Behaviour and Relationships Policy

Janet Duke Primary School

'Together we learn,
Together we achieve,
As one.'

September 2025

Essex County Council

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School Values

At Janet Duke Primary School, we believe in the importance of relationships, ensuring children and young people feel valued, safe, and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child/young person and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about their emotions and how they can learn to self-regulate through co-regulation with adults.

At Janet Duke Prmary School, we promote the use of Colour Monster and Zones of Regulation as tools to promote emotional identification and self-regulation.

A Relational Behaviour Model

At Janet Duke Primary School, we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

General Expectations

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children and young people are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, difficult or dangerous actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach

to support a child/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive management of behaviour?

At Janet Duke Primary School, our vision is to provide a happy, caring, stimulating learning environment in which each child is given the opportunity to achieve their full potential and take their place as a valued member of the school and general community.
We recognise that our children arrive at school with a wide variety of different life experiences, so we promote the following school values to prepare them for life.

- Teamwork
- Motivation
- Responsibility
- Positive Attitude
- Appreciation
- Kindness
- Honesty
- Achievement

Children and young people are regularly given the opportunity to earn rewards for demonstrating our school values. Each week, all staff are given the opportunity to nominate children/groups of children that have shown exemplary behaviours in line with the school's values. These children and young people are presented with a 'Rainbow Award' and are celebrated, across the school community, in our weekly positive assemblies.

In keeping with our Trauma Perceptive Practise (TPP) ethos and beliefs, at Janet Duke Primary School we also promote connection and belonging through the 'House Point' system. All members of the school community (both staff and pupils) belong to one of the following houses: Pine, Beech, Oak and Ash. Whilst representing their house, all members of the school community can earn House Points for demonstrating school values. These points are tallied and celebrated weekly in our positive assemblies, with the winning house taking part in a 'House Party' at the end of the academic year.
In Janet Duke Primary School, we also encourage the children and young people to earn immediate rewards for demonstrating good learning behaviours, both in and out of the classroom.

In Key Stage 1, children earn 'Stars/Stickers' and in Key Stage 2, children and young people can earn 'Credit Card Stamps,' which are tallied and celebrated weekly in our positive school assemblies. The children and young people can collect certificates, pin badges and school stationery when they demonstrate consistent good learning behaviour across the school.

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

Viewing behaviour as a learning process

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times children and young people will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance to the child or young person along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our child/young person's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general response to incidents

Janet Duke Primary School believes that all behaviour is communication and in the power of using restorative approaches. Such processes do not shy away from using consequences where logical, appropriate and proportionate. They also focus on the need to take responsibility for finding a constructive way forward for all concerned. Such approaches encourage the child or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item, allow time for peers to feel safe, etc. Where this is not possible a close alternative should be used.

At Janet Duke Primary School, the staff work with the child or young person using emotional literacy tools, such as Colour monster or Zones of Regulation. This is so that they understand how they feel and how their body works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and

assist them (using co-regulation) in developing self-regulation strategies for the future (using their personalised toolboxes). By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for alternative access to outside space
- child or young person escorted in stressful situations
- differentiated teaching space
- appropriate use of exclusion (using the time to provide emotional literacy, using co-regulation to develop self-regulation strategies; reflect, amend plans and identify needs and other appropriate interventions to support.)

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. These should always be logical, appropriate and proportionate. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

Behaviour	Possible Consequences/outcomes
Level 1 Behaviours (Unsocial): Examples: • Not being on task • Interrupting the lesson • Interfering with others' property Level 2 Behaviours (Antisocial): Examples: • Intentionally ignoring adult requests • 'Back chatting' the adult • Play fighting or rough play with peers	Co-regulation/support with reflection from a trusted adult: *"I can see there's something wrong"* (acknowledge their right to their feelings) *"I'm here to help and listen. Tell me what happened."* • Loss of rewards • Reminders of the rules/expectations
Level 3 Behaviours (Antisocial): Examples: • Refusing to follow instructions • Intentionally swearing (to cause offence) • Intentionally poking, prodding, pushing, kicking, tripping etc. Level 4 Behaviours (Difficult): Examples: • Deliberate/intentional defiance • Severe verbal abuse • Fighting/causing injury to others Level 5 Behaviours (Dangerous): Examples: • Demonstrating actions which affect the health and safety, welfare and learning of members of the school community • Leaving the school grounds • Using severe physical violence towards others with the intent to cause harm/damage	• Protective consequence- loss of break/lunch time with relevant staff members • SLT notified. • Opportunity for reflection. • Restorative approach followed. • Incident form completed for discriminatory incidents • Incident recorded • Parents notified by telephone by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from child/young person(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face followed by effective reintegration • Fixed term suspension • Permanent exclusion

At Janet Duke Primary School, we have clear and concise behaviour expectations, as well as robust and consistent responses to these behaviours. Unwanted low level, antisocial, difficult, and dangerous behaviours and their consequences are listed in our 'School Behaviour and Consequence Charts.' Our EYFS Behaviour and Consequences Chart, our Classroom and Learning Behaviour and Consequence Chart and our Break and Lunchtime Behaviour and Consequence Chart can be found in Appendices 1, 2 and 3. These clearly define the procedures that we follow when dealing with negative behaviour.

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children/young people, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as dangerous. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child/young person) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 4.

Physical intervention (control and restraint) - the use of reasonable force

At Janet Duke Primary School, we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: DfE Behaviour in Schools September 2022

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**
It can be found here: Understanding and Supporting Behaviour 2022

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching children and young people

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people:

DfE Advice for Schools July 2022 - Searching, Screening and Confiscation (publishing.service.gov.uk)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child/young person or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child/young person or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

How we support children and young people with additional Social, Emotional and Mental Health needs

At Janet Duke Primary School, we acknowledge that some children and young people will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child/young person's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children and young people, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

At Janet Duke Primary School, we recognise that our children and young people require equity over equality. We pride ourselves on being fully inclusive of all people and their individual needs and recognise that not all children can behave and respond in the same manner to a 'Whole School Behaviour Policy.' For this reason, we have created 'Individual Behaviour Policies/Plans' to support those children and help them to succeed alongside their peers. Individual Behaviour Plans (IBPs) for key children outline their behaviours, as well as individualised responses and consequences to these. An example of an IBP can be found in Appendix 5.

We understand that the communicating behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child or young person be in a place to learn, connect and thrive.

Ways to Support Understanding

At Janet Duke Primary School, we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

<u>Our principles - the things we will do as adults</u>

All staff

- Seek to understand the communication behind the behaviour
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction)
- Model compassion and kindness, provide hope and support, connection and belonging

- Understand that any event in a child or young person's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have clear boundaries
- Regulate our own emotions
- Co-regulate with young people and help them to develop self-regulation strategies for the future.

Head Teacher

- Leads on all aspects of this policy and model the expectations for all staff
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence)

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children/young people and parents/carers as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children and young people
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child or young person may be having.

Family

- Inform the school of any concerns about changes in their child/young person's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child/young person's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Undertake their statutory role around suspension and exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Further Guidance

1. Keeping children safe in education - GOV.UK
2. Behaviour in schools guidance Sept 2022
3. Reducing the Need for Restraint and Restrictive Intervention June 2019
4. Suspension and Permanent Exclusion Sept 2022
5. Searching, Screening and Confiscation July 2022
6. Positive environments where children can flourish (2021)
7. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)

Appendix 1: Early Years and Foundation Stage Behaviour and Consequence Chart

Level 1 & 2	Level 3 – Complete Star Analysis Form	Level 4 – Complete Star Analysis Form	Level 5 – Complete Star Analysis Form
Unsocial Behaviours *Not enjoying or making an effort to behave sociably in the company of others.*	**Antisocial Behaviours** *Demonstrating behaviour that violates the rights of another person.*	**Difficult Behaviours** *Demonstrating behaviour that causes harm to an individual, the community or to the environment.*	**Dangerous Behaviours** *Demonstrating intentional, conscious behaviour that is likely to cause injury, harassment, alarm or distress.*
Examples of Actions:	**Examples of Actions:**	**Examples of Actions:**	**Examples of Actions:**
Being rude to, or about others. (L2F) Play-fighting or rough play. (L2C) Not lining up properly. (L1H)	Intentionally hurting others. (L3C) Refusing to follow adult instructions. (L3A) Intentionally swearing to cause offence. (L3B)	Deliberately taking something that doesn't belong to me. (L4J) Fighting or causing injury to others. (L4C) Causing harm to self or others by climbing on shelves/desks/ bookcases etc. (L4H)	Throwing school furniture with intent to cause harm or damage. (L5E) Leaving the school grounds. (L5B) Intentionally using severe violence towards others. (L5C)
Class teachers to keep Parents/Carers informed of Consequences issued.			
Consequence 1 Minute Thinking Time Give verbal or non- verbal cues and/or move the child to a more supportive location. Reminder of rules and possible Consequences. Give praise, stickers and stars to promote positive behaviours.	**Consequence** 3 Minutes Thinking Time Discuss triggers and future coping strategies. Give reminders of school expectations. Give praise, stickers and stars to promote positive behaviours.	**Consequence** 5 Minutes Thinking Time Discuss triggers and future coping strategies. Give stern reminders of school expectations. Continue to give praise, stickers and stars to promote positive behaviours. Referral to SEND/Inclusion Team	**Consequence** **Internal Consequence – Head's discretion.** **Fixed Term Suspension – Head's discretion.** **Permanent Exclusion – Head's discretion.** Logical Consequences to behaviour as part of an agreement with parents/carers, school & outside agencies. I.e., Monitoring Book, ISP, IBP, One Plan, Reduced Time Timetable, Alternative Provision.

- **REPORT CARD 1 (WHITE) 1ST WEEK-** Monitored/signed by Yr. Group Leader of Learning. Children will have their behaviour monitored during each appropriate session and will work towards achieving individual targets set on card.
- **REPORT CARD 2 (YELLOW) 2ND WEEK-** Monitored/signed by Inclusion Manager. Children will have their behaviour monitored during each appropriate session and will work towards achieving individual targets set on card.
- **REPORT CARD 3 (ORANGE) 3RD WEEK-** Monitored/signed by Deputy Head. Parent Meeting held to discuss actions and appropriate next steps for child. (Orange report cards are automatically issued after a **Fixed Term Suspension**.)
- **REPORT CARD 4 (RED) 4TH WEEK-** Monitored/signed by Head Teacher. Strategy/FASS Team meeting held to discuss previous actions and appropriate next steps for child.

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Appendix 2: Learning Behaviour and Consequence Chart

Level 1	Level 2	Level 3- Complete Star Analysis Form	Level 4 – Complete Star Analysis Form	Level 5- Complete Star Analysis Form
Unsocial Behaviours *Not enjoying or making an effort to behave sociably in the company of others.*	**Antisocial Behaviours** *Demonstrating behaviour that violates the rights of another person.*	**Difficult Behaviours** *Demonstrating behaviour that causes harm to an individual, the community or to the environment.*		**Dangerous Behaviours** *Demonstrating <u>intentional, conscious</u> behaviour that is likely to cause injury, harassment, alarm or distress.*
Actions	**Actions**	**Actions**	**Actions**	**Actions**
<u>Examples:</u> **1A- Not being on task/wasting time** **1B- Interrupting the lesson** **1C- Inappropriate movements around the class or school** **1D- Interfering with others' property** **1E- Not allowing children to join in** **1F- Making silly noises, gestures or actions** **1G- Talking whilst the teacher is talking** **1H- Not lining up appropriately (expectation – quiet, single line)** **1I- Distracting other children** **1J- Talking in assembly**	**<u>Examples:</u>** **2A- Intentionally ignoring adult requests** **2B- 'Back- chatting' an adult** **2C- Play fighting or rough play with peers e.g. grabbing, tripping, swinging each other around** **2D- Minor damage to property that does not belong to them** **2E- Having disrespectful conversations to or about others** **2F- Making fun of others/deliberately winding them up** **2G- Dropping, throwing, flicking, damaging or misusing – objects, food, or equipment in any area of the school** **2* - Escalating Level 1 behaviour** (after a Yellow Level 1 card has been issued)	**<u>Examples:</u>** **3A- Refusing to follow instructions** **3B- Intentionally swearing- to cause offence** **3C- Intentionally poking, prodding, pushing, kicking, tripping etc.** **3D- Misuse of toilet or wash area** **3E- Demonstrating disrespectful attitude/behaviour towards others** **3F- Deliberately targeting others** **3G- Demonstrating confrontational attitude/behaviour towards others** **3H- Placing themselves in danger** **3I- Making verbal threats of violence** **3J – Intentionally spitting** **3* - Escalating Level 2 behaviour** (after a Yellow Level 2 card has been issued)	**<u>Examples:</u>** **4A- Deliberate/Intentional defiance** **4B- <u>Severe</u> verbal abuse (may or may not involve swearing)** **4C- Fighting and/or causing injury to others** **4D- Significantly/deliberately damaging property that does not belong to them** **4E- Endangering others with equipment or objects e.g. staplers, chairs, furniture** **4F- Deliberately throwing stones/ objects at others or property** **4G- Leaving the learning environment without permission or a prearranged reason to do so** **4H- <u>Causing harm</u> to self or others by climbing on or up shelves, desks, bookcases etc.** **4I- Intentionally leaving the school building via inappropriate means e.g. using 'Emergency Fire Doors' or windows** **4J- Stealing** **4K- Intentionally hitting, kicking or slamming windows/doors/fences**	**<u>Examples:</u>** **5A-Demonstrating actions which affect the health and safety, welfare and learning of members of the school community** **5B- Leaving the school grounds** **5C- Using <u>severe</u> physical violence towards others with intent to cause harm/damage** **5D-Vandalising school property including misuse of fire extinguishers and/or the Fire Alarm** **5E-Throwing school furniture with intent to cause harm/damage**

A YELLOW WARNING CARD will be issued for any Level 1 or 2 behaviour. A Level 1 Yellow card can be retracted (at the adult's discretion) when the child displays prosocial behaviour.		A RED CONSEQUENCE CARD will be issued for any Level 3, 4 or 5 behaviours. This card will be retracted once the child has completed the relevant consequence.		
If a child receives FIVE Consequences that require completion of a Star Analysis Form = Report Card			**TWO level 4 Consequences = Report Card**	**ONE level 5 Consequence = Report Card**
Consequence	**Consequence**	**Consequence- Teacher to inform Parent**	**Consequence- Teacher to inform Parent**	**Consequence- Teacher to inform Parent**
A strong word from staff. Loss of class rewards. Reminder of rules and possible Consequences.	Loss of time during the next available break/lunch for **5-10 minutes** with CT, LA or Behaviour Support Team.	Loss of time during the next available break/lunch for **15 minutes** with SLT/Teacher on Duty.	Internal Consequence with a member of SLT (am/pm for 1 hour)- location at SLT discretion.	**Internal Consequence- Head's discretion.** **Fixed Term Suspension- Head's discretion.** **Permanent Exclusion – Head's discretion.**

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- **REPORT CARD 4 (RED) 4TH WEEK-** Monitored/signed by Head Teacher. Strategy/FASS Team meeting held to discuss previous actions and appropriate next steps for child.

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Appendix 3: Lunchtime Behaviour and Consequence Chart

Level 1	Level 2	Level 3- Complete Star Analysis Form	Level 4 – Complete Star Analysis Form	Level 5- Complete Star Analysis Form
Unsocial Behaviours *Not enjoying or making an effort to behave sociably in the company of others.*	**Antisocial Behaviours** *Demonstrating behaviour that violates the rights of another person.*		**Difficult Behaviours** *Demonstrating behaviour that causes harm to an individual, the community or to the environment.*	**Dangerous Behaviours** *Demonstrating intentional, conscious behaviour that is likely to cause injury, harassment, alarm or distress.*
Actions	**Actions**	**Actions**	**Actions**	**Actions**
Examples: 1A- Not lining up for lunch when called 1B- Continuing to play at lining up time 1C- Inappropriate movements around the class, school or dining areas 1D- Interfering with others' property 1E- Not allowing children to join in 1F- Making silly noises, gestures, or actions 1G- Intentionally dropping litter/food whilst outside 1H- Not lining up appropriately (expectation – quiet, single line) 1I- Encouraging others to demonstrate inappropriate behaviour 1J- Entering the school building without permission.	**Examples:** 2A- Intentionally ignoring adult requests 2B- 'Back- chatting' an adult 2C- Play fighting or rough play with peers e.g. grabbing, tripping, swinging each other around 2D- Minor damage to property that does not belong to them 2E- Having disrespectful conversations to or about others 2F- Making fun of others/deliberately winding them up 2G- Dropping, throwing, flicking, damaging or misusing – objects, food, cutlery or equipment in any area of the school 2* - Escalating Level 1 behaviour (after a verbal warning)	**Examples:** 3A- Refusing to follow instructions 3B- Intentionally swearing- to cause offence 3C- Intentionally poking, prodding, pushing, kicking, tripping etc. 3D- Misuse of toilet or wash area 3E- Demonstrating disrespectful attitude/behaviour towards others 3F- Deliberately targeting others 3G- Demonstrating confrontational attitude/behaviour towards others 3H- Placing themselves in danger e.g. climbing up/on walls, trees or unsupervised equipment 3I- Making verbal threats of violence 3J – Intentionally spitting 3* - Escalating Level 2 behaviour (after a verbal warning)	**Examples:** 4A- Deliberate/Intentional defiance 4B- Severe verbal abuse (may or may not involve swearing) 4C- Fighting and/or causing injury to others 4D- Significantly/deliberately damaging property that does not belong to them 4E- Endangering others with equipment/objects e.g. staplers, chairs, furniture, toys, stones, cutlery etc. 4F- Deliberately throwing stones/ objects at others or property 4G- Leaving designated areas without permission or a prearranged reason to do so 4H- Causing harm to self or others by climbing on or up shelves, desks, bookcases, equipment, walls, tables, trees etc. 4I- Intentionally leaving the school building via inappropriate means e.g. using 'Emergency	**Examples:** 5A-Demonstrating actions which affect the health and safety, welfare and learning of members of the school community 5B- Leaving the school grounds 5C- Using severe physical violence towards others with intent to cause harm/damage 5D-Vandalising school property including misuse of fire extinguishers and/or the Fire Alarm 5E-Throwing school furniture with intent to cause harm/damage

			Fire Doors' or windows **4J- Stealing** **4K- Intentionally hitting, kicking or slamming** **windows/doors/fences**	
If a child receives <u>FIVE Consequences</u> that require completion of a Star Analysis Form = Report Card			**<u>TWO level 4 Consequences</u> = Report Card**	**<u>ONE level 5 Consequence</u> = Report Card**
Consequence	**Consequence**	**Consequence- Teacher to inform Parent**	**Consequence- Teacher to inform Parent**	**Consequence- Teacher to inform Parent**
A strong word from staff. Reminder of rules and possible Consequences.	Loss of **5-10 minutes** 'free play' with a MDA.	Loss of time during the next available break/lunch for **15 minutes** with SLT/ Teacher on Duty.	Internal Consequence with SLT/Teacher on Duty for **One full lunch time duration.**	**Internal Consequence- Head's discretion.** **Fixed Term Suspension-Head's discretion.** **Permanent Exclusion – Head's discretion.**

- **REPORT CARD 1 (WHITE) 1ST WEEK-** Monitored/signed by Yr. Group Leader of Learning. Children will have their behaviour monitored during each appropriate session and will work towards achieving individual targets set on card.
- **REPORT CARD 2 (YELLOW) 2ND WEEK-** Monitored/signed by Inclusion Manager. Children will have their behaviour monitored during each appropriate session and will work towards achieving individual targets set on card.
- **REPORT CARD 3 (ORANGE) 3RD WEEK-** Monitored/signed by Deputy Head. Parent Meeting held to discuss actions and appropriate next steps for child. (Orange report cards are automatically issued after a **Fixed Term Suspension**.)
- **REPORT CARD 4 (RED) 4TH WEEK-** Monitored/signed by Head Teacher. Strategy/FASS Team meeting held to discuss previous actions and appropriate next steps for child.

"Equity is giving everyone what they need to achieve success."

At Janet Duke Primary School, we pride ourselves on being fully inclusive of all people and their individual needs. We recognise that not all children can behave and respond in the same manner to a 'Whole School Behaviour Policy.' For this reason, we have created 'Individual Behaviour Policies' to support those children and help them to succeed alongside their peers.

"Together We Learn, Together We Achieve, As One."

Appendix 4: Risk Assessment Guidance

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the child or young person in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and Children's Social Care shared?

The assessment will include:

- Identified vulnerable child/young person (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified child/young person or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

Appendix 5: Example Individual Behaviour Plan

Name: Janet Duke **Class:** Duke 1
Start Date: 01.03.23 **Last revision date/s:**

I need an Individual Behaviour Plan because: I struggle to follow the whole school behaviour policy and often display challenging behaviours.

Sometimes I will…	**I respond well to…**
1) Become anxious/nervous if there is a change to my routine or the school day.	1) Having anything new or unusual explained to me in advance of the event. If this is not possible, support and encourage me as much as possible. I may need extra sensory breaks and may need to go to my 'safe space' more often than usual.
2) Lose concentration or assume I have finished my task. I will then sit distract others or disrupt the lesson.	2) A familiar adult reminding me of the class expectations, then counting down from three to continue my task. If this does not work, I may need a sensory break before applying myself again. Remember to reward me with credit stamps if I make the expected choices.
3) Verbally back chat you if I disagree with what you are saying.	3) Being reminded of the school expectations and shown the behaviour policy. Remember to reward me with credit stamps if I stop.
4) Shut down and not respond to adult instructions.	4) Being given the opportunity to do the right thing. Offer me a choice then give me time to process this information. Please ensure that you follow through with what you have asked of me and remind me of the possible consequences I might receive if I continue my negative behaviour.

5) I may intentionally throw or break classroom equipment if I become heightened. I will increase this behaviour if you tell me off.	5) Being calmly, but firmly, reminded of my 'safe space' and ways to calm e.g., Zones toolbox, lazy 8, deep breaths, walk. Give me time to process this information before expecting me to do this. Once I am calm remind me of the school expectations followed by a 'logical' consequence, such as cleaning/tidying the mess I have made or fixing something I have broken if it is repairable.
6) Threaten or intimidate other children if I do not agree with what they are saying.	6) Having a calm conversation with an adult about our school's expectations and shown the behaviour policy. I may need time in my safe space with my tools to calm down.
7) Become physically or verbally aggressive when I am struggling to communicate my needs. This involves shouting, screaming, hitting, or kicking others.	7) Being removed to my 'safe space' or taken for a sensory break where I will be able to use my tools to calm down. Once calm, I will be able to tell you what was wrong using my visuals to help me. I will then be ready to receive a logical consequence in the form of a social story around friendly hands, expected and unexpected behaviours.

I am happiest when…

- You 'catch me being good.'
- I receive credit stamps to earn 'Positive Behaviour Reward certificates.'
- I receive House Points for my house team.

Please help me to achieve my target:

1. Identify which Zone I am in and use the relevant tools to help me.
2. To engage in the expected manner to the environment I am in.