which can be through physical contact or non-physical. Staff can also use necessary force to remove a pupil to a safe place such as to break up a fight or where a child's behaviour is escalating and causing significant disturbance to learning. The use of Restrictive Physical Interventions and the recording arrangements are detailed in a separate policy.

10. Prohibited items, confiscation and legal requirements of a search

Any prohibited items found in pupils' possession can be confiscated and must not be returned to pupils. If a child is found to be carrying a knife in school, unless there is an exceptional and genuine belief that it is a mistake, there is a duty to report this to the police. The school does not need a pupil's consent to search them if staff think the pupil has prohibited items, including:

- weapons, e.g. knives or an object they plan to use as a weapon
- alcohol
- illegal drugs
- stolen goods
- nicotine products, e.g. cigarettes, vapes and other tobacco related products
- mobile phones
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material or AI generated images, including cartoon or graphic)
- fireworks
- anything that has been, or is likely to be, used to cause physical injury or emotional distress or commit an offence

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the leadership team and parents, if appropriate. Mobile phones are included, and pupils are expected to hand them in on entry to school. They will be returned to pupils at the end of the school day.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. There should normally be 2 members of staff present during the search –
the person doing the search and the search witness. Searches should be done by someone the same sex as your child. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.
If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present

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Appendix 1: Classroom behaviour poster

Misbehaviour Consequences

5 Minute Reflect

- *Shout out/ chat during learning time*
- *Waste learning time / refuse to start tasks*
- *Distract others*
- *Repeatedly be disrespectful to others through actions or language*
- *Don't come straight into class after break times, eg staying in cloakrooms when I'm directed into class*
- *Play fight*

10 Minute Reflect

- *Repeat of Stage 1 behaviours in same session (lesson/ breaktime)*
- *Not attending 5 minute detention*
- *Deliberately damaging property*
- *Name calling / swearing*
- *High level disruption in lessons*
- *Prolonged periods of missed learning time will be repaid*
- *Refusing to complete allocated tasks or join in lessons*
- *Physical reaction such as pushing or shoving*

SLT Lunch time detention

- *Get repeated detentions in the same week*
- *Fight*
- *Am unsafe (e.g., in unsupervised areas)*
- *Run around the building during learning time*
- *Deliberately damage school property or throw chairs*
- *Repeatedly target/ bully someone*
- *Deliberately use discriminatory language*

Persistent disruption, class absence or extreme behaviours can result in suspension from school or permanent exclusion.

1st Warning

2nd Warning

5 Minute Reflect

10 Minute Reflect

SLT Reflect

Sports and After school

Yellow Card
1 day ban

Red Card
1 week ban

Appendix 2: Individual Behaviour Plans (IBPs)

IBPs provide a planned, graduated approach to supporting pupils with challenging behaviour. They outline proactive, active and reactive strategies. The strategies listed below are illustrative; staff may adapt or deploy additional approaches as appropriate.

Proactive Strategies – used within daily routines to prevent escalation:

- Speak calmly using the pupil's name and brief instructions.
- Use visual supports such as 'First…Then…' symbols.
- Offer preferred activities or choices within class.
- Assign a key adult (e.g., guardian angel) to support the pupil.
- Organise the classroom to reduce triggers and distractions.
- Give advance warnings of activity changes (timers, music).
- Model appropriate behaviour and reinforce positive actions.
- Use pupils' strengths and interests to engage them.
- Ensure all staff, including supply staff, are aware of strategies for that pupil.

Active Strategies – used to defuse or de-escalate emerging challenging behaviour:

- Notice early warning signs and intervene calmly.
- Divert attention or introduce an alternative activity.
- Maintain calm body language; speak quietly and slowly.
- Use appropriate humour and praise positive choices.
- Offer clear choices and instructions, reminding pupils of rules and outcomes.
- Remove the pupil from triggers or unsafe situations, including audiences.
- Seek support from colleagues when needed.
- Avoid arguments or pointing out faults; focus on preventing escalation.

Reactive Strategies – used if behaviour escalates into a crisis:

- Make the environment safe, moving furniture and removing hazards.
- Guide assertively; hold or restrain only if absolutely necessary.
- Change staff if required to support de-escalation.
- Planned ignoring or firm repetition of instructions.
- Inform pupils of the consequences of their actions.
- Remove pupils to a safe space and allow time to process, recover, and reflect.
- Offer clear choices and opportunities to discuss the incident once calm.

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Here is the template for an Individual Behaviour Plan (IBP). These are completed and stored on Insight so all staff have access to the agreed approaches and plan for individual children.

Name	Date of Birth	Year	Class	Class Teacher/s	Date of Plan	Date of Review

% of sessions attended	% of absences	% of sessions marked as late (L or U code)

Strengths	
Known triggers	

Daily timetable and support to promote regulation

What does calm look like?	Staff response and strategies
What does dysregulation look like?	Staff response and strategies
What does crisis look like?	Staff response and strategies
What does emotional recovery look like?	Staff response and strategies

Appendix 3: Parent letter for mobile phones in school

Dear Y6 Parents,

Children's Mobile Phone Permission

Children should ***only*** bring their phones into school if they are walking to school alone or walking home alone and they need to have them in case of an emergency.

If your child fits the above criteria, could you please sign and return the slip below to indicate that due to safety reasons you wish your child to bring a phone into school. Please note that your child will need to switch his/her phone off completely before entering the playground and will need to hand their phones into a designated member of staff at the beginning of the school day. They will not be allowed to collect their mobile phone until they are leaving the premises, including at the end of clubs on days when this is relevant. Children with mobile phones will have to wait until the class teacher has released the other children before they can retrieve their phones. Children should not turn their mobile phone back on whilst on school premises. Pupils must not take any images on their mobile phones of themselves or others on school premises and never without consent, even after leaving school to walk home.

The phones will be locked away during the day, to ensure that they are kept as safe as possible to avoid them being lost or damaged.

Please supply a named plastic bag for your child's mobile phone.

Yours sincerely,

Samantha Buckley
Acting Head of School

Mobile Phone Permission:
I wish my child_____ class _____
to have their mobile phone in school. I understand that it needs to be handed in at the beginning of the day and switched off whilst on the school premises. I understand that mobile phones are brought to school entirely at the owner's risk. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. I also understand that should my child misuse their phone, the school will withdraw permission for them to bring it. I understand that school has the right to confiscate mobile phones, and may request that an adult attends school to collect the phone, refusing to reissue it to a child.

Parent Signature _____
Print Name_____
Dated_____