



Inspiring All to Excellence



Edge Hill Academy

Behaviour Policy

Document Control

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Version Control

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2	September 2022	Simon Russell	Updated in line with review
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Version	Section	Changes
2	September 2022	Rules, rewards and sanctions
3	September 2023	Further incentives for house points referenced / Changes to sanctions ladder (Point 3)
4	September 2024	Further cumulative incentives (pg 5), name change of assembly (Pg 6 – Certificate of achievement), Addition of behaviour log to Appendix E Changes from My Concern to Arbor
5	July 2025	<ul style="list-style-type: none">References to Zones of Regulation have been included and a poster included in Appendix H

		<ul style="list-style-type: none">• Fierte Graduated Response Checklist for those children at risk of Suspension or Exclusion has been referenced and included in Appendix F• Fierte Positive Behaviour Plan has been referenced and included in Appendix G
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Principles

This policy has been created as a result of consultation with parents, staff, and children, setting out clear expectations for our children, staff, parents, and local community. It is underpinned by Department for Education advice and the Education Endowment Foundation Improving Behaviour in Schools document. There are 5 key principles that we have based our behaviour policy on:

- Knowing and understanding our pupils and their influences.
- Positive learning behaviours are taught alongside managing misbehaviour.
- Consistent, effective classroom management strategies support good classroom behaviour.
- Simple approaches are part of regular routine and expectations.
- Personalised approaches meet the needs of pupils who display more challenging behaviour.

Rationale

Our policy is based on the five principles above and our school rules, which exemplify the positive behaviour that we always expect. These rules will apply not only in the classroom, but also at PE times, playtimes, assembly, in fact at any time in school. We encourage positive behaviour through the implementation of positive praise and rewards. We actively seek the partnership of parents to encourage co-operation and support for the development and reinforcement of positive behaviour. As a school, we are committed to equal opportunities. This policy links very strongly with our anti-bullying policy.

At Edge Hill Academy, we want to create a safe, calm and supportive learning environment for all of our pupils, and we believe that having a clear system of rules, rewards and sanctions will support children to become well-rounded individuals.

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To create a family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To ensure children have a good understanding of why positive learning behaviours are important as well as the escalation of sanctions in response to negative behaviours.
- To promote the values of honesty, fairness, cooperation and respect for others.

Responsibilities

All children, parents/carers and staff are responsible for ensuring this policy is followed, consistently modelled, and fairly applied across the school. The Headteacher, Senior Leadership Team (including Governors) monitor the effectiveness of the policy, promote good behaviour through their own modelling of exemplary conduct and through supporting all people in the implementation of this policy and management of behaviour around the school.

All staff have a responsibility to provide a high-quality learning environment which nurtures a positive ethos and atmosphere for all children within learning and teaching and the school itself, fostering curiosity and capitalising on unique talents. At Edge Hill Academy, we take our responsibility of working restoratively with children to improve their outcomes.

There will be an expectation that our children know and are able to choose intelligently between alternative courses of action, yet demonstrate confidence to report instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed, so that it can be dealt with in line with the policy. Our children are expected to act ethically and for the right reasons. Consequently, they will be reflective school citizens who are aware how their behaviour can influence the wider school community. We will support the development of positive behaviours in all our pupils through:

- A Behaviour policy underpinned by our PSHE Curriculum
- Teaching the values and attitudes, specific behaviourally related knowledge and skills (e.g. self-discipline, empathy and respect) that we want our children to display.
- The Zones of Regulation will be used as a framework to categorise and understand emotions and states of alertness. These zones will help children, identify and manage their emotions and behaviours, promoting self-regulation.
- A restorative behaviour approach which underpins our policy and procedures when supporting behaviour in school.
- A monitoring system to ensure that all processes and procedures as outlined in the Behaviour Policy are followed.
- Ensure that behavioural incidents are recorded so that patterns and trends can be identified and appropriate actions put in place. Behaviour Incidents will be monitored and recorded and governors notified of incidents of alleged bullying etc.
- Ensuring that the Behaviour Policy is regularly reviewed, at least annually and that all staff receive regular training and updates at least termly and at other times when necessary (after an incident, etc.) to ensure that there is compliance and consistency.

Behaviour Expectations

Edge Hill Academy Our 5 Shining Rules



We **care** for our school, showing mutual respect between ALL children, adults and the wider community.



We are **happy** and **safe** in our family environment.



We **listen** to each other to help us cooperate and work together effectively.



We are **determined** in our aim to be the best that we can be, in all aspects of school life.



We are **self-disciplined** in our approach, taking responsibility for our own actions and making the right choices.

Definitions

In order to support consistent definitions of types of behaviour, we have categorised behaviour into Low, Medium and High level. This is to ensure that there is clarity about types of behaviour and how these are managed in school.

Children are not always able to tell us how they feel and often communicate their feelings through their behaviour. As professionals, therefore, we are adept at supporting children to develop and practice skills

and abilities that help them meet new people, communicate their feelings and make friends. These skills take time and a deeper insight into the context of incidents.

We therefore assume the ability to use our professional judgements in discerning what constitutes low, medium and high categories for behaviour for our learners. The following list is not exhaustive and is only intended to provide some examples:

Low level behaviour examples	Medium level behaviour examples	High level behaviour examples
<ul style="list-style-type: none"> • Not following our Shining rules/ expectations • Not respecting others/equipment or resources • Interrupting • Being impolite • Pushing in line • Intentionally annoying other people • Ignoring adult instructions • Not following adult's directions • Swinging on chairs, making silly noises or faces or causing a distraction to others 	Repeated low-level disruption, and/or: <ul style="list-style-type: none"> • Rudeness/cheek • Teasing/name calling • Avoiding adult instructions • Swearing • Throwing objects • Hurting someone 	Repeated medium level disruption, and/or: <ul style="list-style-type: none"> • Repeated refusal to follow instructions • Swearing repeatedly at other children • Refusing to take reflection time • Deliberately breaking school/other people's property • Persistent name calling • Deliberately hurting someone • Fighting • Vandalism • Stealing • Putting themselves or others in danger

Low level and medium level behaviours can often occur when children are learning what is acceptable and unacceptable.

Incentives and Rewards

We encourage all children to practice good behaviour by ensuring they are aware of and follow our 5 Shining rules. Our aim is for children to showcase these throughout the school day and beyond. To support this, staff will model these positive behaviours to promote a positive ethos throughout our school.

Praise

We regularly praise children for displaying our Shining rules. We use verbal praise and silent gestures such as a smile, a nod or a thumbs up. This helps to support the building of positive relationships with each and every child in our school. Each class teacher will also have their own ways to praise e.g. a chant or a simple sticker to praise and celebrate success.

House points

House points are rewarded for good behaviour, helpfulness, attitude, effort, politeness and for academic prowess (see appendix B). These house points are recorded on class house point charts during the course of the week and children collect overall personal totals each half term on their personal card. During each week, children aim to reach 20 house points (see appendix C) so that they can receive a raffle ticket for the weekly prize box draw. They will also receive a sticker from the headteacher if they reach this 20-point house point target. Other incentives are also available when children reach certain house point totals.

Over the course of their school life, children aim to achieve the following rewards linked to house points:

500: Bronze

1000: Silver

1500: Gold

2000: Platinum

2500: Excellence Award (name on the excellence board)

For the whole school, house points are added up each week within classes by house point monitors and the winning team from one of the four houses is celebrated in the weekly whole school assembly. House points

are then added to the house point board by house captains to celebrate success. House points are also added up on a half termly basis so that each half term a winner can also be celebrated. At the end of the year, the team with the most house points is declared the winning team and awarded the house point shield.

Headteacher's Award

Children are sent to the Headteacher for celebration of outstanding work or outstanding behaviour. They are sent when the teacher feels they have witnessed this outstanding accomplishment. Each sticker is special and builds so that the children receive a Bronze, Silver then Gold dependent on the visit. This is then shared with the school community on the school newsletter. They also receive house points for achieving this.

WOW Assembly

Each week, the class teacher will select a child who has showcased an amazing achievement by sharing information about a piece of work they are proud of. The children's work will be discussed in assembly and the class teacher will discuss what they have completed. The children will then receive a certificate. This will also be celebrated on a newsletter and their award will then be posted on the WOW learner board in the reception area. House points will also be given for this outstanding achievement.

Certificate of Achievement Assembly

Each half term, a single child will be selected by the class teacher for specific praise and celebration. A letter will be sent home to parents and they will be invited in to join the celebration. Children will receive a certificate to celebrate their amazing efforts linked to outstanding work or showcasing our school values. This will be for a consistent achiever across the half term.

Lunchtime positivity

At lunchtime, the same rules apply and lunchtime supervisors will positively reinforce the school rules and expected behaviours, through positive praise and house points for good behaviour.

Sanctions – A Stepped Approach

At Edge Hill, in most cases, staff will respond to unwanted behaviours using a 'Stepped Approach' (See Steps 1 to 4 below):

1. **Tactically ignore** poor behaviour (proximal praise, private signals or 'catch' children making good choices) and then speak to the child quietly once the appropriate behaviours are being displayed (they may need some support or something re-modelling, for example).
2. **Remind** pupil of our Shining rules and expectations – use the word thank you as an expectation of compliance. Staff should use 'We script' or 'Name it to tame it' (see below).

'We' script: (Name of child)we expect.... (expected behaviour)....thank you i.e. "Terry, we expect everyone to speak politely to one another, thank you."

'Name it to tame it': Once you notice a child is having a strong emotional reaction, describe, or name it. Choosing words to describe emotions, jump starts your executive brain and calms your emotional limbic brain. i.e. 'I'm wondering if you are shouting out 'this is boring', because you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something new because you worry you might fail. Remember that we are here to help you and our Shining Rule number 3 is that we will listen, cooperate and work together effectively.'

3. **Give choices**

- a) Two choices (both of which are acceptable)
- b) Clear choice: Speak quietly to the child: John, if you continue to shout out over other children then maybe you would benefit from some reflection time.

4. Apply appropriate sanctions / consequences

NB: Secondary behaviours such as muttering under breath, not looking you in the eyes, smirking, rolling eyes are often a nervous reaction and not intended to offend. Ignore these behaviours and focus on the initial instruction/direction.

Appropriate Sanctions

We provide opportunities for children to recover their behaviour and use appropriate sanctions and consequences which will support them to do this.

- Tactically ignoring behaviour
- Quietly speaking to the child and reminding them of the correct behaviour, expectations or rules
- Reflection time in class
- Reflection time in another classroom (to be agreed with the year group lead prior to the child joining the class). This is not to be used to shame the child but as an opportunity to reflect in a different area where they may be less likely to get distracted by peers
- Appropriate consequence e.g. used inappropriate language – write or draw how these words might make other people feel, insulted somebody – list strengths and positives to describe that person
- Expecting work to be completed at playtime, lunchtime or at home
- Verbal/written apologies
- Reparation (Putting things right)
- Setting up a Behaviour log (only with teacher consultation with SLT)
- Sending the child to speak to a member of the Senior Leadership Team (SLT)

Sanctions Ladder

If a child is not following our rules, appropriate sanctions / consequences should be applied to support their understanding of good behaviours for learning. Teachers should ensure that children in their class are aware of the school rules and WOW learner qualities. They should help children to understand that actions have consequences, and these can be positive or negative, for example, running in the corridor could lead to them tripping over any causing injury. When rules, are not followed, consequences can help us to learn and understand why it is important to follow the rules. The sanctions' ladder is for staff to refer to and there is also a visual chart for children to display rewards and sanctions. (Appendix A and Appendix B).

Sanctions' ladder

In the first instance, before sanctions are considered, the child will be reminded of the Shining rules and positive praise should be used to reinforce expected behaviours (adult to speak quietly to the child).

1. **1st warning (verbal)** - referring to the Shining rules that have been ignored and using 'We Script': (Name of child)we expect...(expected behaviour)....thank you'. Negatives such as 'Don't do that,' will not be used.
2. **2nd warning (1st initial of name)** - **The child may need to have some reflection time in class** which could be next to, or nearer to, an adult or in a space away from any distractions in the class or on the playground. Reflection time should be followed up with a restorative conversation with an adult.

3. **3rd warning (2nd initial of name and yellow card) - The child is sent to another member of staff for some reflection time away from their own class and may miss some break time to complete unfinished work if appropriate.** Class teacher to record on Arbor for Step 3 and beyond. Parents to be informed if a child is regularly reaching Step 3 of the Sanctions' Ladder.
4. **Second yellow card (continued/persistent low level or medium level behaviour) or red card (high level behaviour) - The child will be sent to the Deputy Head / Headteacher.** Class teacher to add to Arbor and inform parents.
5. If the behaviour continues or becomes persistent, over time, **the child's parent will be notified** and will be asked to meet with a Senior Leader or Headteacher and other relevant members of staff, as appropriate and depending on the circumstances. The class teacher may want to meet with parents and the SENDco about setting up a behaviour log (see Appendix E), reward chart or additional resources to support further. Recorded on Arbor.
6. **The school will request a multi-agency** meeting to discuss further support or next steps, including suspension or exclusion where necessary. The Headteacher will attend. Recorded on Arbor.

Once a sanction has been implemented, the child has a fresh start. Sanctions are not carried unnecessarily over to the next day. Where repeated and significant behaviour arises, a written record will be established through our ABC (Antecedent, Behaviour and Consequence) charts (see Appendix E) in order to monitor the frequency, timing and reasons for behaviours to help us establish any patterns, difficulties or what the child is trying to communicate.

For the small minority of pupils' who display extremely challenging behaviour, or pupils with specific SEND needs, the sanctions outlined above may not be appropriate. An Individual Behaviour Management Plan will be created by the SENDCo, Class teacher and parents. Where appropriate, a risk assessment will be written and other agencies involved.

Child-on-child Abuse

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it. At Edge Hill, we are vigilant and understand that 'it can happen here'.

Downplaying certain behaviours, for example dismissing sexual harassment or racist comments as "just banter", "just having a laugh" or "children being children"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Young children need to learn how to interact appropriately with others, and if one child causes harm to another, this should not necessarily be dealt with as child-on-child abuse. However, it may be appropriate to regard a child's behaviour as abusive if: there is a large difference in power (for example age, size, ability, development) between the children concerned; or the perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged child. If the evidence suggests that there was an intention to cause severe harm to the victim or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused.

If any member of staff has any concerns, these should be reported to the DSL immediately.

Role of the Parent / Carer

At Edge Hill Academy, we work closely with parents, sharing information from home and school, to encourage a positive partnership when promoting and maintaining good behaviour. We use house points to reward children and inform parents with positive news via the home school diary, celebration certificates and our school newsletter.

We expect parents and carers to support their child 's learning, and to cooperate with the academy. We try to build a supportive dialogue between the home and the academy, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the academy has to use reasonable sanctions, we expect parents and carers to support the actions.

We accept and understand that there may be differences in perspective about types of behaviours between staff and parents/carers and acknowledge that this can happen despite best efforts. In these cases, we will endeavour to work with parents in order to resolve any misunderstandings and disagreements. In order to achieve this, we may if appropriate take the following steps to resolve any issues, in extreme cases:

- Involve other outside agencies as appropriate
- Inviting a third party to support/mediate such as a governor or staff member from another academy (SENDco or Headteacher).

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed by, if they feel necessary, the academy governors. In these circumstances parents and carers should make reference to /and utilise the academy's complaints policy (available from the academy office or website).

Parents can support by:

- Recognising that an effective behaviour policy requires close partnership between parents, staff, and children
- Discussing the rules with their child, emphasising their support of them, assisting when possible, with their enforcement
- Attending Parents' evenings/open days, parents' functions and by developing informal contacts with the academy
- Knowing that learning and teaching cannot take place without clear rules and expectations for learning and behaviour
- Sharing relevant information with staff about situations at home which may contribute to behaviour issues
- Remembering that staff deal with behaviour problems patiently and positively
- Discussing any concerns regarding their child with the class teacher as soon as they become aware of them, ensuring that any issues can be dealt with immediately
- Being open to suggestions or tackling poor pupil behaviour through appropriate external support agencies advice.

Role of the Local Governing Body

The governing body has the responsibility of establishing general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the leaders in adhering to these guidelines including legal duties as set out under the Equality Act 2021, and alongside Safeguarding processes and supporting pupils with special educational needs.

The Headteacher (Deputy Headteacher in the Headteacher's absence) keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. All exclusions are reported to governors. It is

the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the academy policy is administered fairly and consistently.

The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the academy abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide for Academies,' and that no child is treated unfairly because of race or ethnic background.

Pupils' Conduct Outside of Academy Gates

We expect our pupils to maintain their code of conduct when outside the academy gates. We agree as an academy that teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any academy - organised or academy related activity
- Travelling to and from the academy
- Wearing academy uniform
- In some other way identifiable as a pupil at the academy or misbehaviour at any time, whether or not the conditions above apply, that;
 - Could have repercussions for the orderly running of the academy
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the academy

In all cases of misbehaviour, the teacher can only discipline the pupil on academy grounds or elsewhere when the pupil is under the lawful control of the staff member.

Role of the Teacher / Teaching Assistant / Lunchtime Supervisor

The class teachers and other staff in our academy have high expectations of the children with regards to behaviour, and they strive to ensure that all children learn to the best of their ability. The class teacher and teaching assistant have the responsibility to treat each child fairly. All staff also have a responsibility to treat all children in the academy as individuals and with respect and understanding and to apply consequences fairly, consistently, proportionately, and reasonably taking account of SEND (Special Educational Needs and Disability) and the needs of vulnerable children, offering support as appropriate. If a child misbehaves in class, the class teacher may keep a record of all such incidents but recognises that some pupils require a more sensitive and differentiated approach. If misbehaviour is persistent, the class teacher seeks help and advice from their year group lead, the Senior Leader, SENDCO or the Headteacher. If necessary, the class teacher works alongside our SENDco and liaises with external agencies to support and guide the progress of each child.

Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure the consistent implementation of this policy through the school.
- Ensure the Executive Leadership Team is kept up to date with any significant behaviour incidents.
- Report to governors on the effectiveness of this policy.
- Maintain a record of incidents of poor behaviour.
- Ensure the health, safety and well-being of all staff and children in the school.
- Issue fixed term and/or permanent exclusions to individual children.
- Ensure that the behaviour policy does not unintentionally discriminate against certain groups and through keeping a record of behaviour incidents, analyse patterns and trends to ensure that a particular group is not more affected by the policy than other groups.

Assessing and Managing Risks for Children who Present Challenging Behaviours

The term 'risk' refers to any circumstances which could lead to adverse outcomes for the child or others. Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably and to

learn from everyday practice. A risk assessment will be carried out by the class teacher and SENDco. Risk reduction options will be considered such as situations that may provoke difficult behaviour, preventative strategies and de-escalation strategies that are most likely to work, what is likely to trigger a violent reaction and specific strategies and techniques agreed by staff and parents which will be used if necessary and an agreed Behaviour Management Plan and/or risk assessment created.

Once agreed the Behaviour Management Plan and Risk Assessment will be shared with all those responsible for implementing or monitoring the impact of the plan:

- The child
- His/her parents
- School staff
- Other professionals involved with the child

The Behaviour Management Plan, alongside a Risk Assessment, will be agreed by parents and evaluated termly. Risk assessments will also be carried out when circumstances of staff change and put them at risk when working with the child presenting challenging behaviours, e.g., pregnancy, injury, illness etc. When challenging behaviour is being displayed, we will always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the safeguarding policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

Power to Use Reasonable Force

All members of school staff have a legal power to use reasonable force. Section 93, Education, and Inspections Act 2006. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Staff will receive appropriate training and up to date information regarding behaviour management. These will be provided by internal or external training sessions and staff will be required to access support to improve their own practice. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco

and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm. Use of Reasonable Force (DfE (Department for Education), July 2013)

Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable, and appropriate for use with the named pupil. 'It is always unlawful to use force as a punishment' Section 548 Education Act (1996) and Use of Reasonable Force (2013). We are aware that we may need to make reasonable adjustments for disabled children and children with special educational needs (see section 'Pupils with Special Educational Needs and/or Disabilities (SEND), including those with Education, Health and Care plans (EHC plans) or identifiable Behaviour Difficulties'.

Reporting Use of Reasonable Force

The use of restrictive physical interventions, whether planned, unplanned, or emergence interventions must always be recorded. Use of reasonable force (2013) DfE states in their advice to schools on the use of the following:

'It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.'

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age.

Use of reasonable force: Telling parents when force has been used on their child (DfE,2013)

Other Physical Contact with Pupils

All staff should be aware of the distinction between physical contact or touch used appropriately in everyday situations to encourage, guide, or comfort a pupil and the use of force to restrict movement or to disengage from pupils whose behaviour presents clear risks. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary are given in the Use of Reasonable Force guidance (DfE, 2013):

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching to give first aid

Pupils with Special Educational Needs and/or Disabilities (SEND), including those with Education, Health and Care plans (EHC plans) or identifiable Behaviour Difficulties

As a school, we aim to ensure that the appropriate special educational provision is made for pupils with SEND, which will include any support in relation to behaviour management that they need because of their SEND. We proactively engage with parents in supporting the behaviour of pupils with additional needs.

If there are concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEND, we will, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of

provision for a pupil's SEND needs. The use of the Fierte Reducing Risk of Exclusion, Graduated Response Checklist will be used as a tool to ensure that relevant steps have been considered. Where a pupil has an EHC plan, we would contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude.

Children who may have identifiable behaviour difficulties, such as those associated with Autistic Spectrum Disorder (ASD) or any undiagnosed but identified behaviour difficulties, will be treated in ways advised by specialists in this field. Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive, and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require extra help;

- help in adjusting to school expectations and routines
- help in acquiring the skills of positive interaction with peers and adults
- specialised behavioural and cognitive approaches
- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- provision of a safe and supportive environment.
- help to regulate their emotions using the Zones of Regulation approach

When a concern is raised about a pupil showing behaviour difficulties, before calling in an outside specialist we will complete an agreed observation period to ascertain if the behaviours have a pattern to them. Staff are encouraged to use 'ABC' (Antecedent, Behaviour, Consequence) chart (see Appendix E). In this way, it may be possible to identify potential triggers of any undesirable behaviour so we can put steps in place to either avoid those triggers or slowly desensitise the pupil to those things.

Similarly, if sanctions and consequences have been identified that are inadvertently rewarding the pupil's behaviour, then a determined effort will be made to change this sanction / consequence.

All staff agree to adopt a positive approach to improving behaviour in order to reward effort and build self-esteem. Staff will complete a positive behaviour plan (Appendix G) to support them planning the support for children. Staff should work in partnership with those who know the child to:

- Find out why the child behaves as he/she does
- Understand the factors that influence a child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviour and make sure that the use of physical intervention is rare.

Our SENDco will help staff with strategies to use that will help regulate behaviour in some learners with extra needs. This is using picture cues to signal the sequence of the daily routine, sticker charts with a choice of rewards, a clock/ sand timer to signal the time remaining in a lesson and the creation of Zones of Regulation Toolkits. etc. We also liaise with Staffordshire CAMHS (Child and Adult Mental Health Services) to promote behaviour strategies for children with identifiable behaviour difficulties as well as behaviour units or areas set aside for behaviour interventions with the appropriately qualified staff to support.

Any child with identifiable or specific problems will be dealt with on a case-by-case basis and advice sought from the individual's LA (Local Authority) advisory/psychology/ Trust SENDCO Forum/CAMHS service and Trust Well-being Lead.

Strategies such as those described above are used in the first instance. If a child's behaviour deteriorates so that he/she is a danger to him/herself or others it may be necessary to use restrictive physical interventions

such as holding his hands to prevent him/her hurting him/herself or others. The Use of Force Guidance (DfE, 2013) states that 'All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.' These interventions would be emergency measures or interventions if all other routes have been exhausted.

They may be used in the following circumstances:

- If the potential outcomes of not intervening were sufficiently serious to the child him/herself, another child, or a member of staff to justify considering the use of force
- The chances of achieving the desired result by other means had already been attempted
- The risk involved in using force outweighed the risk of not using it
- The scale and nature of any physical intervention would be proportionate to the behaviour of the individual and the nature of harm he/she may cause.

The minimum necessary force will be used at all times and wherever possible the child will be warned in advance that force will be used. Whenever practicable, before physically intervening, a staff member will attempt to resolve the situation by other means. Parents and other agencies involved with the child are consulted and informed on an ongoing basis about the child's behaviours and any specific strategies/ plans, which have been devised for their child, are discussed, and agreed.

Reporting / Recording Inappropriate Behaviour

Staff have agreed to keep a record of any such incidents (Arbor) with a brief description and the trigger if known. This record should include name of the pupil(s) involved and date and sanction or how it has been dealt with. These records will be passed onto a member of SLT (Senior Leadership Team). Documentary evidence will help reflect on consistency and effectiveness of behaviour management throughout school. It also helps identify any individual behaviour patterns and helps to monitor that rewards and sanctions are being given out consistently and fairly.

Any serious incident, which involves the use of restrictive physical intervention, will be recorded on an incident form, and kept in the child's personal file. This report should be written by the member of staff involved in the incident. Records of serious incidents should include the following information:

- the name(s) of the staff and service users/pupil(s) involved;
- the reason for using the restrictive physical intervention, if employed;
- The type and duration of the restrictive physical intervention;
- Whether the service user / pupil or anyone else experienced injury or distress and, if they did, the action that was taken. When a child is sent to the Headteacher on account of inappropriate behaviour, a record is kept. We also keep a record of any serious incidents that occur at break or lunch time.

Anti-bullying Policy

Edge Hill Academy has an Anti-Bullying Policy, which underpins the process/procedures undertaken to report and prevent bullying (including cyber bullying, prejudice based and discriminatory bullying) and fosters a culture where any form of bullying is unacceptable and challenged. A copy of the Anti-Bullying Policy is available online. A hard copy can also be requested through the Edge Hill Academy School Office.

Suspension and Exclusion

We ensure that the right systems are in place and teachers have the right skills to manage pupils' behaviour. Providing support where children need it, including complex and challenging behaviours, making sure they are equipped with the right tools, capability and capacity to perform their best. We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available external agencies for support), suspension or exclusion maybe the only option.

In line with the most up to date guidance (Suspension and Permanent Exclusion Guidance, DfE, July 2022), we recognise that suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. A suspension, where a pupil is temporarily removed from the school, is an essential behavioural management tool. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently would only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

NB: Lunchtime suspension may be considered if a child were to repeatedly violate the Behaviour Policy during this time.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

In cases of severe and persistent misbehaviour, the Headteacher may suspend or exclude a child from school. In the Headteacher's absence, the most senior teacher can suspend or exclude a pupil from school. If such action is taken, the Headteacher will inform the Chair of Governors and seek appropriate advice from the relevant authorities.

If the Headteacher excludes a child, they will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The governing body has a disciplinary committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Suspensions will last for the smallest amount of time possible (between 1 –3 days) to ensure further re-integration is not made harder.

Where a child has been identified as being at risk of receiving a suspension from school, school leaders will use the Fierte Reducing Risk of Exclusion, Graduated Response Checklist to ensure that all appropriate support and provision has been allocated. (See appendix F).

Offsite Direction and Managed Moves

In exceptional circumstances, we may discuss with parents how off-site for education for their child may help them to improve their behaviour through a structured programme of support. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction can be used to arrange time-limited placements at an Alternative Provision (AP). Targeted support from AP would be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational. Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A plan would be written in consultation with parents, SENDco, Headteacher, class teacher and any other agencies involved.

A pupil at any type of school can also transfer to another school as part of 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission.

Reintegration after suspension or off-site direction

We would always support the successful reintegration of a child following a suspension or offsite direction. In consultation with relevant staff members, the parent, the child and any other relevant agencies, a reintegration strategy that offers the pupil a fresh start and helps them understand the impact of their behaviour on themselves and others would be created. The strategy would aim to teach them to how meet the high expectations of behaviour in line with the school and encourage positive engagement with learning. The reintegration strategy will be communicated at a reintegration meeting with parents before their return to school. The strategy would be regularly reviewed and adapted where necessary in collaboration with the pupil, parents, and other relevant parties.

Occasionally, a part time timetable may be suggested as part of the reintegration strategy. A part-time timetable would not be used to manage a pupil's behaviour and would only be in place for the shortest time necessary.

Malicious, False or Unsubstantiated Accusations made by Pupils Against a Member of Staff

If pupils are found to have made malicious, false, or unsubstantiated accusations against school staff, the Headteacher will consider whether any further disciplinary action is required. Additional safeguarding and mental wellbeing concerns will be addressed, if applicable, and concerns escalated to the Executive Leadership Team.

Managing Pupil Transition

As pupils move from Edge Hill, arrangements will be made to manage the transition seamlessly between year groups, key stages, and school settings. Effective transition will be promoted through excellent communication between staff and children, staff and parents and staff with other staff; comprehensive systems and processes for transition and clear systems for reporting essential information. Where pupils have additional needs, they will be offered timely support.

Appendix A: Edge Hill Academy Sanctions' Ladder


If a child is not following our Shining rules, appropriate sanctions should be applied to support their understanding of good behaviours for learning. Teachers should ensure that children in their class are aware of the school rules and WOW learner qualities. They should help children to understand that actions have consequences, and these can be positive or negative, for example, running in the corridor could lead to them tripping over any causing injury. When rules are not followed, sanctions can help us to learn and understand why it is important to follow the rules. The sanctions ladder is for staff to refer to. There is also a visual chart for pupils to refer to.

Sanctions' ladder


In the first instance, before sanctions are considered, the child will be reminded of the Shining rules and positive praise should be used to reinforce expected behaviours (adult to speak quietly to the child).



- 1st warning (verbal)** - referring to the Shining rules that have been ignored and using 'We Script': (Name of child) .we expect... (expected behaviour)...thank you'. Negatives such as 'Don't do that,' will not be used.
- 2nd warning (1st initial of name)** - The child may need to have some reflection time in class which could be next to, or nearer to, an adult or in a space away from any distractions in the class or on the playground. Reflection time should be followed up with a restorative conversation with an adult.
- 3rd warning (2nd initial of name and yellow card)** - The child is sent to another member of staff for some reflection time away from their own class and may miss some break time to complete unfinished work if appropriate. Class teacher to record on Arbor for Step 3 and beyond. Parents to be informed if a child is regularly reaching Step 3 of the Sanctions' Ladder.
- 4. Second yellow card (continued/persistent low level or medium level behaviour) or red card (high level behaviour)** - The child will be sent to the Deputy Head / Headteacher. Class teacher to add to Arbor and inform parents.
- 5. If the behaviour continues or becomes persistent**, over time, the child's parent will be notified and will be asked to meet with a Senior Leader or Headteacher and other relevant members of staff, as appropriate and depending on the circumstances. The class teacher may want to meet with parents and the SENDco about setting up a behaviour log, reward chart or additional resources to support further. Recorded on Arbor.
- 6. The school will request a multi-agency meeting** to discuss further support or next steps, including suspension or exclusion where necessary. The Headteacher will attend. Recorded on Arbor.



Rewards and Sanctions



Good choice...


- 1 house point** for good manners and behaviour / Reading
- 2 house points** for excellent work / spelling full house
- 5 house points** for outstanding work
- 10 house points** Head teacher's Award and show Mr. Russell work completed
- 10 house points** WOW or Good work award
- 20 house points** = Raffle reward

Bad choice...

For low and medium level behaviour

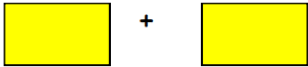
1st warning - verbal warning.
 2nd warning - 1st initial on board.
 3rd warning - 2nd initial on board.
 =

Yellow card - sent to another member of staff who will discuss sanction.




Fresh start after each lesson (if on warning board)

If second yellow card then sent to Head/Deputy with Red card!




=



Positive news will be shared on display boards, shared with parents and also posted on newsletters

A really bad choice like bad language, hurting anybody or damaging property
High level
 =
INSTANT RED CARD!!



Believe and Achieve, Shine Everyday 2025-26



Class: _____

Week beginning: _____

Red House	House Points	Total
J. Bloggs		
Overall total		



Believe and Achieve, Shine Everyday



House Points Card

Name: Class: House:

Year 3

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1						
2						
3						
4						
5						
6						
7						
8						

Totals	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Appendix D: Behaviour Management Framework inc. Lunchtime Supervisor Support

Young children are not always able to tell us how they feel and often communicate their feelings through their behaviour. As professionals, therefore, we are adept at supporting children to develop and practice skills and abilities that help them meet new people, communicate their feelings and make friends. These skills take time and a deeper insight into the context of incidents. We therefore assume the ability to use our professional judgements in discerning what constitutes low, medium and high categories for the behaviour of our learners. The following list is not exhaustive and is only intended to provide some examples.

NB: Secondary behaviours such as muttering under breath, not looking at an adult in the eyes, smirking, eye rolling etc are often a nervous reaction and are not intended to offend. Ignore these behaviours and focus on the initial instruction.

Please ensure you have read the section in this policy about Child-on-child Abuse.

Low level behaviour examples	Medium level behaviour examples	High level behaviour examples
<ul style="list-style-type: none"> • Not following our Shining rules/ expectations • Not respecting others/equipment or resources • Interrupting • Being impolite • Pushing in line • Intentionally annoying other people • Ignoring adult instructions • Not following adult's directions • Swinging on chairs, making silly noises or faces or causing a distraction to others 	<p>Repeated low-level disruption, and/or:</p> <ul style="list-style-type: none"> • Rudeness/cheek • Teasing/name calling • Avoiding adult instructions • Swearing • Throwing objects • Hurting someone 	<p>Repeated medium level disruption, and/or:</p> <ul style="list-style-type: none"> • Repeated refusal to follow instructions • Swearing repeatedly at other children • Refusing to take reflection time • Deliberately breaking school/other people's property • Persistent name calling • Deliberately hurting someone • Fighting • Vandalism • Stealing • Putting themselves or others in danger
<p>APPROPRIATE RESPONSE</p> <ul style="list-style-type: none"> • Remind pupil (try to use name of pupil) of our Shining Rules and what they should be behaving like then use the word 'thank you' after. • If pupil chooses to continue their inappropriate behaviour and ignore lunchtime supervisor then a Verbal Warning is given (adults keep an extra eye on behaviour of pupil and use more positive encouragement). 	<p>APPROPRIATE RESPONSE</p> <p>If above actions occur (medium level) or continued low-level persists:</p> <ul style="list-style-type: none"> • Sanction-5 minutes walking alongside a lunchtime supervisor. Lunchtime supervisor to remain calm and explain to the pupil that what they are doing is not acceptable; positively encourage pupil to behave correctly. • If inappropriate behaviour continues, a yellow card will be given and the child will be given 10 minutes time off and sit in the mobile. 	<p>APPROPRIATE RESPONSE</p> <p>If inappropriate behaviour still continues or high-level behaviour occurs:</p> <ul style="list-style-type: none"> • Sanction - Sent to a Senior Leader for reflection time. They will assess seriousness of inappropriate behaviour and next steps. • Incident assessment completed by SLT. If asked, Arbor to be completed by LTS to log incident (Use pink form, if limited access to Arbor). • On SLT request, report to the class teacher.
<p>1st Warning - Verbal</p>	<p>2nd Warning – Stand by me 3rd Warning – Yellow card – Mobile reflection</p>	<p>Persistent continuation after 3rd warning or High-level - SLT</p>

Appendix E: ABC chart and completed example plus behaviour log



Fierté Multi Academy Trust
Edge Hill Academy



ABC (Antecedent, Behaviour, Consequence) Chart

CHILD'S NAME: _____

TEACHER: _____

DATE AND TIME	ANTECEDENTS i.e. What happened before?	BEHAVIOUR What did the pupil do?	CONSEQUENCES What took place <i>after</i> the behaviour?/ What happened as a consequence of the behaviour? 1.) How was the behaviour addressed/responded to? 2.) What did the child get from this?	FUNCTION What message' were they communicating? (e.g. "I wanted adult attention" or "I found the work hard") Sensory, escape, tangible, attention



Believe and Achieve, Shine Everyday



Fierté Multi Academy Trust
Edge Hill Academy



EXAMPLE ABC (Antecedent, Behaviour, Consequence) Chart

CHILD'S NAME: _____

TEACHER: _____

DATE AND TIME	ANTECEDENTS i.e. What happened before?	BEHAVIOUR What did the pupil do?	CONSEQUENCES What took place <i>after</i> the behaviour?/ What happened as a consequence of the behaviour? 1.) How was the behaviour addressed/responded to? 2.) What did the child get from this?	FUNCTION What message' were they communicating? (e.g. "I wanted adult attention" or "I found the work hard") Sensory, escape, tangible, attention
Monday 2nd 1pm	Bell rang and children asked to line up.	R ran off behind the mobile classroom. He refused to come out.	Mrs F asked him to come out behind mobile. R went in with Mrs. F.	Escape – anxiety about going into class
Monday 2 nd February 2.30	Mrs D gave out a house point to a child.	R screamed and ran to the back of the class screaming. Kicked over chairs and threw down books in area.	Mrs. D gave R 5 minute timer to calm down in calm corner and used emotional coaching to discuss coping strategies.	Tangible – wanted the star of the day award.
Wed 4 th Feb. 10.00	R asked to complete writing.	R screamed and threw books off table.	Left to calm down and then Mrs. D sat with him to support. Gained attention of teacher.	Attention – wanted adult attention
Thursday 5 th Feb	Playing football in playground. Lunchtime Supervisor took ball away.	R kicked LTS and spat at K. Ran off saying "I hate you."	Mrs. L took R to calm down room. Missed rest of playtime to calm down.	Tangible – wanted
Friday 6 th Feb	In hall for P.E session.	R started screaming and threw hoop and ball.	Time in calm area. Mrs. D got head phones and he went back to finish.	Sensory – coping with change of day and sensory overload.



Believe and Achieve, Shine Everyday





Behaviour Log

Behaviour Log for Class Date (Week Beginning).....

Days	Guided Reading	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Red or Yellow Cards
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
<p>Very Good Poor Yellow Card</p> <p>Good Unacceptable Red Card</p> <p>OK </p> <p>End of The Week Comments</p>								

*Share with Mrs. Foster and send a copy home to parents weekly



Believe and Achieve, Shine Everyday





Reducing Risk of Exclusion - Graduated Response Checklist

v1.0

Feb 2025



Pastoral Interventions and Support Received	Date/Evidence ✓
Name:	
Check Wave 1/ Universal Offer is in place (see Fierte Wave 1 Toolkit) including: Relationships approach, School Behaviour Policy is implemented, SEMH support, QFT, routines and expectations	
Zones of Regulation emotion cards – emotion check ins	
First / Next approach, Now/ next approach	
Adapted resources e.g. Tangle Toy / Stress Ball / chewy / blutak / fidget toys	
Adapted seating within the classroom (possible use of workstation)	
Use of Staffordshire Sensory Toolkit to explore Sensory needs	
Personalised timetable – including chunked learning, movement breaks, sensory circuits, adapted break/ lunches	
Parent meeting; class teacher	
Pupil voice gained – see Fierte Pupil Voice Toolkit	
Positive Praise Report with rewards- Sticker chart	
Creation of Fierte positive behaviour plan – reviewed at least half termly	
Individual Learning Plan – specific interventions and support identified	
Use of intervention– e.g. ELSA, Hope, Zones of Regulation focus, nurture group, social stories, Play Mobil therapy (refer to Fierte Intervention Toolkit)	
Lesson visit from SLT; hot spots	
Removal of privileges, e.g. catch up on work missed / natural consequences	
Parent meeting; Senior Leader / Head teacher	
Positive Behaviour Plan Reviewed	
Risk Assessment	
Referral to SEND HUB	
Use of external agencies e.g. Entrust Behaviour support, Trust Inclusion Lead, SEDIS, Autism Inclusion Team, Malachi, CAMHS, other agencies through local offer	
Referral for assessments e.g. neuro diverse referral pathway	
EP Referral	
Enhanced Assess Plan Do Review (EAPDR)	
EHCNA / EHCP application	
Suspension(s)	
SEMH – Use of Alternative Provision referral dual registration	
Multi-agency meeting/EHAF/CIN/CP	
Adjusted school day (part-time timetable)	
Parent meeting; placement at risk meeting	
Other (specify): Whiteboard replaces now and next.	

*Enter n/a where not applicable and the reason for this.

Appendix G

Positive Behaviour Plan



Positive Behaviour Support Plan

Child's Name	Current Class	Date



 Who?	<ul style="list-style-type: none"> I am happy and smile lots I enjoy playing with Lego and building and creating models I love to help with jobs I like playing outdoors I have a good vocabulary and like learning new words Balance ability sessions <p>IMPORTANT THINGS YOU SHOULD KNOW ABOUT ME</p> <ul style="list-style-type: none"> I can be over-enthusiastic with hugs I sometimes forget to respect other people's personal space I need sensory resources to support me I use hand breathing to help me I can get cross and angry and find it difficult to self-regulate I like routines
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What?

 What?	<p>I can display these <u>behaviours</u>:-</p> <ul style="list-style-type: none"> Over-enthusiastic hugging – sometimes including grabbing around the neck Pushing past people Physical aggression towards staff and <u>peers</u>: <ul style="list-style-type: none"> Grabbing Hitting Pushing Stamping on feet and hands Throwing objects Staring Oppositional defiance Verbally aggressive to others
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Why?

 Why?	<ul style="list-style-type: none"> High sensory needs I am overstimulated or over excited I don't want to wait I struggle with activities I haven't chosen I become fixated over <u>particular items</u> and become frustrated if I can't have them <u>all of</u> the time I like to be in control of certain situations I am unsure of what is going to happen next I think someone is going to take my toys I don't want certain activities to end Difficulty interacting with other children Other people having what he wants
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How?




Pro-Active Strategies	<p>Skills I need to practice:</p> <ul style="list-style-type: none"> ● Sitting for short periods of time with adult support for small group activities ● Begin to interact with my peers appropriately ● Asking children if they want a cuddle first and cuddling gently ● Sharing and turn taking ● Getting used to my daily routine ● Relaxation techniques ● Learn about zones of regulation and how my body is feeling and tools to regulate in each zone ● Being willing to co-regulate ● Learning to co-regulate ● Following simple instructions <p>How you can help me with this:</p> <ul style="list-style-type: none"> ● Adult in class to support him to sit for short periods ● Now and next board with visual timetable/ pictures ● Give me praise and positive reinforcement. ● Practice relaxation techniques I can do. Teach me how to ask for a time out. Sensory bag, hug cushion and hand breathing. ● Encourage me to share and give me opportunities to take turns. ● Playing Simon says games. ● Give him classroom jobs and special responsibilities. ● Zones of regulation intervention times. ● 1-1 assembly Lego activities. ● Secret thumbs up lists
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Active Strategies	<p>My early warning signs/ behaviours:</p> <ul style="list-style-type: none"> ● Starting to shout. ● Not having adult attention can make me sad or angry. ● I often hit out at someone when I am cross, this can often be anyone, even someone across the other side of the room. ● Often can grab someone and won't let go. ● On the way to walk to somewhere I will push people out of the way. ● Stamping on hands and feet of children sitting down. ● I may swipe/ throw or stomp on equipment. ● I start running around the room. <p>How can you help me?</p> <ul style="list-style-type: none"> ● Go to chosen safe space. ● Give me close 1:1 supervision, especially if I am <u>in close proximity</u> to other children. ● Help me to regulate my emotions. Use sensory bag. ● Use sensory integration techniques such as rolling me over a gym ball or sitting me in my rocking chair, use sensory room. ● Offer to do special job. ● Holding a <u>teachers</u> hand to come in after play time instead of lining up. ● Offer to go for walk outside – change of scenery – use bubbles. ● Adults to step away – if appropriate. ● Use visual symbol support/use objects of reference to support communication. ● Give me significant time to process the verbal/visual instruction given me. ● Have visual cards to use to show when he needs time out
Reactive Strategies	<p>How you can help me when my behaviours are at peak levels or I'm in a crisis:</p> <ul style="list-style-type: none"> ● If <u>possible</u> position me away from pupils or items that cause distress. ● Try distraction techniques listed above, offer sensory bag. ● Remove class to space away. ● Adult physical prompting to stand up if I don't respond to visual prompts, verbal countdown or distraction techniques. ● Send for SLT (NAME ADULTS).
Post Incident Support	<p>How you can help me after a crisis has occurred:</p> <ul style="list-style-type: none"> ● Give me lots of praise and positive reinforcement. ● Provide me with continued 1:1 close supervision; I may not be calm even if I appear to have settled. ● Time in sensory room/ sensory bag or with sensory resources. ● Inform my Mum or Dad if my behaviours have been particularly heightened that day through communication book / phone call.



Positive Behaviour Support Plan

Child's Name	Current Class	Date

 Who?	IMPORTANT THINGS YOU SHOULD KNOW ABOUT ME •
 What?	I can display these <u>behaviours</u> :- •
 Why?	Identify reasons behind the behaviours seen.



How?	
Pro-Active Strategies	Skills I need to practice: How you can help me with this: •
Active Strategies	My early warning signs/ behaviours: How can you help me •
Reactive Strategies	How you can help me when my behaviours are at peak levels or I'm in a crisis: •



Positive Behaviour Support Plan

Post Incident Support	<p>How you can help me after a crisis has occurred:</p> <ul style="list-style-type: none"> •
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Planned Physical Intervention?	YES	NO
•		
Review Date	<p>This can be reviewed alongside Individual learning plans</p> <p>Record of Review What is working well? Adaptions to be made.</p>	

	Print Name	Signature	Date
Teacher			
Person with Parental Responsibility			
Pupil			

Appendix H
Zones of Regulation Poster