



SACRED HEART CATHOLIC PRIMARY SCHOOL

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



Behaviour 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	Mr Smith
Date	September 2025
Review Date	Yearly or when changes arise
Nominated Governor	Personal Development, Behaviour and Welfare Portfolio Holder



*We believe that the actions and attitudes of children and adults in a school community should be directed towards providing a **safe, happy and caring environment**. The school promotes standards of behaviour that reflect **Gospel values** and positive, loving relationships, in line with the mission of the school. All staff and parents are expected to promote high standards of behaviour by following the Gospel values and being exemplary role models of positive behaviour, mutual respect and **forgiveness** towards all others.*

Aim:

At Sacred Heart Catholic Primary School, we have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing an emotion.

Our *behaviour policy* ensures that within a framework of expectation, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers and pupils to learn.

We aim:

- To create an ethos that makes everyone in the school community feel valued and respected
- To promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, safe and secure.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To develop self-regulation and self-discipline among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying behaviour management throughout the school through the application of this policy.
- To ensure compliance with all relevant legislation connected to this policy.

These aims will be best achieved when adults treat children with respect, consideration and consistency, and in return expect respectful co-operation from children. In line with the school's promotion of **Gospel values**, the overriding points in managing children's behaviour are that of **Forgiveness** and **Reconciliation**, starting the next day afresh.

Ready, Respectful, Safe

At Sacred Heart Catholic Primary School, **Ready, Respectful** and **Safe** are the three rules which underpin our behaviour policy.

- **'Ready'** - Ready to learn, ready to listen, ready to participate etc.
- **'Respectful'** – Having respect for themselves and showing respect to their peers, to adults, to our environment.
- **'Safe'** - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.



Whole school approach to behaviour

At Sacred Heart Catholic Primary School, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when adults are modelling excellent, wholly consistent behaviours in line with this policy.

We work on the principle that our children respond well when their efforts through their manner, conduct and learning is recognised. We use positive praise to support these efforts and house points. Each child in our school is in a house and rewarded house points against the **Core Values: Faith, Achievement, Responsibility, Respect, Compassion and Equality**. Positive praise is linked back to the core values and more time is spent praising those doing the right thing and going above and beyond, rather than on giving time to negative behaviours.

The **Core Values** and Rules will be displayed clearly in each classroom. The Rules will be explained to the children, which will lead to positive learning behaviours.

Steps To Support Behaviour in Classrooms

When dealing with any issues, there should be a **calm approach**, allowing **plenty of take-up time**. Each step must be followed without missing any of the steps.

The first step is planning for an **engaging curriculum** that is **appropriately adapted** to meet the needs of **all** learners.

Step	Behaviour	Action	Consequence/Sanction
Step 1	Low level disruption	Reminder of the behaviour expected either verbal or visual clue. Give take up time.	
Step 2	Continued disruptive or unsafe behaviour	Warning of the behaviour expected. Two minutes take up time and reminder of final chance.	Time owed with teacher during break or lunch (plus, proportionate and appropriate consequence)
Step 3	Persistent disruption of learning which is disturbing other learners despite steps one and two	Removal from learning by LSA/SLT to reset/regulate	Restorative conversation with teacher (plus, proportionate and appropriate consequence)

Sanctions

For most pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps should always be taken with care and consideration, and individual needs must be considered where necessary to avoid this where possible. All pupils must



be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for pupils referring to the rules of '**Ready, Respectful, Safe**' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

If behaviour persists, a clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Where pupil's behaviour continues to disrupt, despite steps 1 and 2 being implemented, it may be appropriate to remove the pupil to support regulation and reduce disturbance to other learners. Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in pupils being referred to SLT may need no more consequences. However, it is very important, to catch up with pupil, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate. (This could take place with the pupil at the end of the day)

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

3. Imposition

When appropriate, work that was not done in the lesson is taken home, signed by a Parent/Guardian and returned the next day. Impositions are ideal for students who have not completed work due to their poor behaviour. This work could be set and completed at break and lunchtime.



4. Making up the time lost

5 minutes at breaktime or 10 minutes to think about what happened at lunch is often enough. Lengthy time out, served days after the incident do not make the point or teach anyone better future behaviour. Any time out should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

6. Restore- Space to talk, access support and reset

For most pupils the aim is for the repair/restore to take place straight away, if necessary, with the student staying with SLT for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the pupil the time to regulate their emotions.

7. Return to learn- Quiet space to study

This would be the area where the pupils would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. There are times when some pupils may work in 'The Pod', 'The Oasis' or SLT offices supported by a member of staff, if for instance, their removal was a one off and by means of being removed from the situation they had calmed and self-regulated. They would then return to their class ready for learning.

Consequences

Consequences are not intended to humiliate or make an example of any child. The aim is to help the child think about his/her choices and take responsibility for changing their behaviour(s).

At Sacred Heart, we use a variety of consequences. They are tailored to suit the needs for each child within our school. These may include:

- Verbal reminders
- Visual cues
- Involvement from home
- Spending time out in another classroom. This must be agreed by a member of SLT and the receiving class teacher
- SLT involvement
- A non-verbal reminder
- Restorative conversation
- In school isolation (please see below for further guidance)
- Fixed term suspension (please see below for further guidance)
- Time Out – 5/10 minutes, either in the classroom or in the playground dependant on location of incident
- Permanent suspension (please see below for further guidance)



Additional Support

Support will be tailored to suit the needs of each child. This support may include:

- Verbal praise
- Open communication with parents and carers
- Support from SLT
- Modified Learning Plan
- Counselling
- Intervention support (ELSA)
- Support from our Family Liaison Officer
- Behaviour Management Plan- formulated with the child and classteacher
- Report Card
- Where appropriate, referrals may be made to CAMHS, EP, Social Care, Supporting Families, Inclusion Panel etc
- In-house Team around the child meeting

Recording or logging of behaviour

Behaviour incidents are logged onto 'Safeguard'. A brief description of the incident is placed on the log and all relevant staff members informed.

The levels of behaviour are listed in Appendix 3.

Changes to the school day or modified Learning Plan (MLP)

In order for pupils to achieve success they may be offered a change in the times for their school day. These plans are transition and aim to support the pupil to attend school for a shorter period of time giving them an opportunity to then build on that success. Throughout this period regular meetings are held with parents to provide them with progress information. The increase of time in school is under constant review with the aim for the child to be in school full time as soon as possible. In addition, external outreach support will be requested.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



Behaviour in the Playground

Adults are expected to wear Hi-Vis jackets when on duty on the playground. To maintain calm transitions, teachers should lead their classes to the playground and release the children when there is sufficient staff supervision.

Children are expected to follow the same rules on the playgrounds. The staff on duty during break times will follow the sanctions outlined previously. All incidents that occur during lunchtime are recorded onto 'Safeguard'.

- Issues in the dining hall that need to be passed on to the pupil's class teacher via the class LSA and then recorded on 'Safeguard'.
- Issues in the playground, the member of support staff to record on 'safeguard', email the class teacher, copying in SLT and whether the incident has been dealt with or not
- Issues in the playground, surrounding a pupil on report, the member of staff on duty to update the class teacher on the pupil's behaviour at lunchtime which is reflected on their report.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- At an Alternative Provision or Off-side intervention

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Use of mobile phones

Pupils in Year 5 and 6 are allowed to bring a mobile to school *if travelling to or from school by themselves*. Parents/Carers must complete the permission form and return to school before pupils can bring their phone to school. A copy of the policy can be collected from the school office

If pupils bring phones to school, they must be placed directly into the class tray on arrival in the atrium and collected from here when they leave school at the end of the day. **Pupils must adhere to the school's code of conduct for mobile phone use.**



Parents

Parents are expected to:

- Support their child and the school in adhering to the behaviour policy
- Inform the school of any changes that may affect their child's behaviour
- Discuss any behaviour concerns with the class teacher promptly
- Support the school in the application of the behaviour policy
- Adhere to the Parent Code of Conduct (On the School Website)

The Use of Reasonable Force

At Sacred Heart School we are aware that we have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Circumstances may occur which require physical intervention including controlling or restraining pupils. This will only be used as a last resort and the child's wellbeing will be considered at every point of intervention. All incidents will be recorded and parents informed.

The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil's own property)
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.

The school adopts the approach set out in the Government [guidelines](#).

Conducting searches of bags and pupils

The school may search a child if they think the child has any banned items. The member of staff should always try to get the child's cooperation before searching them. If the child does not cooperate, the staff member may still search them if there's a risk of serious harm.

Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks



- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

What happens during a search

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. (The search witness must also be the same sex as your child if possible.) The child must not be asked to remove clothes, other than outer clothing like a coat. If the child has additional needs these need to be considered when searching a child or their property.

Informing parents

Parents should always be told about any search for a banned item and the outcome - including any sanctions.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction

Relevant Policies and Guidance

Other policies relevant to the Behaviour Policy are: Anti-Bullying Policy, Suspension and Exclusion Policy.

Sanctions, Suspension and Exclusion

Positive behaviour management strategies should always take precedence over sanctions (Consequences); when sanctions are required, they should be given with reference to the behaviour, not the child.

If sanctions are needed, the general principles of the **Classroom Support Steps** and **Behaviour Ladder** (Appendix 3) should be adhered to.

In the event that a child is unable to regulate their behaviour, which may include posing risks to people or property, then they will be removed from class by a member of SLT. The child will be collected from the classroom and accompanied to a supervised space. If the child's behaviour is putting others at risk of harm and will not leave the space willingly, the teacher may decide to remove the rest of the pupils from the room. The pupil will then be left safely with adults in the original space. Dangerous behaviour or ongoing, repeated disruption to learning, may result in an internal isolation.

Examples of behaviour that might lead to **internal isolation** include:

- Refusal to follow reasonable adult requests
- Verbal, Physical, Sexual or Emotional abuse of another person
- Threatening behaviour
- Inappropriate language



- Defiance
- Damaging school environment or property

A suspension (previously known as 'fixed term exclusion') may be considered if, after following the sanctions outlined above, behaviour does not improve. It is also possible that a suspension will be given for any incident if it is deemed to be serious. During a suspension, the pupil is expected to be off site and at home, completing work that has been set for them.

Examples of behaviour that might lead to **suspension** include:

- Persistently refusing to follow reasonable adult requests
 - Fighting in or around school
 - Verbal, physical, sexual or emotional abuse of another person
 - Acting in a manner likely to cause danger to themselves or others
 - Acts of vandalism
 - Incidents that might continue if there was not a 'cooling off period'.
 - Any other situation where the Head Teacher considers suspension appropriate.
 - Spitting, if linked to a malicious act.
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- In the first instance, the parents will be contacted immediately by the Headteacher or a member of SLT to explain the reasons for the exclusion.

Without delay, the school will also provide the parents with the following information:

- the reason for the suspension
- the period of a suspension
- parents' right to make representations about the exclusion to the Trustees, in line with the requirements from School suspensions and permanent exclusion guidance, DfE September 2022, paragraph 95-105
- where there is a legal requirement for the Trustee Board to consider the exclusion

For those pupils who are looked after, have an EHCP or have a social worker, the relevant professionals also need to be contacted.

After each suspension, the Head Teacher and Assistant Headteacher will call a reintegration meeting with the pupil and their family to discuss their child's return to school. It may be deemed appropriate to provide support which may be in the form of a support plan which may include part time attendance (A modified learning plan).



The suspension process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school
- To allow a cooling off period
- To enable all pupils to learn in a safe, calm environment

During each suspension the Head Teacher will consider whether:

- Further investigation of the incident is needed
- The pupil should be permanently excluded
- The pupil should have a managed change of school
- Additional resources need to be allocated which allow the pupil to remain in the school without further suspensions such as a referral to 'early help' or other outside agencies.

Exclusion

In exceptional circumstances, it may be necessary to take the rare step of excluding a child. The application of an exclusion will be a matter of judgement for the Headteacher, in accordance with the school's published behaviour policy. A decision to exclude a pupil will only be taken as a last resort and only:

- in response to a serious breach
- where allowing the pupil to remain in school would be detrimental to the wellbeing of themselves or others.

School exclusions will be managed in accordance with Southend Borough Council Guidance



Appendix 1 Ready, Respectful, 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>
• Correct School uniform • Full equipment • Listening • Focussed • Be on time	• 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 best, both in and out of school.	• 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 an adult.



Appendix 2 Core Values and House Points

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

House Name	Core Value	Reflection
Oscar Romero	 Faith	Put my trust in God.
		Love one another.
Helen Keller	 Achievement	Always try to do my best.
		Work hard to achieve my targets.
Mahatma Gandhi	 Responsibility	Make the right choices.
		Be responsible for my actions.
Martin Luther King JR	 Respect	Have respect for myself and others.
		Look after God's world.
Mother Teresa	 Compassion	Be a good friend.
		Treat others as you want to be treated.
(All houses)	 Equality	Be a proud and enthusiastic member of the Sacred Heart Community.
		Be willing to forgive others

Hot Chocolate Friday

Students recognised as consistently reflecting the school values will be invited to share a hot chocolate with the Deputy Headteacher.

Star of the Week

Students identified as having reflected the school values or achieving targets during the school week will be rewarded by being named, 'Star of the Week' and collecting a certificate in our Celebration Assembly.



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Appendix 3 Levels of behaviour

Sacred Heart Catholic Primary School Behaviour Ladder

Positive behaviour management strategies should always take precedence over sanctions.

Level	Behaviour	Action	Process/Staff Involvement
1	Low level disruption - Interrupting the lesson - Not on task and wasting time - Talking while the teacher is talking - Distracting other children - Interfering with another person's property - Being in school at break times without permission - Talking in assembly	Positive behaviour management strategies Build Strong Relationships, Model Positive Behaviour, Set Clear Expectations, Recognize and Celebrate Positive Behaviour, Provide Emotional Support, Use Positive Language, Offer Choices and Autonomy, Teach Social and Emotional Skills, Reflect and Repair	Classteacher LSA
2	Disruptive behaviour which requires time out of class or Removal from the playground or a club due to disruptive or unsafe behaviour - Persistent Step 1 behaviour - Refusal to follow instructions - Refusal to complete work - Deliberate damage to another child's or school property - Anti-social behaviour - Being disrespectful to another child or adult - push, hit or kick: <i>'Kind hands (or feet) rule'</i>	- LSA called to support the child to regain focus and return to the lesson - SLT and SENDCO consulted for advice - Parents informed of issues at the end of the day Incidents of level 2 behaviour at break and lunchtime may lead to: the child spending a portion of break or lunchtime reflecting on the behavioural choices made with the classteacher or children spending a portion of break or lunch being guided through restorative conversations by an adult <i>Time out (bench) or time in:</i> reflection, cooling off, restorative	Classteacher LSA



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3	More serious or persistent, disruptive, anti-social behaviour or Homophobic or racist incident ● Persistent Step 2 behaviour ● Refusal to follow reasonable adult requests ● Verbal abuse or threatening behaviour ● Inappropriate physical behaviour ● Inappropriate language (including swearing) ● Bullying	● SLT called to support the child to regain focus and return to the lesson ● A behaviour plan to be considered ● Class teacher and Assistant Headteacher/SENCO to meet with parents	Classteacher SLT Assistant Headteacher SENCO
4	Serious disruptive behaviour requiring the immediate removal from class ● Persistent step 3 behaviour ● Refusal to follow reasonable adult requests ● Physical violence ● Absconding ● Damaging school environment or property ● Spitting ● Inappropriate language	● SLT to be called. If a child cannot calm with support - or the behaviour is serious enough and they need to be removed for the rest of the session - the child should be taken to the SLT offices ● Parents informed	SLT
5	Severe disruptive behaviour/offensive/unsafe behaviour requiring removal from class ● 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	Such behaviour and/or incident may warrant an internal isolation, suspension or exclusion (see suspension guidance) ● Classteacher and SLT will liaise regarding the length of internal isolation ● Suspension to be considered based on the severity of the incident and the ability or willingness of the child to calm and regulate ● Assistant Headteacher for Inclusion and SENCO to place referral to Southend behaviour outreach team ● Parents informed	SLT



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Appendix 4 Example of Report Card

Example Report Key Stage 2

Positive Behaviour Report												
	8:30-8:45	8:45-9:00	9:00-9:30	9:30-10:30	10:30-10:45	10:45-11:45	11:45-12:15	12:15-1:15	1:15-2:15	2:15-3:15	SLT	
N O V E M B E R	Ready	Respect	Safe	B R E A K T I M E	Ready	Respect	Safe	L U N C H T I M E	Ready	Respect	Safe	
T H U R S D A Y	Ready	Respect	Safe		Ready	Respect	Safe		Ready	Respect	Safe	
V E N E S D A Y	Ready	Respect	Safe		Ready	Respect	Safe		Ready	Respect	Safe	
T H U R S D A Y	Ready	Respect	Safe		Ready	Respect	Safe		Ready	Respect	Safe	
T R I D A Y	Ready	Respect	Safe		Ready	Respect	Safe		Ready	Respect	Safe	

Example Report Key Stage One

Positive Behaviour Report KS1

Name: _____ Day: _____

Morning

Ready	Respect	Safe	Break
Ready	Respect	Safe	
Ready	Respect	Safe	

Afternoon

Ready	Respect	Safe	Home
Ready	Respect	Safe	
Ready	Respect	Safe	

Reward

Positive Noticing

- 'I've noticed...'
- 'I need you to...'



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Appendix 5 Example of Behaviour Management Plan



Behaviour Management Plan

Plan Number: 1

Student Name: XXXX Date of Plan: XXX Review Date: XXX

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 _____"
- XXX 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 you are 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: _____