



ST MARY'S
CATHOLIC PRIMARY SCHOOL

POSITIVES BEHAVIOUR POLICY

RELATIONSHIPS AND POSITIVE BEHAVIOUR

September 2022

Part of the Nicholas Postgate Catholic Academy Trust

CREATED BY:	Mrs A. McClurey and Miss K. Phelps
REVIEW DETAILS:	To be conducted annually, or earlier if appropriate, in consultation with staff & governors.
REVIEW DATE:	September 2023



Statement of Intent

Kind words are short and easy to speak but their echoes are endless - Mother Theresa.

At St. Mary's Catholic Primary School, we know that developing and sustaining positive relationships is central to the success of our schools and our children. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic. Everyone at St. Mary's understands that they have a responsibility to support the growth of positive relationships, that constant maintenance is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

St Mary Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our relationships and positive behaviour policy echoes our school mission statement, 'Fiat Mihi: Let it be with me' and is rooted in Gospel values. This policy brings together both those key relationships between the school community and the impact this has on the behaviour within school. Adults all know that behaviour is understood as communication and that poor behaviour is as a result of an unmet need.

St. Mary's has embarked on a journey of a trauma-informed approach and staff are continuing to upskill themselves through quality training to understand ways to be in relationship with children, and each other, that helps everyone work together in a positive and productive way to support the emotional needs of our children and nurture positive behaviour. Our approach to relationships and positive behaviour is based on the teachings of Trauma Informed Schools UK (TISUK) and is underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.

St Mary's aims:

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.

- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Implementation

Protect:

Our priority is to ensure that children are safe. In this context that means not only physical safety but also within the relational environment. We reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We do not place children in situations that they cannot manage and focus on creating both physical and psychological safety.

We ensure that:

- All adults are taught about the impact of toxic stress on learning, wellbeing and behaviour.
- There are emotionally available adults in school and that children know who they are and where to find them.
- We adopt a no shouting, no shaming policy in school. Raised or hostile voices are not tolerated and any conversations with individuals about behaviour take place in private, away from the gaze of other children.
- Adults are aware of facial mobilisation and are expected to present as open, warm and engaged at all times.
- Adults are consistent and adjust their expectations around vulnerable children to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.
- We offer adult only spaces and time to reflect is encouraged to support the adults wellbeing.

Relate:

At St. Mary's, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be children in our schools who, for many reasons, have not benefited from these positive relational experiences. Research indicates that the brain retains plasticity and repeated, positive, relational experiences can repair and reverse this cycle.

We ensure that:

- All adults are attachment aware.

- All adults know about the key relational skills (Affect Attunement, Empathy, Containment and Calming and Soothing) and use these when supporting all children.
- Adults ensure that children have daily positive relational experiences to help them to become trusting, help-seeking individuals.
- Children and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.
- Adults have daily opportunities to engage with each other in environments that are supportive and pleasant.

Regulate:

We know that leaving children (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support children and adults in school to ensure that they are not left in toxic stress. We know that one of the most powerful ways to do this is to talk to children and help them to talk about what is bothering them.

At St. Mary's, we are committed to doing this through the relationships we have with children and each other.

We ensure that:

- We provide children with time-in with an adult who they trust to help them calm down, ready to reflect.
- We teach children strategies to support them in self-regulation.
- Interactions are emotionally regulating, playful and enriched.
- Adults are aware of each other's needs and support each other through rich, trusting relational experiences.

Reflect:

At St. Mary's, we believe that children and adults need to be able to reflect on their feelings in order to fully understand them and their behaviour. Without the opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us. There are times following troubling incidents that children and adults need to be helped to reflect in order to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection takes place only once the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support.

We recognise this as being 'connection before correction' (Dan Hughes 2017).

We ensure that:

- Staff listen to the child with a particular focus on empathy and acceptance of the feeling if not the behaviour.
- Children have opportunities to work with trusted adults to make sense of painful experiences through creative, therapeutic approaches.
- Behaviour is understood to be a form of communication and adults respond to poor behaviour by asking not what did you do but what has happened to you?
- Restorative conversations take place when children are ready and able to think about what has happened and are supported to repair. We offer Restorative Practice when following up with a child who has found it difficult to regulate their emotions.
- PSHE is informed by current research and teaches children about mental health, emotions, relationships and how to live life well. This is delivered weekly and in the form of a responsive teaching model to support all children across the school.

A whole-school approach to behaviour

At St Mary's we ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of our school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. At St Mary's we believe that everyone should treat one another with dignity, kindness and respect.

At St. Mary's we ensure a consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. We offer a consistent implementation to help create a predictable environment for all. Some pupils may require additional support to meet a school's behaviour expectations. This support is given consistently and predictably, applied fairly and only where necessary.

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the St. Mary's children's behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

Roles and Responsibilities

The role of school leaders at St. Mary's will:

- Be a visible presence around the site and especially at change over time.
- Routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and environment where everyone feels safe and supported.
- Play a crucial part in ensuring that all staff and pupils understand the behavioural expectations within school.

- Ensure that all new staff understand the behavioural expectations and the importance of maintaining them.
- Create a culture whereby staff understand rules and routines and how best to support all pupils to participate in creating the culture of the school.
- Ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- Ensure there is ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation, and even design, of behaviour policies – making links to whole school approaches to mental health and wellbeing as set out in the Mental health and behaviour in schools guidance.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.

The role of Leaders of Learning (Teaching Staff):

- Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Staff should also receive clear guidance about school expectations of their own conduct at school.
- Meet and greet their class each and every morning to support all children's social and emotional wellbeing.
- To build positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for.
- To be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing.
- To build and maintain positive relationships with parents and carers.
- Ensure that school systems and structures are followed consistently and pupils treated fairly.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- For every child to receive regular verbal praise and positive written praise through the school Feedback Policy.
- To deal with incidents which occur outside school in an appropriate manner and inform the EHT, DHT or AHT.
- To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support their learning.
- To model and teach emotional literacy to help children interact positively and deal with issues through PSHE lessons.

- To ensure **QUALITY FIRST TEACHING** every day with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.
- Be an emotionally available adult for the children of St. Mary's.
- Refer to the children's actions being 'Ready, Respectful, Safe'
- Model positive behaviours and build key relationships.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps.
- Follow up every time, and engage in reflective dialogue with learners.

The role of pupils:

- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.
- Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

The role of parents:

The role of parents is crucial in helping schools develop and maintain good behaviour. Parents will:

- Support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.
- To have regular discussions with the class teacher and other appropriate school staff about their child's wellbeing.
- To attend parents' evenings, and activities that support their child's learning.
- To be aware of the events taking place in school via the School website.

Promoting & Rewarding Positive Behaviour at St Mary's Catholic Primary School

At St Mary's we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. At the start of each academic year every child, parent and teacher are asked to read and sign a home school agreement. This outlines the responsibilities of the three parties in promoting good mental health and wellbeing and facilitating learning. The following is a list of rewards that will be used at St Mary's:

Learn to Earn Point

The purpose of Learn to Earn Points is to encourage positive behaviour through giving children an instant reward for their behaviour and attitude. House points are collected on a table displayed in every classroom, they are then collected each Thursday and the totals are announced in the Celebration Assembly each Friday. The Winning house is awarded the House Point Trophy. House Points are also collected and added to the Houses overall total with the winning house awarded an extra play time at the end of each half term. At the end of the year the winning house will receive a 'House Party'.

Values Award

Children who display our values are awarded a values sticker. Children can nominate their peers for a values award.

Special Work - Fabulous Friday's

Teachers are able to send outstanding pieces of work to the Head Teacher or Deputy Head Teacher, when appropriate. The child will share their work and receive special recognition for their hard work, they will receive a Head Teacher Award sticker for this outstanding piece of work. The child will then receive a Golden Ticket which they can cash in for the Enrichment Session on the Friday afternoon as a reward.

Head Teacher Award

This is for any outstanding contribution to our school community and includes academic and non-academic achievement. A certificate and special head teacher's pin badge will be awarded in the child's 'house colour'

St Mary's has developed a weekly **Raising Achievement Assembly** where good work from every class is celebrated. During the assembly special awards are given each week for:

St Mary's Superstars

These awards are given to children who consistently live out our school values; pupils who have shown good sportsmanship during a competition, match, game or playtimes; pupils who have helped our environment; pupils who have been a good citizen and helped our local/global community. These children will receive a Golden Ticket in Friday Celebration Assembly and get the opportunity to go to an Enrichment Session on the Friday afternoon as a reward.

STAR Behaviour

At St. Mary's, we celebrate any child who demonstrates **STAR** behaviours:

Sustained,

Team Player,

Amazing,

Recognised

A child that has demonstrated **STAR** behaviours will get to have a 'dip' in the **STAR** box.

Spirit of St. Mary's Award

Each week, one child will be chosen to receive the special 'Spirit of St. Mary's Award' in the Friday Celebration Assembly. The child chosen will have lived out our school values and promoted these values to other pupils in school. Parents/Carers will be invited into the Friday Celebration Assembly to witness their child receiving the award.

Through celebrating and rewarding responsible citizenship, good sportsmanship and positive behaviour, we establish and maintain our school ethos of care and nurture whilst striving for things that are worthwhile.

Responding to Misbehaviour.

At St. Mary's, we adopt a trauma-informed approach to supporting all pupils and staff across school through the protect, relate, regulate and reflect model. Our principal objective is to ask - How would I feel if I were in this person's shoes? using reflective, empathetic listening and the Consistent Language of Responding to Misbehaviour Script.

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Steps to success in the classroom:

- Ensure our classrooms are inviting and a safe haven for all our children.
- Avoid redundant information that adds nothing to learning and may be over stimulating for some children.
- Have a consistent daily routine and share timetables with children.
- Praising and/or rewarding good behaviours.
- Offer all children an opportunity to 'turn around' their behaviour, you may see some children with a 'Behaviour Report' which identifies positive behaviour and when they have 'turned it around'.
- De-escalating the situation using the range of approaches adopted in the school.
- Helping children to manage their own behaviour.
- Enabling children to make the right choices.
- If a child is in crisis, say: "I am here to help."
- Do not enter into negotiations; remain calm, but be assertive when giving instructions.
- Do not discuss consequences until a child is completely calm and can reflect on their behaviour.

Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

Please see Appendix 1 for [Responding to Misbehaviour Procedure](#) and [Consistent Language of Responding to Misbehaviour Procedure](#)

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND):

- St Mary's will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.
- St Mary's will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.
- St Mary's will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.
- St Mary's will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Additional support for children who enter the 'Crisis Phase':

St. Mary's offers a trauma informed approach and therefore further supports children who enter a 'Crisis Phase'. Additional support is offered to children who experience crisis points.

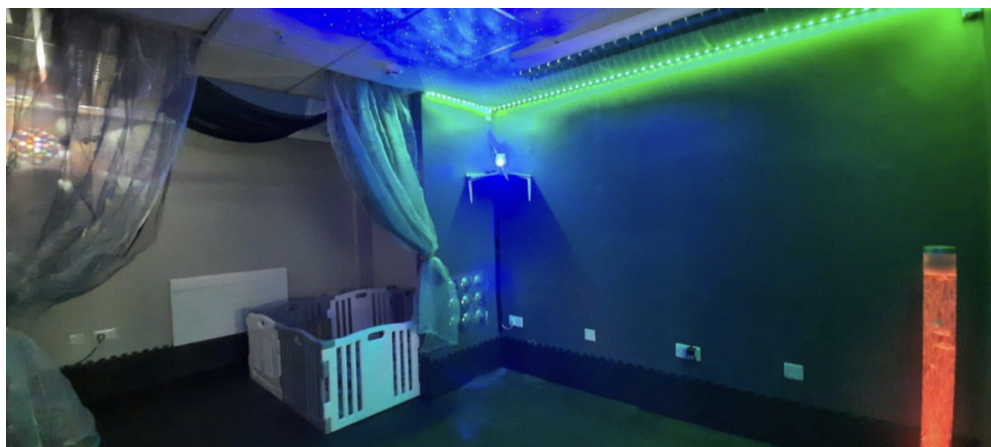
Examples of this support and steps taken include:

- Immediate risk assessment of the surrounding areas and if it is deemed that the child or other children are at risk, the child is appropriately moved to an area of safety.
- Adult to remain with the child whilst they are in crisis; this is to safeguard the pupil.
- Once the child is in the recovery crisis phase, the adult will continue to remain with the child.
- Adult will then support the child through a 'Restorative Practice' session.
- SLT to ensure that the Parent/Carer of the child is informed.
- Support recorded in school.

Sensory Room:

St. Mary's has the unique provision of a Sensory Room within the school. This is a space which can be timetabled for supporting children with sensory processing difficulties, sensory seeking needs and as part of bespoke therapeutic offer.

This space can also be used to support the de-escalation of crisis behaviours. Children will be supported in this safe space by a member of staff.

**Communication and Parental Partnership:**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of any concerns should be communicated to the Head Teacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy (IEP), and any further disciplinary action will be discussed and agreed with the parents.

Procedures for dealing with more serious breaches of this policy:

- A letter and/or phone call by the HT/DHT/AHT to parents informing them of the incident
- A Positive Behaviour Support Plan (PBSP) to be formulated in consultation with parents, class teacher, SENDCO, child and external support agencies
- If the problem is severe or recurring (three meetings with parents) episodes then fixed-term exclusion procedures are implemented in consultation with the Governing Body.
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and, the LA and NPCAT.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

The use of reasonable force:

- St. Mary's Catholic Primary School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.
- There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation:

- Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff.
- Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil such as: knives and weapons; alcohol; illegal drugs; stolen items. If a pupil refuses to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly, seeking the advice of the headteacher or designated safeguarding lead (or deputy).
- School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Suspension and permanent exclusion:

- All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
- We are clear that we trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

Managed moves:

- A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used.
- Managed moves should only occur when it is in the pupil's best interests.

Associated Resources and Links:

- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendix 1:

Responding to Misbehaviour Procedure

Shout out Board objective shared with children	Yes →	Positive behaviour seen
No		
<ul style="list-style-type: none"> Low level disruption or lack of engagement 	Yes →	Reminder/Prompt this works - no further action
No		
Stage 1 <ul style="list-style-type: none"> Verbal reminder given, using positive framing or visual prompt. 	Yes →	Reminder/Prompt works - no further action
No		
Stage 2 <ul style="list-style-type: none"> 5 minutes reflection in class 	Yes →	Reflection works. Child returns to the lesson. Reflection sheet shared with parent/carer, if 5 minutes becomes a recurrence. For younger children or children with an individual educational plan, adults work with the child for 5 minutes to co-regulate.
No		
Stage 3 <ul style="list-style-type: none"> 15 minutes reflection in another class 	Yes →	Reflection works. Child returns to the class. Reflection sheet shared with parent/carer. Share with the Phase Leader in Key Stage/Pastoral meeting. For younger children or children with an individual educational plan, adults work with the child for 15 minutes to co-regulate.
No		
Stage 4 <ul style="list-style-type: none"> LT alerted Child works outside of class for the remainder of the lesson/session.	Yes →	Removal from class works, Child returns to class. For younger children or children with an individual educational plan, adults work with the child to co-regulate.
No		
Stage 5 - LT alerted	→	5 Options Option 1: Curriculum Support Option 2: Restore Option 3: Reflect Option 4: Suspension (consider alternative placement) Option 5: Permanent Exclusion Incident recorded on CPOMs

Persistent Disruptive Behaviour		
<ul style="list-style-type: none"> • Refusal to follow instructions • Disrupting learning environment • Previous restorative practice has not been successful and behaviour is becoming more challenging. 		LT to support and feedback to parents/carers. Consideration of unstructured time. Incident recorded on CPOMs
Challenging behaviour		
<ul style="list-style-type: none"> • Swearing • Absconding from classroom • Refusal to follow instructions • Defacing/breaking equipment. 	→	LT to support and feedback to parents/carers. Consideration of unstructured time. Incident recorded on CPOMs
Crisis behaviour		
<ul style="list-style-type: none"> • Child at risk of harm • Running • Climbing • Hiding • Other children are at risk of harm. • Throwing objects/furniture • Physical assault against pupil • Physical assault against adult • Verbal abuse/threatening behaviour against pupil • Verbal abuse/threatening behaviour against adult • Bullying • Racist Abuse • Use or threat of use of an offensive weapon or prohibited item • Abuse relating to disability • Wilful and repeated transgression of protective measures in place to protect public health • Sexual Misconduct • Drug/Alcohol related • Damage • Theft • Persistent, disruptive behaviour • Abuse against sexual orientation and gender identity • Inappropriate use of social media or online technology 	→	Two adults to support. LT informed immediately. Parent/Carer contacted to support if appropriate. Potential use of restraint/seclusion. Consider suspension or exclusion. Individual risk assessment and reintegration meeting before considering a return to the classroom. Incident recorded on CPOMs

5 Options

Option 1: Curriculum Support

Child works outside the classroom for the remainder of the lesson/session - sighted by an adult, but does not require 1:1

Option 2: Restore

Child moves to restore. Child does not engage in curriculum work, but is given alternative therapeutic support to de-escalate and then they will move to Curriculum Support or Reflect.

Option 3: Reflect

Child will work outside the classroom for a day. Parents/carers will be informed and will be recorded on Arbor as a negative incident and CPOMs.

Option 4: Suspension (consider alternative placement)

Child is suspended from school: either whilst an investigation is conducted or for a set period of time, with a maximum of 5 days at any one time. If suspension is longer than half a day, work to be provided. Suspension can be issued internally and will be recorded as an internal suspension on Arbor as a negative incident and CPOMs.

Option 5: Permanent Exclusion

Possible permanent exclusion. Child to be removed immediately from site and an investigation to be conducted, within a 24 hour time period.