

Behaviour Policy

Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Information

Policy Name	WPA Behaviour Policy	
Review Frequency	Every Three Years	
Statutory Policy	Yes	
Policy owner	Principal	
Lead Reviewer	Behaviour Lead	
Approver and date of last approval	Principal: August 2025	
Key review dates	By whom	Changes made
26/4/16 policy written	A Ashcroft	
September 2018	S Scrivener	Updated to incorporate changes to behaviour management systems within school.
February 2020	S Scrivener	Updated to reflect enhancement of the Behaviour Blueprint, additional appendix and wording changes to better reflect the school ethos and specific CPD for staff.
May 2020	L Perring	Adapted for WPA
June 2021	L Perring	Review following rebrand
Sept 2022	C Williams	Reviewed and amended to align with our Restorative practice approach
Sept 2023	L Basilone	Updated new behaviour lead
February 2025	S Bellingham	Updated to replace the suspensions and exclusions wording with reference to WPA's standalone Suspension and Permanent Exclusion Policy
August 2025	Hannah Robinson	Updated to amend positive behaviour rewards and appendices

Policy Statement

At Wantage Primary Academy we believe that positive behaviour is learned in an atmosphere rooted in kindness, mutual respect, praise and encouragement. Everyone is expected to maintain the highest standards of personal conduct and adults consistently model positive behaviour, language and body language. Exemplary behaviour is at the heart of productive learning and good habits are encouraged from the moment a pupil enters the school. We believe every member of our school community deserve this.

This policy makes reference to DfE guidance Behaviour and Discipline in Schools (2016). This policy works in conjunction with our Anti-Bullying, Complaints, Equality and Safeguarding and child Protection policies.

Policy aims

- To promote values that uphold a culture of exceptionally good behaviour for both learning and for life in the wider community.
- To ensure that all learners are treated fairly and shown respect.
- To help learners to take control over and regulate their own behaviour and to be responsible for the consequences of it.
- To provide a behaviour framework for staff that ensures calmness, consistency and kindness
- To provide a partnership approach to managing poor behaviour and dynamic interventions to support both staff and learners.

Guiding principles

- Where children feel valued as individuals and have their efforts and successes recognised they respect adults and accept their authority.
- Children feel secure when there is certainty in adult responses.
- A culture of consistency in adult behaviours is at the heart of excellent behaviour management.
- Visible routines give children security and certainty.
- Adults in school must be aware of those children who are on the special needs register and recognise if/ when their challenging behaviours may need a differentiated response.
- When the ethos of the classroom and the school is positive there will already be an atmosphere of mutual respect, where pupils are behaving appropriately and teaching and learning is leading to achievement.

Consistent and visible routines

All staff

- Follow the Restorative Practice principles and use Restorative Practice scripted language during conflicts and behaviour incidents
- When addressing negative behaviours staff will always conclude by reinforcing that they know the pupil can demonstrate good behaviours
- Be calm and give when going through steps.
- Always refer to our school values when talking about behaviours, in both recognising positive and addressing negative behaviours.
- Meet and greet at the door with positive body language, both in the morning and afternoon.
- Ensure that lessons are well prepared, meeting the needs of both previous lower attainers and rapid graspers.
- Ensure that the learning space is set up appropriately for the learning and all equipment and materials are ready to use.
- Model moving around the school calmly, quietly.

Senior Leadership Team

Senior leaders are not expected to deal with behaviour referrals in isolation, but stand alongside colleagues to support, guide, model and demonstrate a unified consistency to the learners.

Senior Leaders will:

- Meet and greet at the beginning of the day
- Be a visible presence around the school, particularly at transition times
- Regularly provide opportunities to share good practice
- Ensure all staff have access to the reporting element of CPOMS
- Support staff in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- Ensure that staff have relevant and up to date training to ensure they can management behaviour effectively and safely.

Our expectations

Pupils are expected to:

- be kind to others, including staff and peers
- move around the school calmly and quietly with arms by their side
- arrive promptly at lessons, have the necessary equipment and be ready to learn.
- actively participate in lessons, completing classwork and handing in home learning on time
- recognise what is and what is not appropriate behaviour
- develop a responsible attitude to their own behaviours
- respect the opinions and beliefs of others
- understand that bullying and bad language will not be tolerated
- express their own point of view both sensibly and sensitively

Staff will be expected to:

- Implement the behaviour policy consistently
- Follow the Restorative Practice principles and use/model RP language during conflicts and behaviour incidents
- model and reinforce positive behaviour
- follow the behaviour policy to ensure consistency of approach
- be mindful to praise in public and reprimand in private
- listen to pupils and acknowledge them and their contributions
- respect pupils as individuals and not label them
- record behaviour incidents that require additional support or 'time out' [*reflection time*] outside the classroom on the school behaviour management system (CPOMS)
- ensure that no pupil is discriminated against because of their ethnic origin, sex, culture, sexuality, religious belief or because of any family responsibility they may have
- use a calm voice and encourage children to do likewise
- never use physical punishment of any kind or use physical intervention at any time, unless a child is in immediate danger of harming themselves or others
- record any physical intervention in the red 'Bound and Numbered Book'
- remind all pupils of behaviour expectations prior to an off-site trip. Consistent inappropriate behaviour may prevent the child from being allowed to participate on a trip - especially where safety is paramount. School rewards and sanctions will still apply.
- carry out an individual risk assessment for any child following an individual behaviour plan (IBP), prior to participation in an off-site activity/trip

Parents/Carers are expected to:

- work in partnership to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by staff
- ensure pupils arrive at school on time, correctly equipped and ready to learn

The Restorative Approach

At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected. Restorative Practice seeks to ensure all parties are actively engaged in the process of repairing the harm. Children are empowered to take responsibility for their behaviour and develop their problem-solving skills and empathy.

All members of staff are trained in the key principles of Restorative Practice, and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships. The Restorative Approach requires high expectations, this is coupled with high levels of support to ensure our children are set up for success.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no PE);

The Restorative Approach – Dealing with inappropriate behaviour

Incidences of negative behaviour are dealt with in a fair, respectful, and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

Our positive reward system

Recognising excellent behaviour is essential in our school, where we want the focus to be firmly on positive behaviours and ensure that rewards far outnumber sanctions. Praise and encouragement are used effectively by all our staff. Pupils are recognised for their efforts as well as achievement. House points are a visible consistency throughout the school. Each class collects house points throughout the week, they can be given individually or collectively, staff are at liberty to award single points or even thousands of points when the class have been collectively brilliant. The number of house points awarded is limitless. Our house point system enables all adults in the school to give praise and recognition, including visitors. During Friday assembly each year group announces the house with the most points and this is recorded on a visual display. At the end of every half-term the house with the highest number of awards is given a treat, such as a non-uniform day.

The school has four houses:

Blue
Green
Red
Yellow

Celebration Assembly

Generally, every week a celebration assembly is held for KS1 and KS2; Reception will initially hold their own assembly and join the whole school celebration when staff feel it is appropriate. This assembly celebrates and reflects upon the learning that has taken place during the week. Members of staff will select a child who has exemplified our values to be the star of the week. Each year group will share some highlights of the learning that has taken place and teachers will talk about why the stars of the week have been selected. Each star of the week will be rewarded with a sticker and a certificate. A summary of Celebration Assembly features in our weekly newsletter.

Principal Rewards

If a member of staff feels that a child has done an exceptional piece of work, due to the amount of effort and pride they have put into it, they can be sent to the Principal to share their work. The work will receive a Principal's award sticker.

Omnia and subject awards

Each half term staff are asked to nominate individuals from their class to meet with the Principal. This privilege recognises those children who consistently uphold the school and trust values, both in class and on the playground. As well, children are nominated for their particular successes across the curriculum and awarded a certificate in recognition of this.

Managing negative behaviour

When negative behaviours occur it is essential to respond quickly and calmly to ensure that good order is restored as quickly as possible. Scripted conversations (RP) address the negative behaviours, providing pupils with the opportunity to reflect on why the behaviour was unacceptable and provide support to repair and restore positive behaviour. Pupils who have behaved in a negative way and victims of poor behaviour choices will be acknowledged, listened to and valued.

Behaviour consequences

As a school the overriding emphasis is on positive behaviours, and this should be explicit throughout the day, regardless of the situation. However, when behaviour has fallen short of school

expectations, despite positive reinforcements, a consequence may be necessary. We recognise the importance of working in partnership with parents/carers to promote positive outcomes for all our pupils and will inform parents of repeat infractions.

Our script and policy a consistent approach that can be applied in a uniform and progressive way, to encourage children to think about and take responsibility for their own behaviour.

- if a child behaves inappropriately they are given a reminder of the rules;
- If a child continues they will be given a timely prompt;
- If behaviours remain unchanged adults *use the 3-step Restorative Practice questions*
- If the behaviour continues a *reflection time* (time out) is given. In KS1 and Early Years this will result in a short period of time out so that a child can reflect upon their behaviour immediately. At this point, if a consequence for the behaviour is needed (see table in appendices) this is shared with the pupil.
- Following a time out/consequence, there will be a restorative conversation, using the questions on the Restorative script. The adult who gave the 'time out' should always be involved in the restoration, either leading the conversation or as part of the 'fix it' strategy. The emphasis is on an honest discussion with a positive outcome. The focus must remain on the primary behaviour rather than subsequent secondary behaviours.
- Staff will record higher level incidents whereby disruption, verbal or aggressive incidents have occurred on CPOMS to alert SLT and enable the tracking and identification of behaviour patterns and possible triggers.

Class teachers will regularly discuss our school values with their classes and ensure that their children know what the values look like, in a way that is appropriate to their age and stage. The class teacher may wish to explore the school values during 'circle time' when addressing specific incidents. The Principal or members of SLT may also come and talk to a whole class, year group or whole school to address various behaviours/incidents.

Parents/Carers

Consent is not required from parents for our consequences, however good partnership with parents can have a positive impact on behaviour. Class teachers will inform parents about negative behaviours, not always for an isolated incident, but particularly if a pattern of behaviour is forming or strategies are not working. If concerns become higher level parents/carers will be invited to school to discuss the matter. As a school we also recognise the power of positive behaviour communication with parents and share good behaviour regularly.

Occasional serious incidents

If a child is involved with a serious incident in school such as vandalism, stealing, lying, hurting another child, bullying, racism or behaving in a way that is dangerous to themselves or the people around them the Restorative Script and a blue or green sanction may not be proportionate. In these situations, amber or rose sanctions which involve SLT may be required. Parents/carers will be involved as appropriate and the incident will be logged on CPOMS.

Suspensions and Exclusions

The decision to exclude a child from school, whether for a suspension or permanently excluded, is exceptional and serious. It will usually be the final step in a process for dealing with disciplinary issues following our wide range of other positive strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available positive strategies for dealing with the child and would only be used as a last resort. The Principal will make the decision to permanently exclude and manage the exclusion. For more information, please refer to the

school's Suspension and Permanent Exclusion Policy.

Removal from school for other reasons

The Principal may send a pupil home, after consultation with the pupil's parent/carer and health professionals as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example the diagnoses of illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Recording poor behaviour

It is important that poor behaviour is recorded:

- an entry should be completed using CPOMS, this is monitored by the Principal to assess patterns and repetitions plus incidents of bullying;
- communication with parents/carers may be face to face, by phone or email.

Support Structures for Pupils

The following structures exist within the school to provide support for pupils whose behaviour is a concern:

- identification of members of staff who the pupil feels comfortable talking to and access created to these staff;
- peer mentoring is used when we feel a pupil will respond to the thoughts and views of another child about how to change and manage behaviour;
- a Pupil Passport (Appendix 3) will be written by the teacher if the pupil needs longer term support to change poor behaviour;
- a range of nurture programmes are available within school to meet emerging and ongoing needs.

SEND Children

Like all children, children with learning and physical disabilities may display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child's perceived disruptive or challenging behaviour arises directly as a consequence of their disability or as a consequence of a lack of reasonable adjustments made to accommodate their disability. Whatever the case, if a SEND child is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them. The fact that a child has a disability does not mean they should never be disciplined, but behaviour and discipline methods should reflect the need to pay extra attention to the underlying causes of their difficulties to reflect the additional barriers disabled people face in society. At Wantage Primary Academy we ask our teachers to take the following additional steps to prevent behaviour issues with our SEND pupils and to manage poor behaviour:

- learn about pupils' individual difficulties and accommodate them.
- share ideas and best practice to manage behaviour and to prevent escalation of situations;
- be sure that any sanctions you give an SEND pupil is achievable;
- re-challenge and re-focus to diminish repetitive poor behaviour;
- assess regularly to ensure that there is early intervention of specialist help if required.

Searching

Members of staff can search a pupil for any item if the pupil agrees.

The Principal and staff authorised by her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil).

Confiscation

Members of staff may confiscate, retain or dispose of a pupil's property if they judge the property to be contributing to poor behaviour or the breaking of rules.

Use of Reasonable force

All members of staff have the power to use reasonable force to prevent pupils committing an offense, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The government also authorises the use of force, if appropriate, by staff conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles. Force cannot be used when searching for any other items even if they are in the school rules. Physical force may be planned or used as an emergency intervention. It may include:

- the holding of a pupil by one or more adults so as to restrict their mobility and movements;
- the holding a pupil by one or more adults to guide them to another space in the school;
- blocking a pupil's path;
- physically interposing between pupils.

The use of reasonable force and physical intervention will take into account the characteristics of the child including their age, physical needs or disability and development level. The decision to use reasonable force and physical intervention will follow a risk assessment approach. The following will be considered:

- the potential outcomes of not intervening;
- any risks in the immediate environment;
- the vulnerability of the child.

If reasonable force and physical intervention are used staff will ensure the following:

- the incident is reported in the Bound and Numbered book and the Principal is informed;
- parents/carers will be informed on the same day or as soon as reasonably practicable;
- a range of support will be considered for the pupil which may include external professional

help;

- targets for the pupil will be clearly defined;
- attempts will be made to try to identify that triggers for challenging behaviour;
- strategies will be put in place to help prevent challenging behaviour;
- parents/carers are included in the next step discussions.

Pupils who are found to have made malicious accusations against staff

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Staff professional development

The school will review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects practice outlined in this policy and the Anti-Bullying Policy and practice. Where specific training needs have been identified for particular members of staff, the Principal will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs. The school will ensure that a member of staff is Team Teach trained and where individual needs are identified additional Team Teach training is provided, Team Teach provide behaviour management and handling strategies that reduce the need for physical intervention and restraint and their de-escalation principles are aligned with our own behaviour policy.

Monitoring and Evaluation

The monitoring and evaluation process will be informed by:

- CPOMS
- accident book entries;
- visitors book entries;
- parent and pupil surveys;
- SLT meeting discussion;
- Principal's report to the Multi-Academy Trust (MAT).

Appendices

Appendix 1 –Sanctions

Appendix 2 – Behaviour scripts

Appendix 3 – Behaviour

Appendix 4 – School level behaviour support

Appendix 5 – Behaviour as communication

Appendix 1 - Sanctions

Sanctions must be viewed with an understanding of the child at its heart. At all points we must refer to the behaviour being what we are condemning, not the child.

When faced with negative/disruptive behaviour:

1. Try redirection techniques and non-verbal cues.
2. If this does not work always give a clear verbal warning stating the desired behaviour and what the consequence will be if a child does not comply. Remember to use the 30 second scripted interventions and give the child take-up time, including considering change of face.
3. Give a consequence
4. Ensure the consequence is served
5. Have a restorative conversation primarily with the adult who initially gave the warning.

All consequences should be followed with a restorative conversation and an apology should be given to the person who has been wronged. Focus on the primary behaviours, secondary behaviours can be spoken about in restorative conversations afterwards.

If light blue or dark blue behaviours are happening frequently then purple or red sanctions may be used. Light and dark blue dealt with by class staff, purple referred by class staff to Phase Leader, red referred by class staff to SLT. All incidents and actions taken, dark blue and above, to be logged on CPOMS by the class teacher. Any associated actions taken by colleagues, to be added on CPOMS under actions.

Early Years		
Behaviour	Example	Consequence
Not listening to adults/ignoring reminders	Not following examples	5 minutes lost time
Being verbally unkind to others	Telling lies, name calling, swearing, not being kind	10 minutes lost time
Not joining in with learning	Avoiding work, calling out	10 minutes lost time
Not using equipment safely	Damaging, throwing or drawing on equipment. Drawing on resources	10 minutes lost time and not being allowed to use that resource for the next session. Parents to be informed.
Not using kind hands or feet	Hurting others, kicking, scratching, spitting, hitting, biting and pinching	Loss of playtime / 15 minutes of lunchtime. Visit to SLT. Parents to be informed.

Key Stage 1		
Behaviour	Example	Consequence – first time
Not trying my best	Not putting best effort into learning	5 minutes lost play / lunchtime
Provoking others	Encouraging others to make the wrong choices	5 minutes lost play / lunchtime
Not doing as asked after reminders	Not following an instruction. Making the wrong choice.	5 minutes lost play / lunchtime



Being verbally unkind to others	Telling lies, name calling, rudeness	10 minutes lost play / lunchtime
Avoiding work	Avoiding work, leaving the classroom	10 minutes lost play / lunchtime
Not respecting property	Ripping up work or damaging school property inside and outside	Work to be completed again during break / lunchtime Not being allowed to use the resource for the rest of the day Visit to Phase Leader Parents to be informed
Using inappropriate words	Swearing	Playtime or lunchtime lost Visit to Phase Leader Parents to be informed
Words targeting a protected characteristic	Racial or homophobic language	Playtime or lunchtime lost Visit to Senior Leader Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Playtime or lunchtime lost Visit to Senior Leader – consider further action including internal suspension Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Playtime or lunchtime lost Visit to Senior Leader – consider further action including internal / external suspension. Parents to be informed

Key Stage 2		
Behaviour	Example	Consequence – first time
Not trying my best	Not putting best effort into learning	5 minutes lost play / lunchtime
Provoking others	Encouraging others to make the wrong choices	5 minutes lost play / lunchtime
Not doing as asked after reminders	Not following an instruction. Making the wrong choice.	5 minutes lost play / lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness to peers or staff	15 minutes lost play / lunchtime
Avoiding work	Avoiding work, leaving the classroom	To be timed and paid back in break / lunchtime If not, to be completed at home and returned the next school day
Not respecting property	Ripping up work or damaging school property inside and outside	Work to be completed again at break/lunchtime

		Not being allowed to use that resource for the rest of the day Visit to Phase Leader Parents to be informed
Using inappropriate language	Swearing	Loss of lunchtimes / playtime Visit to Phase Leader Parents to be informed
Words targeting a protected characteristic	Racial or homophobic language	Loss of lunchtimes / playtimes Visit to Senior Leader – consider further action including internal suspension Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Loss of lunchtimes Visit to Senior Leader – consider further action including internal suspension Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Loss of lunchtimes Visit to Senior Leader – consider further action including internal / external suspension Parents to be informed

Appendix 2 – Behaviour scripts

Moment of choice prompt

If you choose to do the work, that would be fantastic and this will happen

If you choose not to do to the work, then this will happen

It is your choice.

Scripted intervention

1. I noticed you are ... (Identify the behaviour)
2. You broke the rule about ... (Connect the behaviour to the rule)
3. You have chosen to ... (Map out the consequence)
4. Do you remember last week/yesterday/five minutes ago when you did brilliantly? That is the behaviour I need to see from you today. (Refer back and reframe)
5. Thank you for listening (Walk away and don't look back, then give the child some take-up time).

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has

caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm, and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

3-step framework

- **What happened?**
- **How do you feel about...?**
- **What needs to happen for things to be better?**

5-Step framework

Step 1 – Hear the story

- **What happened? What's happening?**

Step 2 – Thoughts and feelings

- **What did you think when it happened?**
- **....and how did you feel?**
- **What are you thinking now? How are you feeling?**

Step 3 – Impact

- **Who else has been affected? How?**
- **What has been the hardest thing for you?**

Step 4 – Needs

- **What do you need to feel better?**

Step 5 – Next steps

- **What needs to happen to make things right?**

Appendix 3 - How to log behaviour incidents on CPOMS

It is important that behaviour incidents are logged on CPOMS in a timely way so that we can respond to these, support, strategise and ultimately mitigate them happening again. In order for this to happen please follow this guidance:

- Ensure any behaviour concern is logged under the perpetrator of the behaviour, link in other students as this may form part of a pattern of behaviour
- Please report a full incident of what has happened. Ensure, where necessary all children have been spoken to and a full understanding of the situation has been sought. If notes have been taken, attach these with the log. If CCTV has been viewed, please record what was seen. If this will take time, log the initial concern and state what you are going to do next, update CPOMS when the information has been gained.
- If a member of staff is reporting an incident that hasn't been investigated please make sure this is verbally passed on to the class teacher to deal with in a timely fashion as they may not get a chance to view their CPOMS until after school
- Ensure any consequences (in line with behaviour consequences) and actions are noted and it clearly states who will be leading on this (this will usually be the class teacher) and if necessary a timeframe for follow up
- Don't report what other people have told you – they must log their own concerns. If a concern doesn't appear on CPOMS, please remind that person of the need to record.
- If there is an injury to the child, complete a body map on CPOMS by expanding the body map section and clicking on the area of the body where the injury has occurred
- Class teacher, in line with behaviour consequences, to ensure parents are informed of behaviour incident at the end of the day, or sooner if necessary
- **IT IS CRUCIAL THAT ALL TEACHERS LOG ON TO THEIR CPOMS ACCOUNT EVERY DAY**

Appendix 4 - Supporting Behaviour Plan

Positive Behaviour Plan for

Phase of behaviour	Preventing the triggers in the first place (what helps it go right in the first place)	Spotting the Triggers (things just beginning to go wrong)	Prevent Escalation (things getting worse)	During an emotional crisis	Recovery	Repairing the Relationship
What we notice ...	•	•	•			•
What we can do...	•		•	•		•

<h3>Individual Behaviour Plan</h3>					
Name:	<input type="text"/>	DoB:	<input type="text"/>	Yr:	<input type="text"/>
				Date of this plan	<input type="text"/>
Teachers:	<input type="text"/>		<input type="text"/>		

Behaviours target	Criteria for success	Strategies	Sanctions	Rewards

Parent	<input type="text"/>	Date	<input type="text"/>	Head teacher	<input type="text"/>	Date	<input type="text"/>
Teacher	<input type="text"/>	Date	<input type="text"/>	Pupil	<input type="text"/>	Date	<input type="text"/>
Date of plan to be reviewed (within 6 weeks of this date)				<input type="text"/>			

Appendix 5 - Behavioural Communication – What are they telling us?

When I say or do	What I mean	What I need
Appear to not respond to adult instruction	I am processing the request	Some take up time
Start to use inappropriate language/shout at adults	I am not coping with noise/number of people/situation	Some space/quiet time/reading
Banging on the table/threatening to hit peers	I am not coping with being near me	Move to a different table/space or nearer a known adult
Stop working/change of body language/facial expression	I am tired and/or getting frustrated	Change of activity or a job to do – distract my brain!

References

Dix, P. *When the adults change, everything changes* Independent Thinking Press 2017

Dix, P. *After The Adults Change: Achievable behaviour nirvana* Independent Thinking Press 2021

Finnis, M. *Independent Thinking on Restorative Practice: Building relationships, improving behaviour and creating stronger communities* Independent Thinking Press 2021