

BEHAVIOUR POLICY

Policy reviewed and agreed by Governing Body – February 2026

Date for next review – September 2026

Behaviour Principles

The Behaviour Policy outlines the whole-school approach to managing children's behaviour at Edward Wilson Primary School. It adheres to our school values:

- Respect:** Our school is underpinned by the principle of respect. No one deserves to be shouted at, be subjected to personal, profane and/or discriminatory comments, or undermined (e.g. by low-level disruption when teaching a lesson). We conduct ourselves calmly, politely and with an openness to and celebration of difference (of opinion, lifestyle, culture, religion, gender and any other factor that may be the basis for discrimination).
- Community:** We identify and solve problems together, with families and children. We listen to everyone's view and put realistic, positive plans in place (e.g. Behaviour Monitoring Charts, Reward Charts).
- Perseverance:** We do not give up on any child. Each day/lesson provides an opportunity for a pupil to change her/his behaviour and we remind pupils of this implicitly (modelling, inclusive language and respectful communication) and explicitly (discreet conversations, warnings, reminders of the pupil at his/her best). When something has gone wrong, we reflect and then move on. We take seriously our role, along with families, in the character education of children, and view it as equally important as academic education.
- Honesty:** We all make mistakes, and honesty ensure that issues and investigations are resolved quickly. When children are honest, it always provides an opportunity to praise them for this core value, irrespective of what they have done and what further sanctions may be put in place.
- Kindness:** We demonstrate unconditional positive regard for every child. We accept our pupils as they are, and work to develop warm, fair and professional relationships with every one of them. Part of this approach is having high expectations and clear boundaries; this is an act of kindness because it makes clear how we expect pupils to behave and prepares them for success at secondary school and beyond.

Our school values form the basis for our weekly assembly themes and reinforce our school ethos. At the beginning of each academic year, each class creates and signs three class rules. These are displayed at the front of the classroom and are a continuous reference for all classroom and general behaviour.

We are working towards our preliminary United Nations (UN) Rights Respecting Award (see Appendix 1 for the individual rights that we teach pupils). These form part of the UN Convention of Children's Rights. Through focusing on the rights that the children have, pupils will also learn about their responsibilities as citizens of the world.

Our pupils are educated about positive behaviour through the teaching of the school's values during assemblies, PSHE lessons, Religious Education, workshops and our enrichment programme (e.g. school trips).

Aims of the Behaviour Approach at Edward Wilson:

- Establish a positive, consistent approach to behaviour, rooted in our values (above)
- Emphasise shared responsibility for behaviour
- Ensure pupils feel safe, valued and fairly treated
- Maintain a calm, supportive learning environment

Definitions of Terms in this Policy

CPOMS (Child Protection Online Monitoring System) is the software platform we use to record and track safeguarding and behaviour concerns, including bullying incidents.

External Suspensions are a period of absence away from school, in which the pupil must complete work set by the school at home (the pupil must not be seen in public during school hours). The Governing Board are informed of this decision, as are the Local Authority. More serious incidents of unacceptable behaviour may result in a permanent exclusion.

Internal Suspensions are a period of time away from class/the playground, within school. These are recorded on CPOMS and reported to the Governing Board.

Permanent Exclusion is an extremely rare and undesirable last resort for a pupil, whereby s/he is removed from the school's roll following one incident or a series of incidents that cause unsustainable levels of disruption to the smooth-running of lessons and the school. This behaviour is likely to risk the safety of the pupil and others in the school community. A permanent exclusion is decided upon by the Senior Leadership Team and Governing Board and is reported to the Local Authority, which is obliged to provide alternative education from the sixth day following the permanent exclusion. Parents have the right to appeal the decision.

Reflection is the process of behaviour management used at Edward Wilson, in which pupils are given the opportunity to discuss their thoughts and feelings about what happened, listen to others' views, and consider how to repair any harm they may have caused. It is led by an adult.

SEND is an initialism denoting Special Educational Needs and Disabilities.

Reward Systems

At Edward Wilson, we have established a culture of positive recognition for good behaviour. Staff use non-verbal acknowledgement and encouragement regularly and praise is specific, genuine and frequent. To reinforce this, we use parallel praise (where a child demonstrating the appropriate behaviour is praised to encourage a nearby child to follow that example) and a range of rewards:

Value Leaves (Nursery-Year 6) - Each week for one child per class who has demonstrated that half-term's value; the teacher specifies the reason on the leaf - Given during Friday's assembly - Displayed on the Values Tree in the hall - Winners are celebrated in the newsletter	Star Reader Certificates (Nursery-Year 6) - Each week for one child per class who has demonstrated improved or excellent reading (home reading, progress, engagement, expression in reading aloud) - Given during Friday's assembly - Winners are celebrated in the newsletter
Marvellous Merits (Year 1-Year 6) - Given during the week for children going 'above and beyond' in demonstrating a value - The child, class and value are indicated - Collected in class House Boxes - These are collated by Year 6 monitors and one child per house wins Lunchtime Games Club invitation - Winners are celebrated in the newsletter	Tea with Teddy (Nursery-Year 6 & SRP) - Once every half term for a child who has shown the value consistently 30 minute tea-time with handmade treats with Teddy Wilson and Headteacher - A4 certificate with photo of the child and Teddy Wilson; also on display in lower hall - Winners are celebrated in the newsletter
Teddy's Top Table (Year 1-Year 6 & SRP) - Alternate Friday lunchtimes - The lunch team choose 1-2 children per year group who show excellent manners in the lunch hall - These children to go to the front of their class's line - They sit with Teddy Wilson and Headteacher at the 'Top Table' on the Friday of that week - Winners are celebrated in the newsletter	Birthday Books (Year 1-Year 6) - During phase leaders' assemblies - Reading Lead presents these Governors' Award (Year 1-Year 6) - Termly - For academic achievement; separate to values/character education rewards - Governor presents trophy and certificate - Parents are invited to presentation Winners are celebrated in the newsletter

Consequences

Behaviour management at Edward Wilson includes educating children about both natural and adult-led consequences for poor choices. A logical consequence for a poor choice of behaviour is that you reflect on your mistake, to endeavour to ensure it is not repeated. Thus, our consequences are based upon the well-researched principles of restorative justice. Restorative justice gives the opportunity for

- the person harmed by someone else's actions
- the person responsible for the harm

to share how a harmful action has affected them. It lets everyone involved play a part in repairing the harm and finding a positive way forward. Between people, it restores:

- effective communication
- relationships, and even friendships
- empathy
- respect
- reparation for material loss of damage e.g. paying for a broken item

Within the individuals, it restores:

- a sense of emotional safety at school
- self-confidence
- self-respect
- dignity

We run a Reflection system to facilitate restorative justice as our main response to poor behaviour. In Key Stage 2, this is managed by the Learning Mentor for 20 minutes at lunchtimes. Please see Appendix 2 for our Reflection Sheet. The Reflection system is inclusive; adaptations are made (adult as scribe, verbal or drawn responses, Makaton) to how the child communicates.

- EYFS/SRP/KS1 children reflect using the lever arch file/pictorial system, 1:1 with an adult. Reflection displays are in classrooms and the room used for KS2 Reflection, to reinforce the system to pupils.
- Any member of staff can send a KS2 pupil to Reflection if the system has been followed.
- If incident is dangerous and/or significant, Stages 1 and 2 do not need to be followed.
- The Learning Mentor will update CPOMS with each child's Reflection and the reason for it.
- The admin team will send an email to parents, with the reason/s for Reflection given.

Consistently poor behaviour will result in further supports being put in place, such as a Behaviour Monitoring Chart, which monitors both positive and negative behaviour and is signed by both SLT and the family each day. Again, these may be adapted for pupils with SEND, depending on the nature of the child's needs.

Consequence Stages

Stage 1	Warning: the child is reminded of the value s/he is not demonstrating or the rule s/he is not following. This warning may be verbal, non-verbal (e.g. a look across the room), to an individual or to a group/class.
Stage 2	Quiet Conversation: the child is reminded for a second/further time about the expected behaviour. The child may be moved to another seat or class at this stage, depending on the circumstances and what is least disruptive to the smooth-running of the school.
Stage 3	Reflection: see above for details. If the child is in Key Stage 2, the incident is logged on CPOMS and the child's family are informed by email.
Stage 4	Further Action: this may include an internal suspension (explained above) and a meeting between the Headteacher and the parent/s. Alongside a Reflection form, the child may write an account and/or apology letter, in line with Restorative Practice.
Stage 5	Adapted Support for Child at Risk of Suspension: The Headteacher or member of the Senior Leadership Team will implement appropriate behavioural support (e.g. home/school book, daily parent email, privilege withdrawal e.g. 2 week lunchtime internal suspension). Parent/s will be informed. The SENDCo and additional agencies may be involved, and, if needed, a Therapeutic Plan will be created with parents to prevent escalation and avoid suspension.
Stage 6	Internal Suspension: The Headteacher will meet with parent/s and the pupil will complete a minimum of one full day (including break and lunch time) on internal suspension in another class, with appropriate work provided.

Stage 7: **External Suspension/Permanent Exclusion:** In extreme cases, the pupil will be referred directly to the Headteacher, who may consider an external suspension or permanent exclusion. The Headteacher may choose to move to a higher stage of consequence more rapidly, depending on the nature of the poor behaviour.

Bullying

Please refer to our Anti-Bullying Policy for details about our approach to bullying. We take an active approach to preventing and responding to potential bullying. The Headteacher (or member of SLT) investigates all claims of bullying (whether raised by the pupil, family or any other stakeholder).

Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy, and consider whether pastoral support, an Early Help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Class Rules

Each class creates three class rules at the beginning of the academic year, which are signed by all children and adults involved with the class. These are used as reminders (for example, by supply teachers and the PE Coach) and as a focus for discussion when a child is reflecting upon poor choices.

Use of Positive (Physical) Handling

On rare occasions, it may be appropriate for staff to intervene physically with or between pupils. All members of staff have a duty to use Positive Handling, in the following circumstances, to prevent a pupil from:

- causing significant disruption to the smooth-running of the school/lesson
- hurting himself/herself or others
- damaging property
- committing an offence

De-escalation is the preferred approach in most situations. Pupils at risk of needing Positive Handling have a Therapeutic Plan created by the SENDCo/Class Teacher and parent/s; this is reviewed at least annually and more frequently, as required (see Appendix 3). Physical intervention should be a last resort- proportionate, calm, and aimed at regulating the pupil. All staff are trained in Positive Handling and the PACE approach to de-escalation (Playfulness, Acceptance, Curiosity, Empathy).

Pupil Behaviour Outside of School

The SLT and Governing Board of Edward Wilson Primary School will apply the principles of this policy (including the use of consequences) to pupil behaviour that occurs anywhere off the school premises that is witnessed by a staff member or reported to the school and evidenced. In addition, a pupil may be subject to the consequences outlined in this policy if s/he is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at Edward Wilson Primary School

Consequences may also be applied where a pupil has demonstrated poor behaviour off-site, at any time, whether or not the above conditions apply, if the behaviour:

- could have repercussions for the orderly running of the school
- poses a threat to someone else
- could adversely affect the reputation of the school

Consequences will only be applied when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Behaviour

Edward Wilson Primary School may issue consequences to pupils for online poor behaviour when:

- it poses a threat or causes harm to another pupil or person
- it may have repercussions for the orderly running of the school
- it may adversely affect the reputation of the school
- the pupil is identifiable as a pupil at Edward Wilson Primary School

Consequences will only be applied when the pupil is under the lawful control of a staff member (i.e. on school premises).

Suspected Criminal Behaviour

The age of criminal responsibility in England is 10. If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher will undertake this task and the Designated Safeguarding Lead (DSL) will make a report to Children's Social Care, if appropriate. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation and apply consequences, as long as these do not conflict with police action.

Suspensions and Exclusions

All pupils have the right to a calm, safe, and supportive learning environment. The Headteacher may issue suspensions or permanent exclusions for serious incidents or ongoing poor behaviour that hasn't improved despite interventions. These decisions, made with the Senior Leadership Team, prioritise the wellbeing of pupils and staff. Suspensions and permanent exclusions are responses to serious or repeated breaches of this Behaviour Policy, and may include (but are not limited to):

- verbal abuse to pupils, staff or others
- physical abuse of pupils, staff or others
- serious actual or threatened violence against another pupil or a member of staff
- carrying a weapon, which could cause harm to themselves and/or others
- coercing others to perform acts that are dangerous to themselves and/or others
- imitation, threat or enactment of a perceived act of terror
- prejudice-based harassment or hatred-based act
- indecent behaviour, sexual violence, assault or harassment
- abusive/offensive messages via electronic communication (including but not limited to Roblox, WhatsApp, TikTok and Snapchat)
- malicious allegations
- damage to property, including arson
- possession and/or misuse of illegal drugs and/or misuse of other substances including alcohol, tobacco, legal highs
- theft
- bullying
- persistently poor behaviour or a serious single incident
- unacceptable behaviour that has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- behaviour that poses a significant risk to the child's own safety.

The school will inform the police about any relevant offences. There may be other situations where the Headteacher makes the judgement that suspension or exclusion is an appropriate sanction.

Charging and Remittance

In line with our Charging Policy, where a child's wilful or negligent actions incur extra cost to the school, by breakage of equipment, damage to premises, loss or damage to books, the school reserves the right to charge parents/carers for part or whole of the cost of repair or replacement.

School Trips and Events

Attending trips or taking part in school events such as drama workshops or sports competitions are experiences we wish every child to have during their time at Edward Wilson. For that reason, we organise an extensive programme of enrichment opportunities, including small, mixed age excursions for children with a particular need, interest or strength. However, attendance on these events is a privilege, not a right. If a pupil's behaviour poses a risk to her/his own safety or that of others in public, or a reputational risk to the school, the pupil will not take part. If necessary, the pupil will be provided appropriate alternative work within school.

Parent/Carer Involvement

At the start of each school year, parents/carers and pupils sign a Home-School Agreement to ensure that expectations, rewards and consequences are understood and, ideally values and principles are shared between home and school. Knowing that adults at home and school give the same message about behaviour supports children's engagement with the school behaviour approach.

Homework

To help pupils prepare for secondary school, in KS2 children who have not completed their homework have a playtime Reflection for 5 minutes on a Monday, led by the Headteacher or a member of SLT. This gives the children the opportunity to complete any homework that evening. If they do not, they will have a further 10 minute Reflection on Tuesday playtime. If a child attends the Tuesday Homework Reflection for three weeks, his/her parents/carers are invited to discuss the matter with the Headteacher. This meeting's purpose is to better understand the child's barrier to completing homework (e.g. lack of digital access) and work together to overcome it. A statement about homework effort is part of every child's Annual Report to parents/carers.

SEND

In line with the SEND Code of Practice (2014) and the Equalities Act (2010), reasonable adjustments are made to how this Behaviour Policy is applied for children with SEND. This may include adapted Reflection systems and other sanctions. If considerable adjustments are agreed with relevant agencies and parents/carers and are in place, it may be necessary for a pupil with SEND to be suspended or permanently excluded. This is never the school's intention and appropriate external support and internal adaptations are provided as a response to this eventuality. These changes may include a Team Around the Child/Family meeting or an Early Annual Review for a child with an Education Health and Care Plan. We ensure the child's needs are balanced with our duty to reduce the risk of harm to the pupil, other pupils and staff through our SEND Suspension Document (Appendix 4).

Confiscation

The school reserves the right to confiscate items that go against our Behaviour Policy and systems. These include (but are not limited to):

- sweets
- chewing gum
- food items containing common allergens e.g. nuts
- devices e.g. smartphones or gaming devices (these may be confiscated until the end of the half term or term, depending on how they have been used in school. If children's safety is compromised, for example, by using a gaming device to access an age-restricted game or using a smartphone to take photographs, this will result in a longer period of confiscation)
- banned substances e.g. alcohol
- distractions and toys e.g. trading cards
- personal items that violate the uniform guidance and are a distraction e.g. sunglasses
- indoors

a summary of the un convention on the rights of the child

article 25 (review of

article 1 (definition of the child) Everyone under the age of 18 has all the rights in the Convention.

article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

article 4 (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights. **article 5** (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a

way that recognises the child's increasing capacity to make their own choices.

article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

article 7 (birth registration, name, nationality, care) Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

article 9 (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

article 10 (family reunification) Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

article 11 (abduction and non-return of children) Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home. **article 12** (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. **article 13** (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

article 14 (freedom of thought, belief and religion) Every child has the right to think and

believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation. **article 17** (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

article 20 (children unable to live with their family) If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

article 21 (adoption) Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

article 22 (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

treatment in care) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

article 26 (social security) Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

article 32 (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

article 33 (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

article 35 (abduction, sale and trafficking) Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

article 36 (other forms of exploitation) Governments must protect children from all other forms of exploitation, for example the

exploitation of children for political activity by the media or for medical research.

article 37 (inhumane treatment or detention) Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

article 38 (war and armed conflicts) Governments must not allow children under the age of 15 to take part in war or join armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

article 39 (recovery from trauma) Children who have experienced neglect, abuse, exploitation, torture or are victims of war must receive support to help them recover their health, dignity, self-respect and social life.

article 40 (juvenile justice) A child accused or guilty of breaking the law must be tried with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

article 41 (respect for higher national standards) If a country has laws or standards that go further than the present Convention, then the country must keep these laws.

article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights. **article 45**

Unicef can provide expert advice and assistance on children's rights.

optional protocols

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention decide whether or not to sign up to the Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to unicef.org.uk/crc/op

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Appendix 2 Reflection Sheet

Behaviour Reflection Sheet Key Stage 2

Name: _____ Date: _____

Class: _____ Stages 1 and 2 completed with _____, details: _____

Stage 1: First verbal warning ☐ Moved to another area of the classroom ☐
Stage 2: Discussion with pupil ☐ Catch up with work ☐ Sent to Class _____ ☐

Reason for attendance at Reflection

Stage 3 Behaviour	
Making unkind comments to/about others ☐	Fighting/hurting others ☐
Minor damage to property ☐	Intentional serious damage to property ☐
Repeated refusal to listen/follow instructions/ rules ☐	Making discriminatory comments ☐
Calling out/distracting others repeatedly ☐	Excluding someone in a deliberate way ☐
Swearing ☐	Theft ☐
Being dishonest ☐	Verbal aggression towards a peer/adult ☐

Why are you here? What did you do or not do?



Which value/s did you not show?

Community

Curiosity

Perseverance

Respect

Kindness

Honesty

Why is it important to show that value?



What were you thinking or feeling at the time?



What would you do differently next time?



What can you do now to resolve the situation?



Appendix 3 Therapeutic Plan

THERAPEUTIC PLAN

Name	Class	No photograph available yet	Date	Review Date

Triggers	Negative Behaviours
•	•

PREFERRED De-escalation Strategies		
Verbal advice and support	Distraction	Movement break
Reassurance	Giving time	Take-up time
Calm script/talking	Time out offered	Reward chart
Time out directed	Negotiation	Stickers
Withdrawal	Closed choice	Sensory
Appropriate humour	Persuasion	Parent phone call
Tactical ignoring	Success reminder	Now and Next
Praise	Consequence reminder	
Transfer adult	Visual support	Other: _____

Approved handling strategies		

Medical Conditions
<i>Note any known medical conditions that should be taken into account before physically intervening:</i>

Parent/Carer View

Pupil View

	Print name	Signature
School Representative		
Parents/Carers		

Appendix 4 SEND Suspension Document



Suspension for pupil with SEND

Name of pupil:	Class/Year group:	Date of Suspension:	Duration of Suspension:
Primary need on EHC Plan:	Date of admission to the school:	Name of Class Teacher:	Name of SENDCo:
Reasonable Adjustments (SEND Code of Practice, 2014) Routinely in Place <i>Under the Equality Act 2010, it is unlawful to exclude a child for reasons relating to their disability if reasonable adjustments were not made.</i>		Additional Safeguards in Place Leading up to Periods of Difficult and/or Dangerous Behaviour	
•		•	
Additional Safeguards in Place During Periods of Difficult and/or Dangerous Behaviour			
•			
Key Incident/s			
Date	Incident/s		
Aspects of School Behaviour Policy and/or School/Class Rules Not Followed			
Behaviour		Impact	
Reintegration Meeting Date:			
Points from the Meeting (if applicable)			
Amendments and/or Additions to Therapeutic Plan		Amendments and/or Additions to Routine Reasonable Adjustments	
•		•	
Amendments and/or Additions to Safeguards in the Event of Difficult and/or Dangerous Behaviour			Early Annual Review Set?
•			Date: