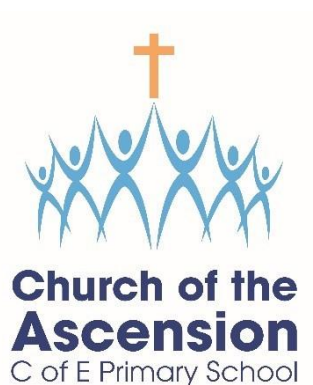




Behaviour and Restorative Practice Policy September 2026

“Learn with Love, Flourish in Faith”

Our School Vision

Do everything in love (1 Corinthians 16:14)

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God’s wonderful world.

We believe the six key values which characterise our school are:

- Thankfulness
- Generosity
- Respect
- Forgiveness
- Honesty
- Perseverance

We believe that these core Christian values are fundamental in helping to develop our children into responsible citizens of the future and will allow them to achieve their God-given potential.

Approved by:	LSB	Date: 1.9.26
Last reviewed on:	1 st September 2026	
Next review due by:	1 st September 2027	

Our core Christian values form the foundation of our Behaviour Policy and are used to support children in reflecting on their behaviour:

Thankfulness

'Always be thankful.' 1 Thessalonians 5:16

At Church of the Ascension (CE) Primary School, we encourage every child to express thankfulness and develop an appreciation of the world around them and everything that God has provided for them. It is our belief that thankfulness and gratitude are at the heart of spirituality, worship and happiness.

Generosity

'God loves a cheerful giver.' 2 Corinthians 9:7

As Christians we are called to be generous. God's generosity towards us goes above and beyond anything that we can ask or think. Christian generosity is about far more than just sharing what we have: our time, our praise and our compassion. Regardless of the exact form our generosity takes, we encourage children to put others first and show one another the same love that Jesus showed to us.

Respect

'Do to others as you would have them do to you.' Matthew 7:12

It is our belief that we are all made in the image of God, that everyone is special, everyone's opinion matters, everyone's contribution is important, everyone's feelings should be considered and everyone's faith is sacred. At Church of the Ascension (CE) Primary School, we are an inclusive and welcoming family who celebrate each other's achievements.

Forgiveness

'Forgive as the Lord forgave you.' Colossians 3:13

Because we are part of God's family, we are forgiven and welcome no matter what. In our school, we offer a secure environment in which individuals can make mistakes on the road to reaching their full potential.

Honesty

'Do that which is honest.' 2 Corinthians 13:7

When we are honest, we build strength of character that will allow us to be of great service to God and to others. We are blessed with peace of mind and self-respect and will be trusted by the Lord and others.

Perseverance

'With God, all things are possible.' Matthew 19:26

The power of perseverance shows the willingness to keep moving forward despite the obstacles that stand in the way: perseverance builds character and resilience. We aim to create a safe and nurturing environment where each child is encouraged to persevere to fulfil their dreams and reach their full, God-given potential.

Policy Rationale

All children at Church of the Ascension Primary School have a right to learn in, and have a responsibility to contribute towards, a safe, secure learning environment. An environment in which they have the confidence and security to take learning risks. A positive emphasis is placed on positive behaviour and children are encouraged to make the correct choices. This policy has been updated in line with guidance from Department for Education, 'Behaviour and discipline in schools.'

This policy is linked with;

E Safety Policy

Anti-Bullying Policy

Safeguarding & Child Protection Policy

Reasonable Force Policy

Our aims are:

- To implement a whole school policy which is supported and followed by the whole school community: children, staff, parents and governors that is based on positive relationships between all members of our school community.
- To ensure that there is a clear system of rules, rewards and consequences which are known by children, staff, parents and governors.
- To apply positive policies to create a nurturing atmosphere in which learning and teaching can take place in a safe and secure environment.
- To be curious about children's behaviour and what is trying to be communicated.
- To encourage and celebrate good behaviour rather than simply punish negative or unwanted behaviours, by providing positive reinforcement for children of all ages and abilities

- To treat issues, when they occur, in a consistent and appropriate manner to achieve improved behaviour
- To develop in children a sense of self-discipline and an acceptance of responsibility and accountability for their actions
- To develop in children a sense of tolerance towards each other, respecting and appreciating feelings, views and capabilities
- To develop exemplary attitudes towards learning

Pupils are expected to show excellent conduct, manners and punctuality. We want our pupils to leave this school having developed confidence and respect for themselves, consideration and regard for others and pride in the wider community.

Responsibilities

Governing Body Responsibilities

Section 88(2) of the Education and Inspections Act 2006 (EIA 2006) requires a governing body to:

- make, and from time-to-time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Senior Leadership Team Responsibilities

The Senior Leadership Team will ensure that;

- Skilled and highly consistent behaviour and safety management by all staff makes a strong contribution to an exceptionally positive climate for learning.
- There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils feel safe at school and at alternative provision placements at all times.
- They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

Headteacher's Responsibilities

Head teachers are legally required to ensure that the measures aim to:

- promote good behaviour, self-discipline and respect
- prevent all forms of bullying
- ensure that pupils complete assigned work

- regulate the conduct of pupils

The measures need to deal with preventing all forms of bullying, including bullying related to:

- homophobic bullying
- race, religion and culture
- bullying of pupils with SEN or disabilities
- sexist or sexual bullying
- cyber bullying

Staff Responsibilities

We expect all staff to consistently:

- Understand and follow the school policy.
- Establish healthy connections with pupils.
- Have high expectations that are clearly communicated through a consistent approach to behaviour and safety management in the classroom and around school.
- Encourage, promote and reinforce positive behaviour.
- Develop responsibility and self-discipline in children so they can make the right choices to avoid potential risk.
- Promote active learning throughout the school whereby children are listened to and encouraged to express how they are feeling.
- Report to parents/carers in an open and honest professional manner.
- Carry out restorative conversations following any disruption to classroom relationships.

Child Responsibilities

We expect children to:

- Take responsibility for themselves, and their actions. This may be done with support and through restorative conversations.
- Show respect for each themselves and others.
- Show responsibility for self-discipline and show an awareness of what constitutes an unsafe situation.
- Know, understand and abide by our school rules, with support, where necessary.
- Be respectful, courteous and polite to each other, to staff and to visitors.

Parental Responsibilities

We expect parents and carers to:

- Take an active interest in supporting all aspects of school life.

- Ensure consistent attendance at school, arriving on time and equipped appropriately for the day ahead.
- Share the school's high expectations by ensuring that children here to the school's uniform policy.
- Respect the safety regulations invoked by the school.
- Support school in promoting and maintaining appropriate behaviour in and out of the school building.
- Support and encourage homework commitments and ensure there are suitable opportunities for home learning.
- Support the school in endorsing the E Safety Policy.
- Attend meetings to discuss progress and respond to regular feedback from the school.

Monitoring behaviour and safety

All staff are responsible for monitoring behaviour and safety at all times. Staff will keep incident/behaviour logs of misbehaviour if deemed necessary. Any significant behaviour issues are recorded on CPOMS, where SLT will address any required actions and parents will be informed.

Church of the Ascension Whole School Strategies

We promote positive relationships and outstanding behaviour.

Around our school you will find:

- All members of staff modelling respect always.
- Adults praising children and acknowledging good behaviour.
- Adults being curious about behaviour and what it is trying to communicate.
- Reciprocal relationships between adults and children based on respect and a sense of belonging.
- Assemblies, weekly celebrations of good work, positive behaviour, house points, values rewards, letters and post cards home.
- Behaviour policy applies during all social times and is addressed consistently throughout the school day.
- Children being given responsibilities such as buddies, monitors, house captains.
- **Visible consistencies:**
 - Morning Meet and Greet between staff and pupils.
 - Soft and gradual start to each day with children arriving between 0845 and 0850 to settle and start the day positively and discuss any issues with key adults.

- Adults are at each entry point for parents to notify school of any issues arising that may affect the day.
- Behaviour expectations are displayed in all classrooms and communal areas and are referred to when necessary.
- Fantastic Walking: children walk around the school site with calm and respectful conduct, reflecting that the school is a learning environment.

We use a PACEful (Playful, Accepting, Curious, Empathetic) approach.

What is PACE?

The PACE parenting model was created by Dan Hughes, a clinical psychologist specialising in the treatment of children who have experienced abuse and neglect.

PACE is a way of thinking, feeling, communicating, and behaving that helps a child feel safe.

It helps to promote secure attachments and enables a child to reflect on their thoughts and behaviours without being judged.

Principles of PACE

Playfulness

A light-hearted, relaxed and playful attitude. Helps the child feel connected within their relationship. Helps the child experience fun and love.

Acceptance

Accepting the child for who they are and not what they achieve is very important. It is important to make the child aware that it is their behaviour that is unacceptable not them as a person. The child needs to feel liked and accepted for who they really are.

Curiosity

Figuring out what is going on. Understand the meaning behind the behaviour.

Wonder about the child.

Wondering with the child.

Make best guesses about the inner experience of the child.

Empathy

One of the most important aspects of the PACE approach.

To understand a child's needs you have to be able to "step into their shoes".

Empathy allows an individual to feel their feelings and know that their feelings have been heard and are valid. You may not agree with their feelings and opinions, which is ok but by listening you are supporting them to not suppress their feelings, which is crucial to positive mental health.

In our classrooms

- At Church of the Ascension we recognise that quality teaching has the most impact on children's behaviour.
- Class teachers will ensure that each class adheres to our **3 golden rules**; Be ready and responsible to learn; Use kind and respectful words; Use kind hands and feet.
- Class teachers will also be responsible for following the school's rewards and sanctions systems on a day-to-day basis with their class. It is essential that there are positive relationships established between adults and children, ensuring that effective teaching and learning can take place in a nurturing learning environment.
- Learning behaviour - we expect our children to take responsibility for their learning and have implemented positive learning behaviours, in our classrooms. We ask that children try using the 5 Bs to help them to make progress with their learning.
5bs – brain, book, buddy, board, boss. These are displayed in all of our classrooms.

In our classrooms you will see:

- School expectations on display, a set of basic rules agreed across the school.

<i>Be ready and responsible to learn:</i>	<i>Use kind and respectful words:</i>	<i>Use kind hands and feet:</i>
• Wear the correct uniform. • Be on time for learning. • Have equipment ready. • Follow instructions given.	• Say please and thank you. • Hold doors open for people. • Talk kindly to adults and each other. • Say good morning/ good afternoon to	• Keep hands and feet to yourself. • Play games that do not become too physical.

• Tidy up your own space in the classroom. • Accept responsibility if you make a mistake. • Respect the rights of others to learn. • Respect school property by looking after it.	adults and each other. • Use a calm and polite tone of voice. • Value differences.	
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- Adults praising children and acknowledging good behaviour.
- Individual teachers' stickers.
- Monitors and class responsibilities.
- Children visiting other staff members e.g. head/deputy for further praise.
- House points, children strive to earn points for their team, by going above and beyond expectations.
- Parents/carers invited into school to discuss any issues and share positive news.
- Pupils who are demonstrating our School Values being acknowledged and rewarded. Examples of where children have demonstrated the School Values are shared in our weekly Praise Assembly.
- Half termly praise certificates for pupils who go above and beyond – each teacher will choose one pupil who has gone above and beyond to represent our relevant value, over the half term. In addition, other pupils who have gone above and beyond with behaviour, attitude or remarkable work in a specific subject, will also be rewarded with certificates. Parents are invited to share in these reward assemblies.

In our playground you will find:

- Through OPAL (Outdoor Play and Learning), there are a variety of activities for children to be involved in, in zoned play areas.
- Play leaders modelling good playground behaviour.
- Adults praising children and acknowledging good behaviour.
- Adults on duty, ready to support children in making good choices.
- Children of all ages, act as role models.

Playtimes enable our children to have fun, refuel and socialise with their peers in a relaxed environment. Whilst learning behaviours may not be

so apparent at these times, children still need to be making the correct choices and behaving in accordance with our Core Christian Values.

Maintaining relationships

We have 3 steps to maintaining thriving relationships:

Step 1 - CHOICE	
What?	Class standard/ School rules not being followed which may result in disruption to own learning or the learning of others
Choice	Reminder and reinforcement of class expectations. Explain how the choice currently being made is impacting on own learning and where appropriate, learning of others.

Step 2 - CHANCE	
What?	Child has not rectified their behaviour by making better choices.
Chance	Final reminder of class expectations – reinforce expectations. Explain how the choice currently being made is impacting on own learning and where appropriate, learning of others. Potential consequences of needing to move to step 3 are explained.

Step 3 - CONSEQUENCE	
What?	Undesired behaviours continue or escalate. Major disruptive behaviours exhibited.
Consequence – movements	Dependent on the circumstances and as a last resort, the child will be asked to move. This will be to another location in the classroom. If the behaviours persist, the class teacher will seek support from a member of the phase or a member of SLT.

Some children may require opportunities to re-regulate. These children will have an individual behaviour plan in place and will have resources to support their re-regulation. The class teacher will clearly explain why the regulation time is needed and what the expectations are on return to the classroom.

All incidents are followed up with a **Restorative Conversation** to ensure that all parties are listened to, and an appropriate response has been put in place. These conversations are grounded in curiosity and connection and allow children to reflect on how their behaviour has impacted on themselves and others. This encourages children to have accountability for their actions.

Please see Appendix 1 for Restorative Reflection overview.

At the heart of behaviour support are:

1. Connections
2. Reflections.
3. Consequences as meaningful tools for understanding; shaping behaviour and character.

Behaviours that are classed as serious incidents may result in decisions being made by the Headteacher, Mrs Mason, as to whether or not the child can remain in school. Safety of our children is of paramount importance and if this has been compromised through behaviour choices, a decision will be made and communicated to parents by either the Headteacher or Deputy Headteacher.

Examples of minor disruptive behaviours

Minor disruptive behaviours might include:

- Calling out or answering back
- Walking around the classroom
- Not on task
- Name calling
- Distracting others who are trying to work
- Rough play at break, including pushing
- Swearing/offensive language
- Failing to follow instructions from an adult
- Inappropriate use of resources
- Damage to property
- Disregard for health and safety
- Inappropriate behaviour in toilets

Examples of major disruptive behaviours

All serious misdemeanours will be dealt with quickly and firmly. The following will not be tolerated at Church of the Ascension:

- All forms of bullying, including cyber bullying
- Racism
- Homophobia
- Abusive language
- Swearing
- Theft
- Extortion
- Fighting and vandalism
- Bringing into school any items that are prohibited
- Hurting another child purposely
- Hurting a member of staff purposely

SLT will address all major disruptive behaviours.

Sanctions could include;

- A meeting with parents / carers, member of SLT and class teacher to discuss behaviour and future implications
- A reduced timetable
- Internal isolation
- Removal of privileges e.g. attendance at extra-curricular clubs or visits
- Loss of responsibilities
- Suspension
- Permanent exclusion
- Informing other agencies or services as appropriate, e.g. Inclusive Pathways,
- Where appropriate, Early Help Assessment, police referral, MASH referral

De-escalation Strategies

Staff are trained to recognise that pre-emptive support is the most effective way to avoid triggers and regulate children's emotions. There may be times when emotions and behaviours escalate and strategies are needed to prevent an incident. In these instances, staff will deploy de-escalation strategies using the scripts provided in Appendix 5.

Behaviour Curriculum

A stimulating environment and a varied enriched curriculum, as well as good class management are proven antidotes to minor disruptive

behaviour. Teachers' response to these events should take into account pupils' individual needs.

Church of the Ascension has agreed standards of behaviour and safety with pupils because we believe that excellent and thoughtful behaviour is essential for effective learning. We believe that behaviour is a progressive skill. Half termly Behaviour Reset Assemblies led by senior leaders support children in knowing and understanding what the agreed and expected standards of behaviour are:

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Behaviour Blue Print Our School Behaviour Rules – The Ascension Way – visible consistencies of Meet and Greet, Fantastic Walking,	What does positive behaviour look like? How can we demonstrate our values through our behaviour?	Revision of routines and expectations. Social time focus.	Learning in love; flourishing in faith – how can we support each other to learn in love and flourish in faith?	Revision of routines and expectations. SLT to identify area of focus and development.	Reflections.

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

SEND

All staff should be aware of any additional needs, via individual behaviour plans, where necessary. Individual targets are set to support the child in managing emotions and behaviours. These will be done by the class teacher in consultation with the pupil, parents, SENCo or a member of SLT and any outside agencies that are involved.

Targets should be under regular review and should be amended as and when necessary.

Staff utilise The SEND Behaviour Handbook – Beacon School Support to analyse behaviour and identify appropriate strategies to inform individual plans.

Wellbeing: Individual Behaviour Plans

Consistency of approach does not always mean responding in the same way to each child, it means responding in a way which is consistent to the values and beliefs we hold as a school. We aim to ensure that every child is supported in a personalised way which meets their needs. Where there are persistent issues, adults will carry out an ABC analysis of behaviour – Antecedent, Behaviour, Consequence. This will allow adults to identify triggers and provide preventative support via an Individual Behaviour Plan. See Appendix 3 for example ABC format.

The class teacher, child, parents/carers, SENCo or relevant member of SLT, will work together to establish an individualised behaviour support plan. Additional advice may also be sought from outside agencies. An individual behaviour plan will be devised to suit the needs of each individual child and may take the form of a behaviour report, a behaviour book or a personalised reward system to support the development of positive behaviour. All individual plans will include behaviour targets for the child to work towards achieving as well as outlining rewards for good behaviour and sanctions should poor behaviour persist.

The effectiveness of the plan will be reviewed by the team at an agreed time.

We provide support and any necessary resources that a child may need to support them in recognising and managing big feelings and emotions. This will be personalised to the child and their interests. In addition, for pupils who find recognising and communicating how they feel, we may provide, where appropriate, Zones of Regulation cards to support the child in informing an adult of how they are feeling and what support they may need.

Please see Appendix 2 for examples of Individual Behaviour Plan formats.

Please see Appendix 4 for example of Zones of Regulation support card.

Recording incidents on CPOMS:

At Church of the Ascension staff may complete the log on CPOMS when:

- Parental involvement was needed
- There was deliberate intent to harm or cause distress to another child
- There is a pattern emerging of misbehaviour with certain children/staff

School trips/Off site activities

Church of the Ascension Primary School fully supports the availability of educational visits to all pupils and recognises that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs, such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included in the visit.

Documented evidence, including the risk assessment, must be retained. Parents will be expected to collect their child should an incident of unacceptable behaviour occur on a school journey/visit.

Prohibited items

The following items are prohibited items at Church of the Ascension Primary School;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit offence, cause personal injury or damage to property.
- Any item banned by the school rules

Teachers' powers

Teachers, and all paid staff, have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside school.

Teachers can confiscate pupils' property.

Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect a pupil has a prohibited item.

To be lawful, the punishment (including detentions) must satisfy the following three conditions;

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
3. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in all circumstances

Conduct of pupils outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."

These situations may include any misbehaviour where the child is;

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the school

Where misbehaviour and bullying occur anywhere off school premises and is witnessed by a staff member or reported to the school, the child's parents will be informed by a member of the senior leadership team.

Racist Incidents

All racist incidents will be recorded by the adult onto CPOMs and must be reported to the Head teacher or in their absence, the deputy head teacher. Dudley authority protocol will be followed with all racist incidents. Staff are annually updated on current procedures related to racist incidents.

Restraint

As a rule, nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. However, when they do so they should be clear about why it is NECESSARY. Any action taken must be REASONABLE, PROPORTIONATE and in the child's BEST INTEREST. A written record of any incident involving restraint must be completed in a record sheet held securely by the Designated Safeguarding Lead. At Church of the Ascension we follow the DfE's advice for schools – [Restrictive Interventions, including use of reasonable force in schools, Guidance for School, April 2026](#)

The following staff have carried out the relevant training – L Mason, N Slater, A Hudson

All incidents requiring a physical intervention are recorded on CPOMS and are reported to parents. Please see COA Use of Restrictive Intervention Policy for further details and for format for recording incidents.

Suspensions and permanent exclusions

School use the following guidance when making any decisions regarding suspensions or exclusions: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – July 2026](#)

Please also see the school's Suspension and Exclusion Policy for further information.

Only the head teacher, or in their absence the deputy head teacher, have the power to exclude a child from school. The head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, parents must be informed immediately, giving reasons for the exclusion.

At the same time, the head teacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Work must be provided for the duration of the suspension.

The head teacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Appendix 1 – Restorative Reflection Sheet:

Name:	Date:
What happened?	
How did you feel at the time? How have you felt since?	
Who has been affected by your actions and choices?	

What can we do now to make sure that you are ready, respectful and safe? How can adults help you?

Appendix 2 – Example Behaviour Plan

Challenging Behaviour	Targets	Proactive Steps	Reactive Steps	Success Criteria
Persistent disruption — noise making (calling out, making noises to disrupt lesson)	- Step 1: *** uses a quiet voice when spoken to by an adult (prompted). - Step 2: *** waits for his turn to speak (count to 5 or raise hand). - Step 3: *** completes short focused tasks of 5–10 minutes with no noisy interruptions. - Step 4: *** reduces frequency of noise interruptions to no more than 1 reminder per lesson. Baseline: collect frequency data for 2 weeks prior to	- Seat *** where distractions are minimised (near adult, away from children who trigger him). - Provide a clear visual schedule and lesson objectives so *** knows what to expect. - Use a discreet non-verbal signal (e.g., finger to lips, a card) to cue quiet behaviour. - Offer frequent short, planned brain breaks (1–2 minutes) and a positive task to channel energy (e.g., handing out resources).	- Give a calm, clear first verbal reminder referencing school rule (“Be ready and responsible to learn”). - If noise continues, move to chance prompt: “I am making noise because... I can try to...” - Use a short quiet-time task (e.g., 5 minutes focused work at a table) while remaining supervised; adult models and praises attempts to use quiet	- By end of week 4 (from plan start), *** will respond to the non-verbal cue in 4 out of 5 lessons as recorded on the weekly behaviour tracker (class teacher records each lesson). - By week 4, *** will raise his hand or wait to speak in 3 consecutive lessons as recorded by the class teacher on the tracker. - By week 6, *** will complete a

	targets being reviewed.	- Pre-teach expected classroom signal/routine for speaking and listening (role play with a familiar adult). - Parent has provided a fidget tool or quiet hand activity where appropriate. - Staff briefing before implementation to agree consistent language and agreed scripts (see staff scripts cell below).	voice. Quiet-time tasks are not a punitive withdrawal from curriculum and should be meaningful and supervised in line with school policy. - If repeated or escalates, consequence of movement put in place after clear warnings and completion of the Reflection sheet (Appendix 1) during supervised social time; record on CPOMS. All consequence reflections will use Appendix 1 and be completed with leadership support as per school policy. Completed Appendix 1 will be scanned and attached to CPOMS by the office/Deputy Head within 24 hours.	10-minute task with no interruptions in one whole lesson period on 3 occasions (logged). - Across a half term, *** receives fewer than 2 consequences related to noise making. Data reviewed weekly by class teacher and SENCo.
Dysregulation and shouting at staff (raised voice, aggressive tone, refusing calm communication)	- Step 1: *** uses the agreed calming strategy when prompted (deep breaths or 5-count breathing) with adult support. - Step 2: *** accepts a calm, private check-in with an adult when showing early signs of dysregulation (recognises first 2 triggers). - Step 3: *** communicates a feeling or need using a visual	- Teach and practice a personalised calming routine (deep breathing, 5-4-3-2-1 grounding) in low-stress times. - Create a visual emotion chart and a small, discrete card *** can use to indicate "I need help" or "I need a break." - Ensure staff use low, calm voices and simple language; pre-brief staff about ***'s triggers	- When *** begins to shout: adult gives an immediate calm, closed question (e.g., "Do you need help?") and offers the emotion card option. - If *** continues to shout or becomes aggressive, staff increase distance to reduce sensory load and call for a senior member of staff if needed. Physical prompts or holds will only	- By week 4, *** uses the breathing strategy when prompted in 3 out of 5 occasions across a week (teacher logs occurrences on weekly tracker). - By end of week 4, *** accepts a private check-in in 4 out of 5 opportunities across two weeks (logged). - *** uses an emotion card or single word to

	emotion cue or one-word card instead of shouting. - Step 4: *** engages in a short re-settling activity (calm corner, sensory box) and returns to class. Baseline: record number of shouting/dysregulation incidents for 2 weeks.	and de-escalation steps. - Offer regular planned check-ins with a trusted adult at predictable times (before and after challenging lessons). - Make a calm down area available with sensory supports (weighted lap pad, headphones, quiet activity). - Staff briefing to agree consistent de-escalation scripts and roles.	be used following the school's Positive Handling policy by trained staff, after a risk assessment and with parent/carer agreement recorded on this plan. If any physical intervention is required, staff must complete the Positive Handling record, inform the DSL and parents immediately and ensure the record is attached to CPOMS within 24 hours. - *** is given a Reflection sheet (Appendix 1) following the episode (if safe) and supported by leadership to complete it during supervised social time, linking behaviour to school values. All completed Appendix 1 forms are scanned/attached to CPOMS. For repeated incidents call parents/carers and arrange a meeting within 5 school days and consider/implement an Individual Behaviour Plan (IBP) and SENCo involvement. Record on CPOMS.	indicate need instead of shouting in 3 consecutive incidents (logged). - *** returns to class after a calm down activity without further incident in 4 out of 5 trials. SENCo reviews data weekly; if targets not met escalate to IBP.
Leaving the classroom or refusing to go into the classroom (bolting, standing in	- Step 1: *** stays seated/within the classroom boundary when asked (with one adult prompt). - Step 2: *** moves	- Use a visual arrival routine and picture cues at the classroom door so *** knows exactly what to do on entry.	- If *** attempts to leave: adult gives a calm clear instruction "***, please stay / come back" and uses the agreed	- By week 2 of implementation, *** stays in classroom boundary after 1 reminder in 4 out of 5 observed

doorway, refusing entry)	to the agreed supervised space in class when distressed instead of exiting the room. - Step 3: *** follows the adult's simple instruction to enter classroom at the start of lesson with minimal prompting (1-2 prompts). - Step 4: *** remains in classroom for the duration of short lessons (10-15 minutes), gradually increasing to full lesson. Baseline: collect exit/bolting frequency during 2 weeks of transition times.	- Arrange adult meet-and-greet at the door to scaffold transitions into class (tranquil welcome, brief predictable script). - Seat *** near the door but within supervised boundary so staff can support transitions without escalating. Ensure consistent adult presence when he enters/exits to prevent unsafe bolting. - Use a stepped entry plan: greeting → 2-minute settling activity → small responsibility (monitor job) to give purpose on entry. - Share the plan with parents/carers so transitions at home/school are consistent. - Attach a one-page Transitions & Bolting Risk Assessment to ***'s file that identifies triggers, safe locations, named staff trained to follow at a safe distance (class teacher, LSA, Senior Learning Mentor, named senior lead), agreed scripts and clear escalation steps. Staff must not chase in a way that compromises safety; trained staff will follow at a safe distance and use agreed de-escalation language.	transition script. A single physical prompt will only be used if it is authorised in ***'s written risk assessment and Positive Handling agreement and must be by trained staff. If he leaves the classroom and it is safe to do so, a trained adult follows at a safe distance to keep him in sight and offer the calm-down option; avoid chasing or public reprimand. - If refusal persists, remove other pupils from potential escalation and call senior staff to support de-escalation. Record incident on CPOMS and complete Reflection sheet (Appendix 1) when *** is calm. All incidents that raise safeguarding concerns must be referred to the DSL immediately and recorded on CPOMS within 24 hours with factual detail (who, what, when, where, action taken). - After repeated incidents, convene a parental meeting within 5 school days, implement an Individual Behaviour Plan (IBP) with clear transition supports and	entries (teacher logs each entry). - By week 3, *** moves to the agreed supervised space instead of exiting in 3 out of 4 incidents of distress (logged). - By week 4, *** follows entry instruction with no more than 2 prompts on 4 consecutive mornings (tracker). - *** remains in class for progressively longer periods (10 → 15 → full lesson) across 3 weeks with decreasing adult support; progress reviewed weekly. Named senior lead and SENCo review data if targets not met.
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			consider external support; SENCo leads IBP review.	
Additional personalised supports, sanctions, roles, recording and review (operational and policy requirements)	- Parental/carer agreement: plan requires parental signature to confirm agreement to strategies and any authorised physical prompts. Parental views and signature will be recorded on the plan and logged on CPOMS. Parents will receive weekly written/email feedback until stability is achieved; copies of weekly summaries retained on CPOMS. - Baseline: two weeks of data collection before targets are expected to be met.	- Rewards in line with school policy: , house points, verbal praise, visits to head/deputy for praise, beads added to whole-school collection bowl and examples shared in Praise Assembly. - Staff briefing (15 minutes) before implementation for all staff who work with *** to ensure consistent language, scripts and understanding of the Transitions & Bolting Risk Assessment and Positive Handling arrangements. - Ensure reasonable adjustments to curriculum/assessment are recorded and ***'s access to learning is not reduced because of behaviour needs.	- Sanctions: follow choice, chance and consequence chart is reversible; consequence results in restorative conversation sheet (Appendix 1) and supervised social time only. Quiet-time tasks are not punitive curriculum removal. Staff will confront behaviour not label the child; use non-labelling language. All reflections will use Appendix 1 and be completed with leadership support as per school policy. Completed Appendix 1 will be scanned and attached to CPOMS within 24 hours by office/Deputy Head. - Physical assaults automatically result in a consequence and follow safeguarding procedures. If physical intervention is used, complete Positive Handling record, inform DSL and parents immediately and attach records to CPOMS.	- Data collection and monitoring: class teacher records lesson-by-lesson observations on the weekly behaviour tracker (digital or paper). SENCo collates tracker data weekly and conducts a weekly review with class teacher. CPOMS tags used for , physical incidents and safeguarding concerns. Baseline comparison made at 2 weeks; formal data review at 6 weeks. - Roles and responsibilities (named by role): • Class teacher — daily monitoring, immediate de-escalation, records behaviour on weekly tracker, initiates first CPOMS entry for consequences and shares weekly summary with parents. • Learning Support Assistant/Senior Learning Mentor — support de-escalation, follow risk assessment, deliver planned interventions. • SENCo — leads IBP review, coordinates external referrals

				(behaviour specialist/CAMHS) and initiates referrals if patterns persist beyond 2 weeks or sooner if indicated. • Deputy Head (named senior lead) — supports Reflection sheet completion, scans/attaches Appendix 1 to CPOMS if office unavailable, chairs 6-week formal review. • DSL — reviews safeguarding concerns, authorises escalation and ensures CPOMS entries for safeguarding are completed within 24 hours. - Timelines for parental contact: parents contacted same day for physical incidents or safeguarding concerns. For 2+ consequences in a half term, arrange a parental meeting within 5 school days. External referral criteria: consider behaviour specialist/CAMHS referral if patterns persist after 2 weeks of implemented strategies or after 2+ consequences despite IBP adjustments; SENCo to initiate.
Staff scripts, language,	- Targets: staff use agreed scripts and	- Bank of agreed scripts to use	- Staff must use language that	- Review schedule and

consistency and review template	non-labelling language consistently. Staff complete briefing sign-in to confirm they have read the plan.	consistently: • Calm reminder: “***, remember our rule — be ready to learn. Use a quiet voice, please.” • De-escalation question: “Do you need help? Show me with your card.” • Door transition: “Hello *** — 1, 2, 3 — come in and pick your job.” • When confronting action: “That choice is not safe” (not “You are naughty”). - Require a 15-minute briefing with all staff who work with *** before implementation and following any significant change.	confronts the behaviour not the child. In incidents, staff to follow scripts and record exact wording used in CPOMS if part of an incident log.	evidence: • Weekly (informal): class teacher + parent update (brief); SENCo spot-check if needed. Weekly tracker and CPOMS tags reviewed by SENCo. • 6-week formal review: attendees — class teacher, parent/carer, SENCo, named senior leader (Deputy Head). Evidence reviewed — CPOMS data, completed Reflection sheets (Appendix 1), weekly behaviour tracker baseline comparison, next steps (continue/adapt/IBP). • Review template: include date, attendees, evidence reviewed, decisions, actions, deadlines and signatures of class teacher, SENCo, Deputy Head and parent/carer (to be scanned and attached to CPOMS).
Safeguarding, recording and legal compliance	- Targets: ensure all safeguarding concerns are referred immediately and documented within 24 hours.	- Follow the school behaviour policy and safeguarding procedures at all times. Ensure the Transitions & Bolting Risk Assessment and Positive Handling policy are	- Any incident raising safeguarding concerns triggers immediate DSL referral. CPOMS entries must be completed within 24 hours and include factual	- Auditable records: all Reflection sheets (Appendix 1), Positive Handling records and meeting notes are scanned and attached to

		attached to ***'s file.	detail (who, what, when, where, action taken). Leadership to inform parents same day for safeguarding/physical incidents.	CPOMS within 24 hours. Reviews at 6 weeks will be supported by CPOMS exports and weekly tracker data. Success criteria for each behaviour are recorded as SMART, dated and signed
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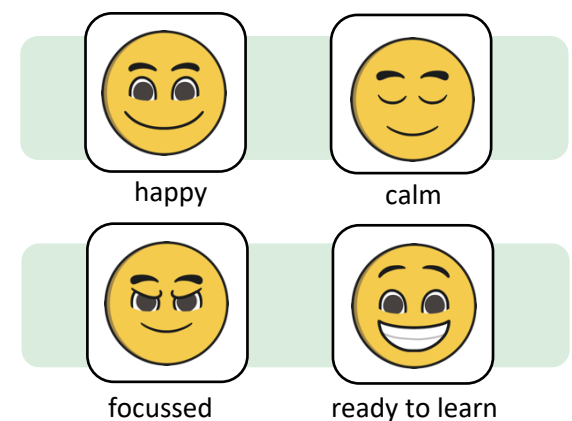
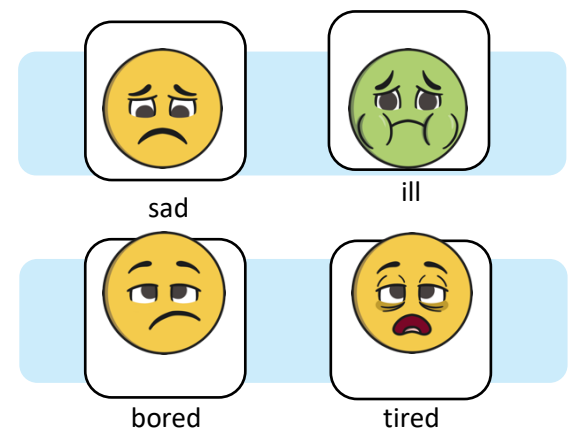
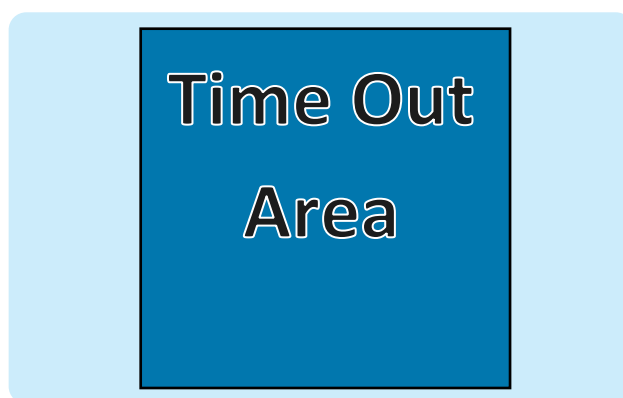
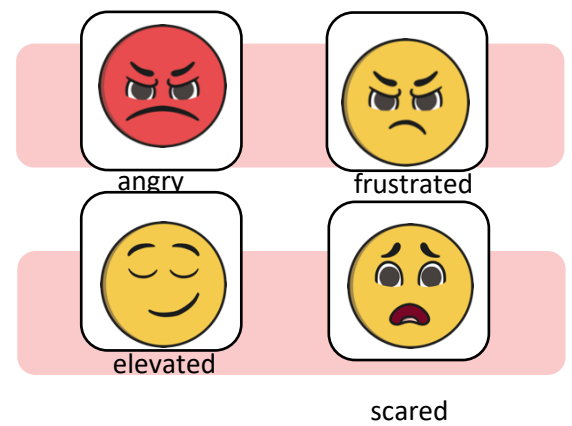
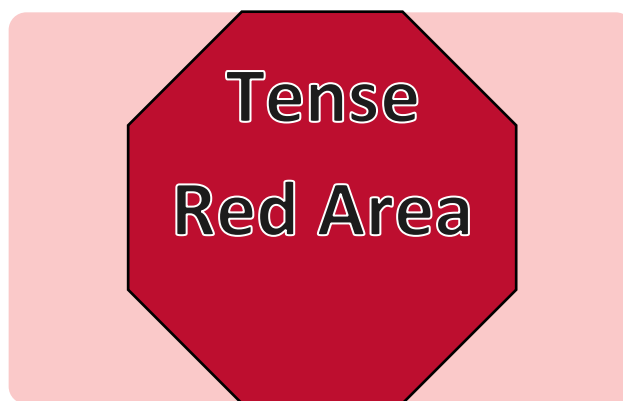
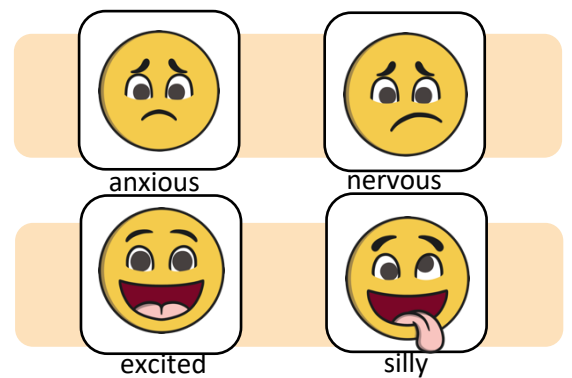
Appendix 3 ABC format

Behaviour Intervention Data Collection

Student:	
Teacher:	
Observer:	
Target Behaviour	

Date, Time and Location	Antecedent What happened before the behaviour occurred? What triggered the behaviour?	Behaviour What did the student do?	Consequence What happened directly after the behaviour occurred?

Appendix 4 – Example of Areas of Regulation Card



Appendix 5 – Inclusive & Relational De-Escalation Scripts

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

Scripts = Emotional Safety — they remove emotion and guesswork under pressure. Designed to support all children, but especially effective for those with ODD

Consistency = Trust — children feel secure when adults respond predictably.

Tone matters: Calm, slow, steady; imagine you're reading a bedtime story.

Body language matters: Neutral face, open hands, slow movements; give personal space.

Less is more: Short phrases. Avoid long lectures. Let silence work.

Autonomy is crucial: Offer safe choices; avoid direct "You must..." demands

Low emotion matching: Pause, take a breath; stay very calm, even when they're not.

Connect & Co-regulate first: Reasoning second, or later.

1. Child shouting

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

2. Child refusing to follow instructions

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

3. Child threatening to hurt someone

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

4. Child throwing objects

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

5. Child being rude and disrespectful

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