



Sacred Heart Respect Policy

(Anti-Bullying Policy)

SACRED HEART CATHOLIC PRIMARY SCHOOL

Love of God, Love of one another, Love of our world, Love of learning.

“A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another.”

John 13:34 – 35

Coordinator	Mrs White / SENCO
Date	June 2026
Review Date	Yearly or when changes arise
Nominated Governor	Personal Development Behaviour and Welfare Portfolio Holder

*At Sacred Heart Catholic Primary School, we believe that every member of our community is created in the image and likeness of God and therefore deserves dignity, respect, and love. We are committed to ensuring that all pupils can learn in a **safe, caring and supportive environment, free from all forms of bullying.***

*Our approach is rooted in **Catholic Social Teaching**, Gospel values, and current statutory guidance. We actively promote an ethos of **love, compassion, justice, peace, and forgiveness**, ensuring every child feels valued and protected.*

*Bullying is not tolerated at Sacred Heart. We adopt a **zero-tolerance approach** and work collaboratively with pupils, staff, and families to prevent, identify, and respond effectively to all forms of bullying.*



Aim:

At Sacred Heart, we believe every child is special and made in God's image. We are committed to ensuring that all pupils feel **safe, happy, respected, and valued**. We promote kindness and respect through our Catholic values:

- Love
- Compassion
- Respect
- Forgiveness

We have a **zero-tolerance approach to bullying**. Bullying is taken seriously, and we act quickly to support all children involved.

This policy aims to:

- Promote a culture of **respect, kindness, and inclusion**
- Prevent all forms of bullying through education and positive behaviour
- Ensure all pupils feel **safe, secure, and valued**
- Provide clear procedures for identifying and responding to bullying
- Support **restorative approaches**, reconciliation, and personal growth
- Comply with current **DfE guidance and legal responsibilities**

Adults model respect, consistency, and expect the same from children. Rooted in our Gospel values, we emphasise **forgiveness and reconciliation**, helping pupils learn from mistakes and start each day afresh.

Legal Framework

This policy is written in accordance with the following legislation and guidance:

- Education and Inspections Act 2006 (Section 89)
- Equality Act 2010
- Human Rights Act 1998
- Education Act 2011
- Protection from Harassment Act 1997
- Crime and Disorder Act 1998
- Communications Act 2003
- Malicious Communications Act 1988
- DfE (2017) *Preventing and Tackling Bullying* / DfE (2023) *Keeping Children Safe in Education*
- DfE Mental Health and Wellbeing Guidance
- UKCIS (2020) *Sharing nudes and semi-nudes' advice*

This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Relationships and Health Education Policy

Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are Post LAC/ adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:



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- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of Bullying

Bullying is defined as: Repeated, intentional behaviour that causes physical, emotional or psychological harm, often involving a power imbalance. Bullying is characterised by:

- Repetition
- Intent
- Targeting
- Power imbalance

Bullying may include:

- Verbal – name-calling, threats, insults
- Physical – hitting, kicking, pushing
- Emotional/Relational – exclusion, spreading rumours
- Cyberbullying – online or digital harm

Types also include:

- Racist bullying
- Homophobic, biphobia, or transphobic bullying
- Sexist or sexual bullying
- Ableist bullying (SEND-related)
- Faith-based and prejudicial bullying
- Socioeconomic bullying

Our Catholic Approach

Our anti-bullying work is guided by:

- **Human Dignity** – Every person is valued
- **The Common Good** – We build a safe, caring community
- **Solidarity** – We support one another
- **Forgiveness & Reconciliation** – We repair relationships and move forward

Prevention of Bullying

Bullying prevention is explicitly taught through RHE, PSHE, and RE, forming a key part of the school's personal development offer. The curriculum is carefully sequenced and age-appropriate, ensuring pupils develop a clear understanding of respectful behaviour.

Focus areas include:

- Respectful and healthy relationships
- Equality, diversity and inclusion
- Online safety and digital responsibility
- Boundaries, consent and personal safety
- The curriculum promotes tolerance, respect and understanding of difference, effectively preparing pupils for life in modern Britain

The school promotes a strong, inclusive culture where kindness, dignity and respect are the norm. Gospel values are lived out daily through relationships and behaviour expectations.

- Promotion of Core Values: Faith, Respect, Compassion, Responsibility, Equality
- Celebration of positive behaviour through house points, rewards and recognition
- Opportunities for inclusion through clubs, enrichment activities, and collective worship
- Leaders ensure that bullying is rare, not tolerated, and dealt with effectively when it occurs
- Pupils report that they feel safe, included, and valued

The school provides a safe, supportive and well-supervised environment where all pupils feel secure.



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- Safe spaces are available for pupils who require support
- Staff maintain high levels of supervision, vigilance and consistency
- Seating plans and groupings are used to promote inclusion and positive relationships
- Staff are highly vigilant and act promptly on any concerns
- Pupils know there are trusted adults they can talk to
- The school environment supports pupils' sense of safety and belonging
- Systems are in place to identify, record and respond to concerns quickly and effectively

Signs of Bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse.
- Their academic performance has started to fall, and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify SLT, who will investigate the matter and monitor the situation.

Roles and Responsibilities

The Governing Board is responsible for:

- Monitoring and evaluating the effectiveness of this policy
- Ensuring compliance with safeguarding, equality, and statutory duties

The Headteacher is responsible for:

- The implementation, leadership, and regular review of this policy
- Ensuring that prevention is a central aspect of the school's anti-bullying approach
- Ensuring all staff receive appropriate training and ongoing support
- Promoting a whole-school culture where bullying is not tolerated

The Headteacher will ensure:



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- All reports of bullying are taken seriously and acted upon promptly
- Systems are in place for effective recording, monitoring, and follow-up
- Both victims and perpetrators receive appropriate pastoral support over time
- Safeguarding procedures are followed, including immediate referral to the DSL where there is risk of harm

All staff are responsible for:

- Modelling respectful, consistent and compassionate behaviour at all times
- Creating a safe, inclusive environment where all pupils feel valued
- Being vigilant and proactively identifying signs of bullying
- Taking all reports seriously and acting immediately and consistently
- Challenging all forms of unkindness or inappropriate behaviour
- Recording incidents accurately on BROMCOM
- Maintaining pupil confidentiality, sharing information only where appropriate or required for safeguarding
- Providing ongoing support and follow-up to ensure bullying has ceased

Staff understand that:

- Bullying is never ignored or dismissed as 'banter'
- Early intervention is essential
- If a pupil is at risk of harm, the Designated Safeguarding Lead (DSL) must be informed immediately

Pupils are expected to:

- Treat others with respect, kindness, and dignity
- Follow the school rules: Ready, Respectful, Safe
- Speak to a trusted adult if they experience or witness bullying
- Support and include others, promoting a positive school community
- Take responsibility for their actions and engage in restorative processes

Parents and carers are expected to:

- Work in partnership with the school to promote positive behaviour
- Report any concerns about bullying promptly and appropriately
- Support the school's policies and values at home
- Encourage children to speak openly about worries or concerns
- Engage constructively with school staff to resolve issues

Pupil Support

Cyberbullying is a form of bullying that takes place using technology and can occur at any time and in any place, including at home. It can invade personal space, reach a wide audience, and may involve multiple people, including bystanders. It can affect pupils, staff, and members of the wider community.

Forms of Cyberbullying

Cyberbullying may include, but is not limited to:

- Threatening, intimidating, or upsetting messages
- Sharing embarrassing or harmful images or videos
- Posting or sharing private information to cause distress
- Abusive or silent phone calls
- Sending messages using another person's identity
- Offensive emails or messages using fake accounts
- Hurtful comments in online spaces such as chatrooms or gaming platforms
- Posting harmful or defamatory content on social media or websites

This list is not exhaustive.

Sacred Heart Catholic Primary School has a zero-tolerance approach to cyberbullying. Incidents are treated with the same seriousness as face-to-face bullying and will be addressed in line with this policy.

All staff receive regular training to:

- Recognise the signs of cyberbullying



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- Respond promptly and appropriately
- Support pupils effectively

Recognising Cyberbullying

Staff will be alert to signs that a pupil may be experiencing cyberbullying, including:

- Avoiding the use of devices
- Becoming anxious or upset when receiving messages
- Changes in mood or behaviour linked to device use

Signs a pupil may be engaging in cyberbullying include:

- Secretive behaviour when using devices
- Spending excessive time online
- Becoming distressed if access to devices is removed

Parents are supported through information and guidance to help recognise and respond to cyberbullying.

Key Differences from Other Bullying

Staff understand that cyberbullying can:

- Occur across multiple platforms and reach a wide audience
- Take place 24/7, leaving pupils with no safe space
- Be anonymous, making it harder to identify the perpetrator
- Leave a digital footprint, which can be used as evidence

Responding to Cyberbullying

Pupils and staff are advised:

- Do not respond or retaliate
- Save evidence (e.g. screenshots)
- Report concerns immediately to a trusted adult

The school will:

- Investigate all incidents promptly
- Provide support to the pupil affected
- Take appropriate action in line with the Behaviour Policy

Where harmful content is posted online:

- Pupils will be supported to report and remove content
- The school will request removal where appropriate

Support for Pupils

Victims of cyberbullying will receive:

- Emotional support and reassurance
- Guidance on online safety and protecting themselves
- Ongoing follow-up to ensure the issue has been resolved

Powers to Search Devices

In line with the Education Act 2011, the school may:

- Search a pupil's device where there is reasonable cause
- Delete harmful content if necessary

Responding to Bullying

Steps in Response

- Report Pupils, staff, or parents report concerns
- Investigate Staff gather information and listen to all parties
- Record Incident logged on BROMCOM
- Respond
 - Appropriate action taken in line with the Behaviour Policy
 - Parents informed



- Restore and Repair
 - Restorative conversations using reflective questions
 - Emphasis on understanding harm and making things right
- Follow Up
 - Ongoing support for all involved
 - Monitoring to ensure bullying does not continue

Support for pupils

We recognise that both the child being bullied and the child displaying bullying behaviour need support.

Support may include:

- Pastoral support and check-ins
- ELSA intervention
- Behaviour support plans
- Counselling
- Involvement of SENCo or external agencies, such as referral to Early Help, supporting families.

Sanctions

Where appropriate, sanctions will follow the school Behaviour Policy. These may include:

- Time out or removal from class/play
- Restorative actions (apologies, repairing harm)
- Behaviour reports or plans
- SLT involvement
- Suspension in serious cases

Sanctions are never used to humiliate but to promote reflection, responsibility, and change.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or outside the local shops, or in a town centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

Record keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.



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The headteacher will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

How can parents/carers help?

Parents are expected to:

- Talk to your child about kindness and respect
- Encourage them to speak up if something is wrong
- Inform the school of any concerns early

Together, we build a school where children live out Jesus' message: **"Love one another as I have loved you."**

Monitoring and Review

The school will:

- Record all incidents
- Analyse patterns termly
- Review policy annually
- Seek pupil and parent voice

Appendix 1 Ready Respectful and Safe

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe. Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

<i>Ready</i>	<i>Respectful</i>	<i>Safe</i>
<ul style="list-style-type: none"> • Correct School uniform • Full equipment • Listening • Focussed • Be on time 	<ul style="list-style-type: none"> • Listen to others and expect to be listened to, 'one voice' • Appropriate language and tone. • Look after the building, displays and equipment. • Represent the school at its 	<ul style="list-style-type: none"> • Be in the right place at the right time. • No physical contact, 'kind hands' • Stay safe online both in and out of school. • Report any problems to



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	best, both in and out of school.	an adult.
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Appendix 2 Core Values and House Points

Our **Core values** underpin our House System:

House Name	Core Value	Catholic Social Teaching	Reflection
Oscar Romero		Faith in God and Human Dignity Call to Family, Community and Participation	Put my trust in God.
			Love one another.
Helen Keller		Dignity of Work and the Rights of Workers Dignity of Work	Always try to do my best.
			Work hard to achieve my targets.
Mahatma Gandhi		Rights and Responsibilities Rights and Responsibilities	Make the right choices.
			Be responsible for my actions.
Martin Luther King JR		Human Dignity Care for God's Creation	Have respect for myself and others.
			Look after God's world.
Mother Teresa		Solidarity Human Dignity & The Common Good	Be a good friend.
			Treat others as you want to be treated.
(All houses)		The Common Good Human Dignity & Solidarity	Be a proud and enthusiastic member of the Sacred Heart Community.
			Be willing to forgive others

Appendix 3 Stages of behaviour

Sacred Heart Catholic Primary School Behaviour Ladder			
Positive behaviour management strategies should always take precedence over Sanctions.			
<i>Build Strong Relationships, Model Positive Behaviour, Set Clear Expectations, Recognise and Celebrate Positive Behaviour, Provide Emotional Support, Use Positive Language, Offer Choices and Autonomy, Teach Social and Emotional Skills, Reflect and Repair</i>			
Stages	Behaviour	Action	Process/ Staff Involvement
	Low level disruption <ul style="list-style-type: none"> Interrupting the lesson Not on task and wasting time Talking while the teacher is 	Reminder of the behaviour expected either verbal or visual clue. Referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil.	Class teacher / LSA



<p>1</p>	<p>talking</p> <ul style="list-style-type: none"> • Distracting other children • Interfering with another person's property • Being in school at break times without permission • Talking in assembly 	<p>Reminded of their previous good conduct to prove that they can make good choices</p> <p>Two- Five minutes take up time (depending on age) and reminder of final chance. It may be appropriate to remove the pupil to support regulation and reduce disturbance to other learners.</p> <ul style="list-style-type: none"> • Sensory walk / circuit • Verbal reminders • Visual cues • A non-verbal reminder 	
<p>2</p>	<p>Step 2 Continued disruptive behaviour of learning which is disturbing other learners.</p> <ul style="list-style-type: none"> • Persistent Step 1 behaviour • Refusal to follow instructions • Refusal to complete work <p>Removal from the playground or a club due to disruptive or unsafe behaviour</p> <p>Rudeness, answering back, rough play: <i>'Kind hands (or feet) rule'</i></p>	<ul style="list-style-type: none"> • Repeat step 1 - Warning of the behaviour expected. If LSA available, called to support the child to regain focus and return to the lesson • Distraction depending on age of the child, sensory break, a job, time out. • Spending time out in another classroom. This must be agreed by a member of SLT and the receiving class teacher • Distracting other learners – 5 mins break / 10mins lunch in library (break), pod (lunch). • SLT consulted for advice, if needed. <p>Incidents of level 2 behaviour at break and lunchtime may lead to: <i>Time out (bench) or time in pod/library:</i> reflection, cooling off, restorative conversation.</p>	<p>Class teacher – Inform Parents/carers of incidents through telephone, face to face.</p> <p>Record through BROM COM.</p>
<p>3</p> <p>Behaviour report – link to rewards</p>	<p>Persistent, disruptive, anti-social behaviour or Homophobic or racist incident</p> <ul style="list-style-type: none"> • Persistent Step 2 behaviour • Refusal to follow reasonable adult requests • Not telling the truth • Verbal abuse or threatening behaviour • Inappropriate physical behaviour • Inappropriate language (including swearing) • Deliberate damage to another child's or school property • Spitting • Any form of bullying including any abusive comments towards or about another individual (note also that pupils should report any such abuse which they come across or are aware of). 	<ul style="list-style-type: none"> • Pupils may be removed from learning by an LSA or nearby staff to a quiet space to calm and regulate, taking their work with them. • Pay back learning time in the POD. Apology letter is devised with support from staff. • Community service while on report if ticks not achieved. Pupils give back to the school community through small acts of service when appropriate. Clean lunch tables last 10minutes of lunch. • If the pupil is visiting the pod/library multiple times in the same week. Action – Missed work due to behaviour must be completed at home. Work is returned the next day and signed by a parent/carer. • Parents / carers asked to cover the cost or community service pay back • School staff will promptly report and record any bullying concerns, investigate the incident thoroughly, communicate actions and outcomes to the parents/carers of all pupils involved, and ensure appropriate follow-up support 	<p>Class teachers Review meeting within a fortnight with parents, to measure progress. If no progress behaviour report is devised. This is signed by ELT members, each break, lunch and the end of the school day.</p> <p>This is uploaded on BROMCOM.</p> <p>All staff</p> <p>SLT</p>



<p>4</p> <p>Behaviour management plan</p>	<p>Serious disruptive behaviour requiring the immediate removal from class</p> <ul style="list-style-type: none"> ● Unsafe behaviour ● Refusal to follow reasonable adult requests (including not going to or staying in an appropriate calming space) ● Physical violence ● Absconding ● Damaging school environment or property ● Theft ● Inappropriate language 	<p>Removal from learning by LSA or staff nearby – quiet space to calm and regulate, work should be bought with them.</p> <p>Class teacher and SLT will liaise regarding the length of internal isolation. Parents/carers are informed</p> <p>If a child refuses to leave, staff should use distraction techniques to gently guide the child. If this is not successful, staff should radio for support or send another child to request assistance.</p> <p>Part of the ELT team, or SLT.</p> <p>Unsafe behaviour, towards an adult use the radio.</p>	<p>Class teacher</p> <p>Extended leadership team</p> <p>Senior Leadership team</p> <p>SENCO to place referral to Southend Inclusion outreach team</p>
<p>5</p> <p>Modified learning plan in place</p>	<p>Severe disruptive behaviour/offensive/unsafe behaviour requiring removal from class</p> <ul style="list-style-type: none"> ● Persistent step 4 behaviour ● Refusal to follow reasonable adult requests ● Verbal, Physical, Sexual or Emotional abuse of another person ● Threatening behaviour ● Foul and abusive language ● Significant or deliberate damage to school environment or property 	<p>Such behaviour and/or incident may warrant a suspension or exclusion (see suspension guidance)</p> <p>Parents/carers are informed</p> <p>Suspension to be considered based on the severity of the incident and the ability or willingness of the child to calm and regulate</p> <p>SENCO to inform Southend Inclusion outreach team</p>	<p>Senior Leadership team</p>

Appendices 4 Behaviour Ladder on the playground

Sacred Heart Catholic Primary School Behaviour Ladder on the Playground

Positive behaviour management strategies should always take precedence over Sanctions.

Build Strong Relationships, Model Positive Behaviour, Set Clear Expectations, Recognise and Celebrate Positive Behaviour, Provide Emotional Support, Use Positive Language, Offer Choices and Autonomy, Teach Social and Emotional Skills, Reflect and Repair

Stages	Behaviour Expectation and Examples	Action	Staff Response
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1	<p>Expected / Positive Behaviour Children should:</p> <ul style="list-style-type: none"> • Play safely and fairly • Share equipment and take turns • Use kind words and actions • Follow adult instructions • Include others in games 	<p>Reminder of the behaviour expected either verbal or visual clue.</p>	<p>Praise, stickers, house points</p> <p>Positive reinforcement and modelling</p>
2	<p>Stage 2 – Low-Level Behaviour</p> <ul style="list-style-type: none"> • Being in prohibited areas • Minor disagreements • Not taking turns • Shouting or using unkind words • Ignoring simple instructions 	<p>Reminded of their previous good conduct to prove that they can make good choices</p> <p>Two-Five minutes take up time (depending on age), and reminder of final chance. It may be appropriate to remove the pupil to the back of the line, another zone or distract chatting to them about their day.</p>	<p>Calm reminder of rules</p> <p>Referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil.</p> <p>Redirect behaviour Support children to resolve minor conflicts</p>
3	<p>Stage 3 – Moderate Behaviour</p> <ul style="list-style-type: none"> • Repeated unkind language • Deliberate exclusion • Throwing objects (not aimed at others) • Rough play after warnings • Refusing to follow instructions. 	<p>Temporary removal from activity</p> <p>Time out on the bench or back of the line, or 5-10 min time out, a minute of their age.</p> <p>5 years old 5 mins 10 years old 10mins</p>	<p>Clear warning and explanation</p> <p>Restore and repair conversation, by the same adult.</p>
4	<p>Stage 4 – Serious Behaviour</p> <ul style="list-style-type: none"> • Repeated Stage 3 behaviour • Physical aggression (hitting, kicking, pushing) • Targeted bullying behaviour • Damaging property or equipment • Intentional spitting or intimidation. 	<p>Remove child from playground to the pod, or library at break.</p> <p>Report to senior staff – pupil pays for damages or through community service.</p> <p>Incident recorded on BROM COM Parents informed.</p>	<p>Restorative conversation before returning to play, later or the next day.</p> <p>If refusal to leave – radio is used.</p>
5	<p>Stage 5 – High-Risk or Repeated Stage 4 Behaviour</p> <ul style="list-style-type: none"> • Serious assault or unsafe behaviour • Repeated bullying despite interventions • Continual refusal and defiance 	<p>Immediate senior leadership involvement</p> <p>Behaviour plan/meeting with parents Possible internal isolation or further intervention</p>	<p>SLT</p>



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Behaviour Management Plan

Plan Number: 1

Student Name: XXXX	Date of Plan: XXX	Review Date:
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The behaviour plan is to support XXX to make positive behaviour choices in school. However, if behaviour interventions are not successful, XXX may be at risk of suspension or permanent exclusion.

Current External Support(P=previous):

Inclusion Behaviour Outreach	School Counsellor	Education Psychologist
Early Help	Social Care	Lighthouse Centre
Affinity Programme	YMCA	School Nurse
CAMHS	PTAG	St Chris/Kingsdown
Attendance	Inclusion Team	Police

Hobbies/Interest/Likes

- Mental Maths - maths / Times Tables Rock stars - fixated on it.

Triggers

Name Calling	Work differentiation	Particular Environments
Correcting the child	School Refusal	Working with others
Instruction	Peer Conflict	Consequence Avoidance
Particular lesson (Writing / RE)	Queuing/Waiting	Lunch choices
Raised Voice	Playtimes	Unstructured times
Social Media Issues	Attachment	Need for attention
Making mistakes	Difficulties at home	Not able to move on
Positive Praise	Transitions	Work avoidance
Not chosen	Seen as unfair	School arrival

Additional information

Behaviour	LOW	MEDIUM	HIGH
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Tick below:

Verbal Abuse	Spitting	Throw resources
Hurt Adults	Absconding building	Throw chairs
Hurt Peers	Absconding from site	Damage property
Bite	Hair pulling	Self-Harm
Leave the room	Allegations	Bullying behaviour
Discriminative behaviour	Threats	Swearing
Theft	Defiance	Climbing
Impulsive		

Additional information

XXX behaviour can be highly disruptive to the learning environment. When XXX is dysregulated, he can become unsafe and put himself and others in danger.

Possible risks to

Self	Property	Others - peers
Others-Adults		



Behaviour Management Plan

Plan Number: 1

Pre-emptive Strategies

- Regular sensory and movement breaks to focus and be ready to learn and after lunch.
- Catch XXXX being good, using positive praise that builds up his self-esteem.
- High level of adult interaction in learning to keep focussed and safe.
- XXXX thrives on a positive teacher/adult relationship: try and build in time together.
- Now and next "First we need to complete _____ and next we can do _____"
- XXXX feels safe and comfortable when he has eaten.

Crisis Strategies

- Stay calm and keep interactions basic.
- Give XXX space as he can become more frustrated. Speak to XXX calmly and give him two clear choices. "I can see your frustrated, however I need you to..."
- If XXX behaviour continues or escalates let XXX know what will happen next "I understand that you feel... yet I need you to..."
- If XXX continues to make poor choices, ask for support from SLT and then remove from space (use positive handling as a last resort) or the children from the space if needed.
- Give XXX short clear instructions.
- Give time for XXX to calm down in a safe space, with little stimulus and use a calming activity to help distract XXX, regulate and calm down. E.g Educational puzzle, game etc.
- Stay calm and keep interactions basic not engaging in dialogue

Restorative Strategies

- When calm after the event and after some time give time to reflect and talk through what happened and what should have happened.
- Depending on the incident a further consequence may need to be put in place e.g. missed playtime/missed outside time.
- If he has hurt anyone, XXX needs to apologise to them.
- If work has not been completed, it will be completed in the next available break. If the next break is home time, the work will be sent home to be completed for the next day.

Additional Control Measures to reduce risks	Details
Modified Learning Plan	
Additional staff to support specific curriculum issues.	
Supervised during unstructured times/playtimes/school arrival & departure (*) possibility	
Modification or restriction of school visits.	
Summary and Conclusion	
This behaviour plan is a preventative measure in order to support XXX in making positive behaviour choices.	



Behaviour Management Plan

Plan Number: 1

Parental Expectations

- To support the behaviour plan by attending regular update meetings and working proactively with the school to reinforce positive behaviour.
- Share important information with school/class teacher if they have had less sleep, no breakfast, changes in circumstances or medication etc.
- To support with further sanctions or actions where possible.

Parent Comments

School: _____ Date: _____

Parent: _____ Date: _____