

At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

**Basic needs  
fulfilled**

**Relationships**

**Outstanding  
teaching and  
learning**

**Authentic,  
high quality  
curriculum**

**Development  
of core values**

**Family and  
community  
engagement**

**Aspirations**



## Relationships and Behaviour Policy.

Issue Date: June 2021

Review Date: June 2023

## Introduction

At Allanson Street Primary School, we understand that developing good behaviour and a positive attitude are essential in order for learning to take place. Even more importantly, we realise that often it is a person's behaviour and attitude that can dictate their life chances every bit as much as their academic prowess. With this in mind, we place a huge amount of importance on teaching children how to self-regulate, develop in them a strong set of values and teach them to take a restorative approach to resolving conflict in order to give them the best possible chance of becoming happy, confident, productive citizens.

At Allanson Street Primary School, we believe that the most powerful tool in managing behaviour is to create an environment where the children feel valued, happy, safe and secure. We aim to do this by promoting positive relationships and a strong sense of connection between all stakeholders. Meaningful relationships between children and staff are particularly vital and as such, we ensure that all staff take an empathic view of behaviour. Thinking of a child as behaving badly disposes us to think of consequences. Thinking of a child as struggling to handle something difficult encourages us to think of this behaviour as a form of communication and drives in us a desire to help them through their distress.

We treat all children fairly and apply this behaviour policy in a consistent way. However, we recognise that our children have not all had the same start in life and as such may need differing levels of support and intervention in order for them to achieve the expected standard of behaviour. Children will have different needs, causes for their behaviour and motivations for their choices. Good behaviour is not automatically learned but needs to be taught and supported by parents. Therefore, whilst we treat all children fairly, treating fairly doesn't always mean treating everyone the same.

The effective, consistent implementation of this policy will enable every child to reach their potential both academically and in becoming a positive, responsible and increasingly independent member of the school and local community.

Our behaviour policy has been written taking into account the 6 recommendations from the EEF Improving Behaviour in Schools Report (See Appendix A: EEF Report) and the key ideas from 'When the adult changes, everything changes' by Paul Dix.

## Aims

- To provide a safe, nurturing and caring environment where children are able to achieve their full potential.
- To ensure that the development and maintenance of effective relationships between all stakeholders are prioritised.
- To provide clear guidance for children, staff and parents of expected levels of behaviour.
- To ensure that all staff take a consistent approach to dealing with behaviour.
- To ensure that all adults take responsibility for behaviour throughout school – children's choices are never ignored.
- To develop a consistent language to promote expected behaviour.
- To promote restorative approaches to help children learn from their mistakes.

### 'This is how we do it here'

At Allanson Street, our expectations are clear and consistent throughout school. From their very first day, all staff, parents and children are taught 'how we do it here'.

Our motto is, 'We are the best that we can be' and we ensure this by having 3 key expectations of every member of our school family. We expect every child and adult to be Ready, Respectful and Safe.

Being Ready, Respectful and Safe means that our children are able to learn and grow both academically and emotionally. From here, we can ensure that our children are able to discover and retain new knowledge and skills but also develop as well-rounded, aspirational citizens with a strong set of values.

Our school values are Kindness, Courage, Integrity, Respect, Resilience, Independence, Pride and Aspiration.

We teach these through weekly assemblies, weaving them throughout our curriculum and through our daily interactions with the children. Each week, we shine the spotlight on one of our values so that children understand that the development of their values and their application of them are as important as their academic ability.

Each one of our values is closely tied to one of the skills from our Skills Builder programme. This is an initiative aimed at developing in children the skills needed to become successful adults. Each month we focus on, and celebrate, a different skill and its related value. These are as follows:



## Allanson Street Values and Essential Skills



### Value & Skill of the Month

November - **Respect & Listening**  
December - **Pride & Creativity**  
January - **Aspiration & Aiming High**

February - **Kindness & Teamwork**  
March - **Independence & Problem Solving**  
April - **Integrity & Leadership**

May - **Integrity & Leadership**  
June - **Resilience & Staying Positive**  
July - **Courage & Speaking**

As a school, we use Class Dojo as a way of monitoring and celebrating 'Above and Beyond' behaviours. We also use this platform as a means of engaging parents as partners in their child's education and maintaining good communication regarding their child's achievements and behaviour. (For more information about our Class Dojo system, see Appendix B: Class Dojo Guidance)

### Escalated Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit escalated behaviours. Where possible, we use our Pastoral Team to build relationships with each individual child. If required, these children will have bespoke 'Positive Handling Plans' written which highlight their needs and triggers as well as outlining the best way to support them. The PHP sits alongside the behaviour targets in the child's Support Plan.

When dealing with an episode of escalated behaviour we would always try to de-escalate the situation as per the child's positive handling plan. If this isn't working and we feel the child or other children/ staff are in danger then as a last resort we would use TEAM teach strategies to guide a child to safety or restrain. This would be recorded in school and shared with parents. This will only be used as a last resort and by senior staff in school.

The school will record all behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form). The incidents will always be shared with parents.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher.

If a child continues to exhibit escalated behaviours then a discussion will take place with parents and the child's case will be presented at our SEND planning and consultation meeting with the Educational psychologist, Behaviour Improvement Team and The Schools Inclusion Officer. A decision will take place with regards to next steps and whether a PSP (Pastoral Support Plan) is needed.

### Permanent Exclusion / Managed Move

Permanent Exclusion or a Managed Move is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The child will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

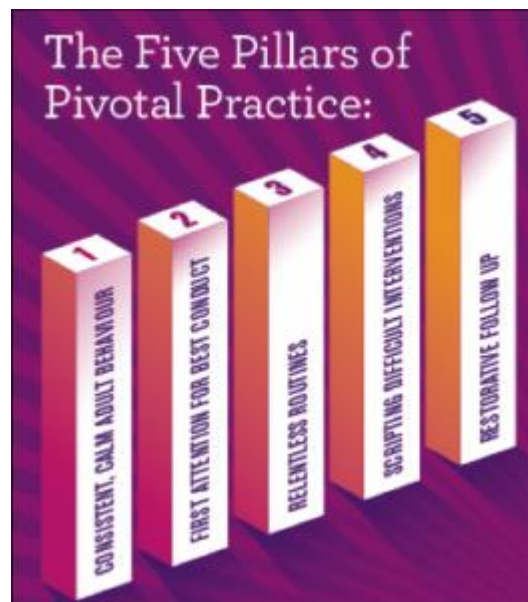
For further information see Exclusion Policy

### The Role of Stakeholders

In order to maintain outstanding behaviour across school we have the highest expectations of all stakeholders.

#### All Adults are expected to:

- Employ the five pillars of pivotal practice.
- Demonstrate unconditional care and compassion.
- Prioritise the development of positive relationships with, and between, children.
- PRAISE IN PUBLIC – Deliberately and persistently catch children doing the right thing and praise them in front of others.
- REPRIMAND IN PRIVATE – Deal with unwanted behaviour quietly and / or away from other children (See Appendix C: Scripting Expected Behaviour)
- Never walk past or ignore children who are failing to meet expectations.
- Always redirect children by referring to 'ready, respectful and safe'.
- Be a good role model.
- Follow guidance for use of Class Dojo to ensure a consistent approach for all children throughout the school (see Appendix B: Class Dojo Guidance)
- Follow our playground protocols when on playground duty (see Appendix F : Additional Guidance for Staff)
- Record more serious behaviour incidences on CPOMS ensuring that class teachers and departmental leaders are 'tagged' in.
- Be aware of what constitutes a 'banned item' and follow procedures if it is believed that any of these items have been brought into school (see Appendix K: Banned Items and Procedures).



#### In addition to the expectations of all adults, Learning Support Staff must also:

- Stand in the corridors / at playground doors during transition times to ensure that children are continuing to be ready, respectful and safe.
- Keep class teachers well informed of children's behaviour choices.
- Use behaviour scripts consistently when dealing with escalated behaviours (see Appendix D: Stepped Approach to dealing with Escalated Behaviour)
- Seek advice when a child's behaviour becomes a concern.
- Seek support when a child exhibits escalated behaviour (see Appendix E: Escalated behaviour support)

#### In addition to the expectations of all adults, Teachers must also:

- Regularly communicate with parents sharing news of both 'above and beyond' behaviour as well as news of unwanted behaviour.

- Be at the door of their classrooms at the start and end of each session to welcome the children.
- Seek advice when a child's behaviour becomes a concern.
- Seek support when needed (see Appendix D: Escalated behaviour support)

In addition to the expectations of all adults, the Headteacher and members of the Senior Leadership Team must also:

- Be a visible presence around school.
- Regularly celebrate students whose efforts go above and beyond expectations.
- Encourage use of praise, phone calls, postcards, certificates and stickers to reward above and beyond behaviour.
- Ensure staff training needs are identified and met.
- Use behaviour data to target and assess interventions.
- Support staff in managing students with more complex or challenging behaviours.
- Support staff in meeting with parents when needed.
- Seek support when needed (see Appendix D: Escalated behaviour support)

Children will try their best to:

- Be ready, respectful and safe.
- Be the best they can be.
- Contribute to lessons and listen when being spoken to.
- Demonstrate our school values of kindness, respect, integrity, independence, resilience, pride, courage and aspiration.
- Follow instructions given by adults in school.
- Let an adult know if there is a problem.

Parents must:

- Take all steps possible to ensure that children have had a good night's sleep and have eaten breakfast.
- Inform school of any changes in circumstances which may influence a child's learning or behaviour.
- Promote the importance of education and good behaviour choices to children.
- Have high aspirations for their children.
- Stay connected to Dojo and discuss dojo points (gains and losses) with their children

- Be supportive of the school values and promote them at home.
- Support the school's behaviour policy and co-operate fully with any behaviour procedures should they become necessary.
- Encourage children to respect staff, children and school property.
- Engage positively and respectfully with school staff.
- Act as a good role model for our children whilst on the school site.
- Relay any concerns directly to school.

#### Governors must:

Carry out their legal responsibilities to the school and ensure that:

- The school strives to give the best education for every pupil
- Ensure staff are both supported and challenged to ensure the school meets the needs of all its pupils.
- Ensure school policies outline the best possible education and care.
- Ensure funding received by the school is used efficiently to support learning
- Governors visit the school regularly (when risk assessments allow) and make it a priority to raise academic standards in the school

#### Future Developments

#### Self-Regulation

Self-regulation is the ability to monitor and manage our energy states, emotions, thoughts, and behaviours in ways that are acceptable and produce positive results such as well-being, loving relationships, and learning.

It is how we deal with stressors and as such, lay the foundation for all other activity. Developing this ability requires self-awareness, emotional intelligence, efficient filtering of sensory stimulation, coping effectively with stress, relating well to others, and sustaining focus.

As a staff, we are keen to develop our own understanding of self-regulation and acquire a bank of strategies to help children to self-regulate. Our first step in achieving this will be to engage in whole school staff training led by Mine Conkbayir. This is planned to take place in Autumn 2021

This policy should be read alongside the following policies:

- SEND
- Equal Opportunities
- Home School Agreement
- Attendance Policy
- Exclusion Policy

**Policy Date: June 2021**

**Review Date: June 2023**



## Appendix A: EEF Improving Behaviour in Schools Report

### Six Key Recommendations

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

6

Consistency is key

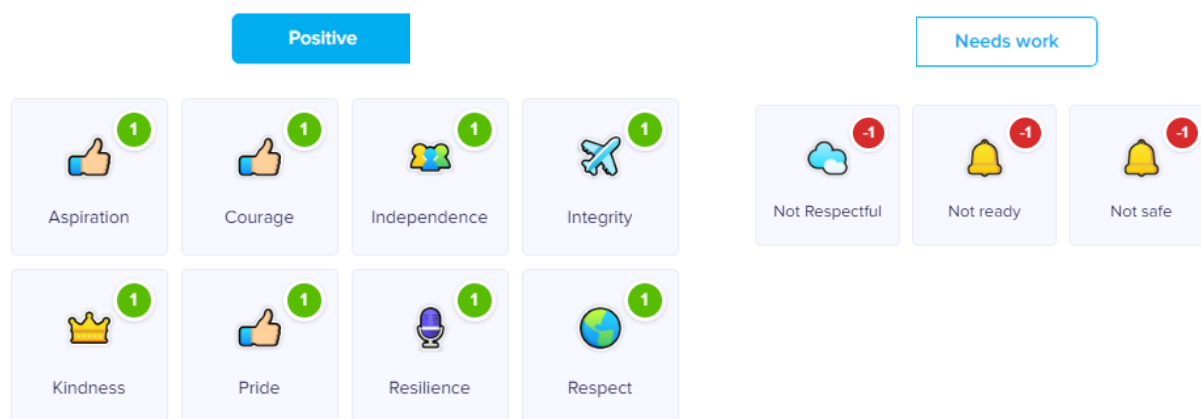


- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level



## Appendix B: Class Dojo Guidance

Class Dojo is a school communication platform which is intended to help make connections between children, staff and parents. Part of its function is a really effective behaviour tracker. All children are enrolled on Class Dojo before they join us in EYFS or on their first day if coming to us as part of an in-year transfer. Parents are sent an invite to join their child's account so that they can keep up to date with their child's achievements and maintain easy communication with their child's class teacher.



In order to be consistent, all staff adhere to the following guidelines:

- Keep to a maximum of 5 Dojos when giving positive Dojos.
- Keep to a maximum of 3 Dojos when taking away 'needs work' Dojos.
- All members of staff can reward children with Dojos but Dojos must only be taken away by class teachers. If any other member of staff has dealt with an issue, this must be passed on to the class teacher for them to decide the number of Dojos to be lost.
- Children must not be allowed to take away Dojos from other children.
- Rewards linked to Dojos...

Dojo points collected are used as currency which children can use to 'buy' prizes which are displayed in each department. Children have the opportunity to 'cash in' their Dojos each Friday. Prizes 'cost' between 50 and 250 dojos so children have the option to spend or save their Dojos as they see fit.

KS1 – Dojos also used to earn weekly golden time.

KS2 - 100+ Dojos each term = an invite to the termly treat.

## Appendix C: Scripting Expected Behaviour

Maintain a calm, consistent approach. Use the child's name. Get down to the child's level. Make eye contact. Deliver your message (see below).

In between the following steps, 'drive bys' are used to ensure the children know that you are following up on your conversations.

### WELLBEING CHECK IN / REMINDER

I noticed that you chose....(noticed behaviour)

Are you okay? Is there anything that I can help you with?

If the child indicates that they have a problem (verbally or otherwise) staff will need to act to offer appropriate support.

If the child seems to be happy and well, move to:

A reminder to be (ready, respectful, safe).

Outline the better choice

Thank you for listening.

EXAMPLE: I noticed that you were talking when I was speaking to the class. Are you okay? Is there anything that I can help you with?

I'm reminding you that we need to be respectful. Please make sure you listen carefully when I'm next speaking to the class. Thank you for listening.

### WARNING

I noticed you chose to...(noticed behaviour)

This is the second time I have spoken to you which means that I'm now taking a Dojo away.

You need to speak to me for 2 minutes after the lesson.

If you continue to make the wrong choice, you will receive a consequence which will be \_\_\_\_\_. Outline the better choice.

Thank you for listening.

Example: I noticed that you chose to continue to talk when I was speaking to the class. That was disrespectful. This is the second time I have spoken to you which means that I'm now taking a Dojo away and you need to speak to me for 2 minutes after the lesson. If you continue to speak when I'm speaking to the class, you will need to spend some of your play time indoors. Make sure you show respect by listening when I am speaking to the class. Thank you for listening.

### CALMING TIME

I noticed you chose to...(noticed behaviour)

This is the third time I have spoken to you which means that you now need to spend some of your play time indoors and I need to speak to your parents / carer.

You need to take some time to get back on track. Take 2 minutes to get a drink / sit in the book area.

If you continue to make the wrong choice, I will have to involve another adult. Outline the better choice.

Thank you for listening.

Example: I noticed that you chose to continue to talk when I was speaking to the class. That was disrespectful. This is the third time I have spoken to you which means that not only do you need to spend some of your play time indoors, I now also need to speak to your parent / carer. You need to take some time to get back on track. Take 2 minutes to get a drink. If you continue to make the wrong choice, I will have to involve another adult. Make sure you show respect by listening when I am speaking to the class. Thank you for listening.

### SEEK SUPPORT

If the child persists in the same behaviour despite being spoken to 3 times, follow our behaviour support ladder (See Appendix E: Escalated behaviour support)

### FOLLOW UP, REPAIR AND RESTORE

- What happened? (Neutral, dispassionate language)
- What were you feeling at the time?
- What have you felt since?
- Who has been affected? How did this make people feel? (Ensure child sees that the impact of the behaviour was far reaching).
- What should we do to put things right?
- How can we do things differently in the future?

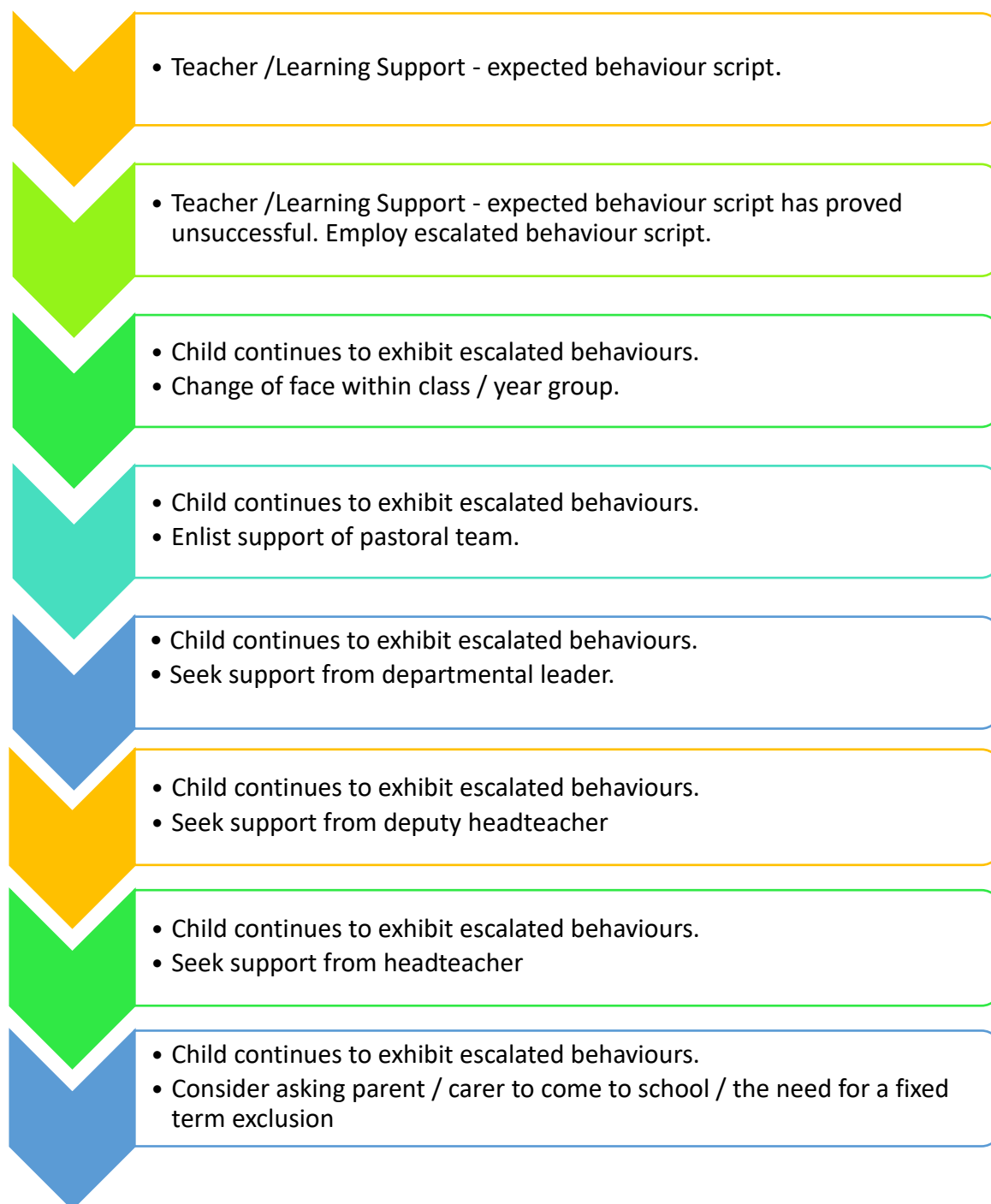
In order to maintain a good relationship with children, do not speak about a child's behaviour to another adult in front of the child unless this is done with the child as an active participant with the aim of repairing and restoring. If a child is to spend time with another adult over play time / lunch time due to a behaviour incident, a restorative conversation must take place with the original adult first.

## Appendix D: Stepped Approach to Dealing with Escalated Behaviour

7 assertive sentence stems to get us off on the right foot.	
<ul style="list-style-type: none"> <li>You need to...(stand up and come outside for a chat)</li> <li>I need to see you... (doing as I asked)</li> <li>I expect ... (to see you lined up with the rest of the class in the next 30 seconds)</li> <li>I know that you will...(help Mrs X to pick up those coloured pencils)</li> <li>Thank you for... (leaving the classroom, let's walk and talk)</li> <li>I have heard what you said, but now you must...(pick up your things calmly and move to the next table)</li> <li>We will...(have a better day tomorrow)</li> </ul>	
Dealing with escalated behaviour.	
Effective Script	
Help the child to maintain a feeling of control / choice for as long as possible.	<b>You need to understand that every choice has a consequence. If you choose to do your work, that would be amazing and _____ will happen....but if you choose not to do the work, then _____ will happen...It's completely your choice, I'll give you some time to make your decision.</b>
Remind the child that they are capable of great things.	<b>Do you remember yesterday when you helped me to tidy up? That is the Stephen I need to see today, that is the Stephen that you can be all the time.</b>
Maintain your relationship	<b>I am not leaving. I care about you. I care about what happens. You are going to be brilliant.</b>  <b>I really like you but I don't like this behaviour. This behaviour is disruptive, damaging and dangerous. I really like you but I don't like this behaviour right now. You can be a success if you choose to be.</b>
Things to remember	
Silence is golden	Give your message, ( <b>leave time and silence</b> ) for the child to process, calm down, speak and make the right choice.
Keep yourself safe	If a child is at crisis point and is lashing out – keep your distance.
Keep others safe	If a child is endangering themselves or others, say: <b>Stephen, you are putting yourself / other children in danger. If you (get down from the fence / stop throwing things) then I can give you some space and time to calm down. If you continue to (climb / throw things) then I will have to lift you down / walk with you to a reflection room.</b>
If children turn away from you / mimic you / say it with you / deliberately refuse to listen, continue to deliver the script	
If children cry when you begin delivering the script, say, 'I will come back when you have stopped crying'. Then find the moment to return.	
Scripts should not be a secret. If other children happen to hear you using a script it shows them that you are consistent and fair – it also demonstrates what they might expect if their behaviour is not at the expected standard.	

## Appendix E: Escalated Behaviour Support

### Behaviour Support Ladder



When an adult arrives to offer support, greet existing adult first and then child. Ask where the child is up to regarding choices to ensure consistency of approach.

First adult to take responsibility of CPOMS, tagging in all involved staff members who can then add actions if appropriate.

## Appendix F: Additional Guidance for Staff

### Consequences

- Children need to learn that all actions have consequences.
- Consequences can be positive and negative.
- Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.
- Children should have a warning before the consequence so that they have a chance to change the behaviour before the consequence (see Appendix X: Scripting Expected Behaviour).

### Different types of consequences

Examples of related consequences:

- If a child is being silly and spills a drink, he/she must wipe it up
- If a child is fighting over a toy, the toy is put away
- If a child refuses to get off the iPad he/she loses time later in the day

Examples of 'loss of privilege' consequences

- If a child refuses to follow instructions, he/she may lose dojos.
- If a child has had a fight on the playground, he/she may lose playtime.
- If a child is not completing work, he/she stays in at play to finish

Note of caution:

- Missing playtime is an easy consequence to use. However, it can have a detrimental effect on the child's behaviour. The child who misses playtime the most is probably the child who needs playtime the most.
- Making the whole class miss playtime must be avoided; it's not fair to make all children suffer for the behaviour of one or two children.
- For any behaviours that are not improved by the above consequences, the teacher is encouraged to seek support (see appendix D: Escalated behaviour support)

### Early Years Foundation Stage

Children in Reception are just beginning to understand their own emotions and can struggle to identify or label these. They therefore need a greater amount of staff support in managing their emotions and consequently their behaviour. In recognition of this, we support the children in understanding their emotions by discussing how the incident has made them feel and support their management of these emotions by modelling self-soothing behaviours, such as deep breathing or rubbing their arms. This support not only helps them to calm themselves in order to deal with the behaviour but will also support them later when they begin to use Zones of Regulation (to be introduced following staff Self-Regulation training).

We also ensure the EYFS classrooms have an area that is comfortable, calmer and quieter in order for children to remove themselves, reduce anxiety and self-soothe. The staff use consistent approaches and support the children with clear expectations, for example through the use of visuals and sand timers for taking turns. We use praise in order to reinforce positive behaviours, ensuring we catch all children displaying these behaviours.

## Strategies to promote positive behaviour

(All advice and ideas are taken from Paul Dix When the Adults Change Everything Changes)

### Meet and Greet

Meeting your class every day with a personal greeting could have the greatest impact on their behaviour it will make them feel valued, important and they will know that you want to get to know them.

### Make children feel important

Building good relationships with children is essential! Give compliments, ask them how their birthday party was, remember what football team they support, their favourite book, sport... ask them about it. You don't have to be their best friend, just remember the little things - respect works both ways, daily acts of care, generosity, interest in their lives, being bothered will have a huge impact.

"I can give you a special job and make you feel like a king. I can give you £50 and make you feel like you don't matter".

### Positive notes

Create a positive message board on the front of your classroom, give each child a positive note or place at their desk. Try giving out positive notes every week for a chosen behaviour (this could be linked to our values of the week). This will motivate them to do their best and want to get a positive note.

### Use a recognition board

- Target your recognition board at learning attitudes, not just functional behaviours. Make sure that the behaviours you choose raise the expectations for the children and are not simply something they can do well already.
- Names go on the board to recognise children who are demonstrating the desired learning attitude. Names are never removed from the board. Children who disrupt learning are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct. A different response should be given.
- Children can nominate others to be put on the board. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board. Children are recognised for effort, not achievement. Your recognition board should be for everyone. Your highest achievers might always be high achievers. They only get on the board when they have shown the required effort.
- When everyone has their name on the board a collective 'whoop' is appropriate; large rewards are not necessary. This is critical to the success of the recognition board. To keep the atmosphere supportive the mini celebration at the end of the lesson is enough. You will find that more children choose to support those who are wobbling when jeopardy is minimised. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

### Refuse to shout

When we change the way we behave then it will change the way the children behave. Save your loudest teacher voice for lavishing praise over the children and refuse to give currency to the poor behaviour. We do not glorify and give attention to the poor behaviour, if we do this it is the quickest way for a child to rise to celebrity status.

The only exception to this is where there is a safeguarding risk where the children need to hear a clear, immediate message in order to keep them safe.



### Give first attention to those doing the right thing (First Attention for Best Conduct)

It is very easy to be distracted by the unwanted behaviour. What we need to do is focus our attention and energy on the expected / above and beyond behaviour. If we do this we create a positive atmosphere where we are giving the right things attention.

### Take the fame out of behaving badly

If we give first attention to those doing the right thing then we take the fame out of unwanted behaviours.

### Teach a new 3 step routine packed with high expectations

Examples: lining up, tidying up, transitions

To establish a calm and orderly classroom / school, routines should be an 'obsession'. Children need to know what is expected of them and how they are going to achieve that. For example: Ending playtime

1. First bell, freeze
2. Second bell, wonderful walking to lines
3. Legendary lines

As a whole school we are going to introduce a three-step routine for lining up (legendary lines), we will all use the same three prompts.

1. Eyes to the front
2. Lips are closed
3. Hands by side

### Mantras

Give children the strategies to control their behaviour – e.g. give them mantras such as:

- I can choose to walk away
- I can stop myself
- I am ok
- I am in control of myself
- I can choose to be calm
- I have a bigger goal than this fight

### Secondary Behaviour

What is a secondary behaviour?

Example: If a child has been spoken to for throwing something across the classroom and they then choose to 'answer back'. The 'answering back' is the secondary behaviour.

Ways to manage secondary behaviour

- Don't bite back with your words
  - Refuse to chase or engage with the behaviour or engage in power play
  - Remember the first act of poor behaviour that triggered the outburst
  - Use choice if you can but not if it inflames the situation
  - Resist the urge to bring up past misdemeanours
  - Don't follow the child if they walk away, unless you have to because of clear and present safety concerns. The act of following can provoke and peak anger
  - Remember you are the adult, focus on the outcome you want, not the argument
  - Ask questions and don't make accusations
  - Focus on what is happening next. You can uncover what has just happened later
  - Whenever possible move the child to a safe space out of public view and the pressure of an audience
  - Shift into listening mode. This is not time for lengthy speeches, less will almost certainly be more
- Scripts to reroute power play with a child:

- I understand ...(that you are angry/upset)
- I need you to...(come with me so that we can resolve this properly)
- Maybe you are right ...(maybe I need to speak to them too)
- Be that as it may...(I still need you to join in with the group)
- I've often thought the same...(but we need to focus on...)
- I hear you...(it's not easy but I know you can do it brilliantly)

### Playground behaviour

We understand that behaviour at playtime can be different to behaviour in the classroom; we have provided these guidelines for dealing with behaviour at playtime.

### Expectations of adults in the playground

- We need all adults in the playground to be proactive, looking out for any possible incidents and responding quickly if an incident occurs.
- Always come from a thinking place, asking: 'What's happened?', 'Can you tell me what has happened here', 'One at a time, tell me what has happened...'
- The majority of low-level incidents in the playground can be dealt with by adults on duty using short 'time-ins' (walk with me)

### During playtimes

- Staff need to be spread around playground including in blind spots
- Be watchful at all times
- Play games, engage with children when you think this is appropriate
- Scripts to use following playground incidents:
  - 'What do you think the poor choices were that caught my attention?'
  - 'One at a time, tell me what has happened...I will listen to each of you in turn but you must also listen and not interrupt each other'
  - 'Let's sit down and find out what happened.'
  - 'You need to understand that every choice has a consequence. You have chosen to break the school rule ..... this means you will have a consequence of .....





### Time-in

- Adults dealing with an incident will insist a child spends some time with an adult; this time should only be short, a minute/two/three. The adult should ensure the child then returns to being able to play.
- A rule reminder can come at the start or the end of the time-in.

## Appendix G: Behaviour Support Plan

(For editable document see Teachershare / SEN / IEPs / Classfolders / Blanks / School Based Blanks)

### My Support Plan

Things I find difficult 	My targets 	What do I need to do?  Who's going to help me and when?	How did I get on? 

Name:

Date of Birth:

Class Teacher:

SEN stage: please highlight

**SEN Support** / Enhanced Support/ EHCP

Date of first support plan:

Support Plan number:

Parental Signature:

Review Date:

Plan Start Date:

### This side to be completed only for children requiring behaviour intervention

Current Triggers	
Home	
School	
Strategies to maintain baseline behaviour	
Strategies to help de-escalate behaviour	
Triggering phase	
Escalation phase	
Outburst/ violence phase	
Recovery phase	

## Appendix H: Positive Handling Plan

Risk Rating (H /M /L)

### Positive Handling Plan

Pupil/Student's name:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

---

**Praise Points / Strengths**

**Medical conditions that should be taken into account before using R.P.I.**

**Trigger Behaviours:**

(Describe common behaviours/situations which are known to have led to intervention/control measures being required). When is such behaviour likely to occur?

---

**Who/what is likely to be harmed/damaged?**

(Give details of individuals who might be harmed as a result of the behaviour. Include staff, other pupils, self, or if it is more likely to be damage to property). In addition, give details of any individuals who might be at increased risk, pupils or staff).

---

**Behaviour details:**

(Describe what the behaviour looks/sounds like)

**Proactive Control Measures (i.e. to prevent the risk occurring):**

(Describe control measures/strategies to be put in place for individual pupil to prevent difficulties emerging e.g. increased supervision, escorting to and from lessons, limits on lessons, varieties of tasks, giving concise instruction, seating pupils next to good role model, seating close to exits to assist in removal if required medication ,Ritalin, etc.)

---

**Early Interventions to manage risk (i.e. diffusion techniques):**

(Describe strategies that, where and when possible, should be attempted and which will help the pupil in difficult situations in order to avert problems).

**If others, please give details:**

**Reactive Control Measures (other than those listed above):**

(Describe here current strategies or physical control measures to reduce the risk of injury: Include here any existing control measures e.g. increased supervision, bolts on doors, etc).

---

**Preferred Handling Strategies:**

(Describe the preferred staff responses/holds)

---

**Additional/Proposed Control Measures required:**

(Include here any additional control measures which need to be considered in order to reduce or eliminate the risk of injury, e.g. staff training, additional staffing, support during certain high risk lessons/activities, gates/barriers to reduce risk of 'running', searching for weapons, etc.)

**De-briefing Process following Incident:**

(What is the level of care to be provided). Debriefing of pupil, staff involved, other pupils, parents etc):

Head teacher or nominated representative comments:

---

Parental comments:

**Recording and Notifications Required:**

Parents will be notified following any serious incident.  
Physical intervention forms will be completed and logged in Incident Book

---

**Behaviour Management Plan agreed by:**

Pupil (where appropriate):

Parents/Carers:

LEA input (if appropriate):

Headteacher:

SENCO:

Date:

Review Date:

Appendix I: Pupil Mentor Referral.



**Allanson Street Primary School**  
**Pupil Mentor Referral**

***Childs Name:***

***Year Group:***

***Date of Referral:***

***Name of Referrer:***

***Reason for Referral:***

***Behaviour***

***Anxiety***

***Learning Needs***

|

***Any known intervention past / present (social services, medical services, education services)***

***SEN Category :*** Statement

Enhanced School Action Plus

School Action Plus

No SEN

***Outcome of Referral:***

***Parental Signature*** \_\_\_\_\_ ***Date*** \_\_\_\_\_



## Appendix J: Banned Items and Related Actions

### Items banned from the school premises

(Adults are allowed to bring items highlighted in green onto the school site. However, these must be kept away from children at all times)

The following items are banned from the school premises:

- Fire lighting equipment:
  - Matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the 'Medical Needs Policy'
- Weapons and other dangerous implements or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
- Other items:
  - Chewing gum
  - Caffeinated energy drinks
  - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
  - Aerosols including deodorant and hair spray
  - Mobile phones unless given to an adult to store safely until the end of the day.
- All members of staff can use their power to search without consent for any of the items listed above. However, when available, this will be undertaken by a member of SLT.
- During a search, children will be asked to turn out their own pockets, show the contents of their bags etc. Adults will not lay hands on a child during a search unless it is known that a child holds a dangerous item and refuses to submit it.
- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A child's possessions will only be searched in the presence of the child and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.

- If any weapons, knives, illegal substances, smoking paraphernalia / alcohol or pornography are discovered by a member of staff, this will be reported to the DSL who will assess the need for a referral to social care.
- For all other items, it is at the discretion of the member of staff to decide when an item will be returned to a child / their parent / carer.
- Parents will be informed of any confiscated item and may be required to collect the item from the school office.
- The headteacher will be notified when items that could pose a safeguarding risk are confiscated.