

St John's C of E Primary School

Behaviour Management Policy

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St John's C of E Primary School

Behaviour Management Policy

Our Vision

Learn Together • Achieve Together • Celebrate Together
'and let your light shine' – Matthew 5:16

Our Mission Statement

To enable all children to achieve their true potential in a caring and inclusive community based on
Christian values

Our Values

Respect • Responsibility • Kindness • Perseverance • Truthfulness

1. Introduction

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure. This policy is grounded in the Essex Trauma Perceptive Practice (TPP) and underpinned by our Christian vision and values.

We view behaviour as communication and aim to help children learn to regulate and reflect, with adult support. The policy aligns with safeguarding procedures and is read alongside the Safeguarding and Child Protection Policy, RSHE Policy, Concerns and Complaints Policy and Parent Code of Conduct.

We record behaviour incidents via CPOMS to monitor trends and adapt support.

2. A Relational Behaviour Model

- Behaviour is interpreted in context.
- Children are learning to self-regulate.
- Relationships are key to behaviour change.
- Rules and responses are designed to restore and repair.
- Wellbeing and inclusion are central.

3. General Expectations

We have high expectations of behaviour and learning for all pupils at all times, both in and out of the classroom. Staff are expected to consistently model the school's core values through their interactions, tone, body language and responses to behaviour. A calm, predictable and respectful atmosphere is created through clearly established routines that are explicitly taught, practised and reinforced. These routines include how pupils enter and exit the classroom, transition between activities, move around the school, and interact during play and lunch times. All staff use shared scripts and visual prompts, ensuring consistency for pupils across all classes and settings.

Expectations are revisited regularly, particularly at key transition points such as the start of a new term, to ensure they remain embedded and understood by all.

4. Teaching and Promoting Positive Behaviour

We promote values-led, prosocial behaviour through a range of consistent whole-school strategies including house points, verbal praise, class-based rewards, and restorative practices. These approaches celebrate positive choices and support children in developing intrinsic motivation. Every child is encouraged to reflect, grow and take ownership of their behaviour through regular recognition and restorative conversation. Please see **Appendix C** for further details on the school’s structured approach to behaviour awards and recognition systems.

5. Negative Behaviour

5.1 Negative Behaviour Categories and Consequences Framework

The following table provides a framework for categorising negative pupil behaviour into low, moderate, and high levels. It outlines illustrative examples and the typical consequences applied at each level, in accordance with the principles and practices set out in this policy. This structure supports consistency across the school while allowing for professional judgement and reasonable adjustments where appropriate.

| Level of Negative Behaviour | Example Behaviours | Likely Consequences |
|-----------------------------|---|--|
| Low-Level | Calling out during class discussion | <ul style="list-style-type: none"> - Non-verbal cue or gentle reminder - Verbal warning and reminder of expectations - Re-teaching of routine with support - Redirection and encouragement; may lead to short reflection - Restorative conversation or short reflection at break |
| | Distracting others with talking or tapping | |
| | Not following classroom routines | |
| | Lack of focus or effort in lessons | |
| | Pushing in line or minor playground disagreements | |
| Moderate | Repeated low-level disruption despite reminders | <ul style="list-style-type: none"> - Reflection time; move in class; logged in class behaviour record - SLT informed; restorative discussion and parental contact - Restorative meeting; possible reflection time or detention - SLT involvement and internal support plan initiated - Parent informed; monitored over time for escalation - Repair activity and conversation; recorded on CPOMS |
| | Refusal to follow adult instructions | |
| | Name-calling or unkind remarks | |
| | Leaving class without permission (non-safety related) | |
| | Deliberate defiance in a non-threatening manner | |
| | Minor damage to property (e.g. doodling on desk) | |

| | | |
|-------------------|--|--|
| High-Level | Repeated moderate-level behaviours despite interventions | <ul style="list-style-type: none"> - SLT notified - Extended opportunity for reflection - Restorative approach followed - Incident recorded - Parents notified by SLT member - Outcome will be personalised based on previous behaviour, severity, response from pupil(s) - Changes to timetable. Parents/carers to be informed of decision via phone or face to face followed by effective reintegration - Internal Suspension - Suspension - Permanent Exclusion |
| | Physical aggression towards pupils or staff | |
| | Targeted bullying or harassment (repeated) | |
| | Significant damage to school property | |
| | Dangerous behaviour (e.g. throwing furniture) | |
| | Possession of prohibited items (e.g. vape, weapon) | |

5.2. A Whole-School Negative Behaviour Ladder: Low-Level Negative Behaviour Response

All staff follow this consistent stepped approach:

| Step | Response | Example Behaviours | Action | Recording |
|----------------------|------------------------------|------------------------------------|----------------------------------|----------------------|
| Reminder | Gentle, values-linked prompt | Calling out, off-task | Non-verbal cue or brief reminder | No |
| Warning | Clear verbal warning | Repetition of step 1 behaviour | Name recorded discretely | Optional tally/chart |
| Consequence 1 | Short reflection/reset | Continued disruption | Move seat, reflection sheet | Class log |
| Consequence 2 | SLT/Phase Leader notified | Persistent low-level or escalation | Referral, parent informed | CPOMS entry |
| Consequence 3 | Managed under main policy | High-impact behaviour | Internal suspension, exclusion | CPOMS + LA process |

Classrooms display a visual version of this ladder. Playground and shared space staff use the same language and response structure.

Behaviour Report Card

Where low-level behaviours persist despite repeated interventions, and the pupil has been spoken to by multiple members of staff, the school may introduce a **Behaviour Report Card** (Appendix F). This tool allows all adults to consistently log both positive and negative behaviours as the pupil moves around school. The emphasis is on recognising positive behaviours while tracking areas of concern. Parents/carers are informed and involved in the process from the outset, and the Report Card is reviewed regularly with SLT.

5.3. Using Restorative Practice

All staff support reflection using three key questions:

1. What happened?
2. Who was affected?
3. What can we do to put it right?

Younger children use simplified or pictorial prompts. Lunchtime reflection time supports repair.

As part of Consequence 1, children complete a short activity using the school's 'Time to Reflect' booklet. This is designed to help them think about their actions and how they can make better choices in future. The reflection is completed during a reset moment, often with the class teacher or LSA, and used to structure a short restorative conversation.

For more serious or persistent behaviours (Consequence 2), the child meets with a member of the Senior Leadership Team (SLT) for a restorative discussion. This conversation is guided using the school's structured Reflection Recording process (**Appendix E**) and is logged on **CPOMS**. Parents are informed so they are aware of the incident and the steps taken in school to support reflection and change. This ensures that restorative practice is consistent, recorded, and strengthens the partnership between school and home.

5.4. Logical and Educational Consequences

Consequences are used to protect others and support pupils in learning from their actions. These are always appropriate, proportionate and values-led.

Examples:

- Repeating a task with support
- Helping repair damage
- Teaching/modelling expected behaviours

5.5. Anti-Bullying

St John's takes all allegations of bullying seriously. Bullying is defined as **repeated, intentional behaviour** that causes harm (physical or emotional), involving an imbalance of power. Types of bullying include:

- Physical (hitting, kicking)
- Verbal (name-calling, threats)
- Indirect (rumour-spreading, exclusion)
- Cyber (online abuse or harassment)

Any report of bullying is logged and investigated promptly by staff and SLT. Parents are informed of outcomes, and a restorative or disciplinary response is implemented as needed. Support is provided for both the victim and perpetrator to ensure change and accountability.

We recognise that some children, including those with special educational needs or disabilities (SEND), may display behaviours that are misunderstood as bullying but are instead rooted in difficulties with communication, social understanding or emotional regulation. In such cases, reasonable adjustments will be made in line with the child's individual needs, including support through One Planning and additional adult guidance. Staff will seek to understand the underlying causes of behaviour, ensure all parties feel safe, and work in partnership with parents and carers to develop an appropriate and proportionate response that balances understanding with accountability.

All incidents are dealt with in line with **DfE statutory guidance**. Sanctions may include suspension or, in the most serious cases, permanent exclusion.

5.6. Moderate to High Level Negative Behaviour and Sanctions

In some cases, before moving to more serious sanctions, a **Behaviour Report Card** (Appendix P) may be implemented. This provides a structured opportunity to monitor the pupil's behaviour across the school day, celebrate positive behaviours, and ensure consistent feedback is given by all staff. It is used alongside close communication with parents/carers and regular SLT review.

Where behaviour escalates or remains persistent, the following may apply:

- SLT intervention
- Parental meetings
- Internal suspension
- Fixed-term suspension
- Permanent exclusion (as last resort)

All actions are recorded on CPOMS and in accordance with DfE guidance.

5.6.1 Suspensions and Exclusions

In exceptional circumstances, a pupil may be suspended or permanently excluded. These decisions will only be taken by the Headteacher (or Acting Headteacher in their absence) and follow statutory DfE guidance (August 2024).

Parents/carers will be informed immediately, followed by written confirmation (see **Appendix K-O** for model letters). The Governing Board will fulfil its statutory duties to review exclusions, and the Local Authority will be notified as required. Work will be set for the child during the exclusion period.

Please see **Appendix K-O** for the statutory suspension/exclusion process and model letters.

5.7. Harm, Risk and SEMH Needs

The wellbeing of all children and staff is prioritised. We recognise that some children may have additional social, emotional or mental health (SEMH) needs, special educational needs and/or disabilities (SEND), or may be experiencing difficult life circumstances that affect their ability to regulate their behaviour in the same way as their peers.

Risk assessments and One Planning are used to ensure that the needs of these children are understood, and reasonable adjustments are made in line with the **Equality Act 2010** and the **SEND Code of Practice (2015)**.

This may include adjustments to the application of the behaviour ladder, the provision of additional adult support, the use of safe spaces or individualised routines, and support from external agencies. Staff are encouraged to be curious about behaviour and apply the principles of **Trauma Perceptive Practice** in all responses, recognising that behaviour and wellbeing are safeguarding priorities. The focus remains on co-regulation, understanding, and support, not punishment.

5.7.1 Risk Assessments

For pupils whose behaviour presents ongoing or significant risk, the school will complete a formal **Risk Assessment**, in consultation with staff, parents and (where appropriate) the pupil.

This process helps identify triggers, protective strategies and safe responses. Risk Assessments are regularly reviewed and updated following any significant incident.

Please see **Appendix G** for the Risk Assessment template and guidance. Additional support tools, such as **STAR Analysis (Appendix E)**, **Consistent Management Plans (Appendix H)** and **Environmental Checklists (Appendix I)**, may also be used to support understanding and planning.

6. Physical Intervention and Use of Reasonable Force

In rare cases, staff may need to use physical intervention to prevent a child from:

- Hurting themselves or others
- Causing serious damage to property
- Seriously disrupting learning or safety

Such intervention is always a last resort. The school follows the DfE guidance and the Essex County Council Safe Practice Framework. Staff only use reasonable force that is:

- Proportionate to the situation
- Necessary to prevent harm
- The minimum force for the shortest time possible

All incidents requiring physical intervention are:

- Recorded in detail on **CPOMS** and in the **physical intervention log**
- Reported to **Essex County Council via the MySafety system**
- Communicated to parents/carers **on the same day** (initial phone call, followed by written confirmation)

A **timely review** follows every incident to:

- Update risk assessments
- Identify further support strategies
- Involve parents/carers, relevant staff and, where appropriate, external professionals

The MySafety system is used to record all accidents, violence, work related ill health and near misses.

[Click here to log an incident](#) (please use the Access Token: ABC123)

Please see **Appendix J** for detailed recording guidance and escalation procedures

7. Screening, Searching and Confiscation

Staff have the legal power to search pupils, with or without consent, if they suspect the child possesses prohibited items. These include:

- Knives and weapons
- Alcohol, illegal drugs or stolen items
- Tobacco and cigarette papers
- Fireworks or pornographic images
- Any article likely to be used to cause harm or commit an offence
- Any item banned under school rules and identified as such

Confiscated items are stored securely. Items are normally returned at the end of the day, unless deemed inappropriate, unsafe, or illegal. Where appropriate, parents are informed, especially if high-value or harmful items are found.

All searches are carried out with sensitivity and in line with **DfE statutory guidance (July 2022)**. See **Appendix P** for further statutory information.

8. Recording and Monitoring

- **CPOMS** is used for tracking all significant behaviours and incidents that involve harm, escalation, or persistent issues. Staff are expected to log these promptly and include relevant details about the pupil, context, response and outcome.
- **Class behaviour logs** or digital tracking systems are used to monitor low-level behaviour patterns, especially when behaviour is recurring but not reaching the threshold for immediate CPOMS logging. These logs help to build a fuller picture of pupil needs over time.
- **SLT review** behaviour trends half-termly to identify emerging patterns, specific pupils requiring additional support, high-frequency times or locations, and the effectiveness of existing interventions. Where patterns emerge (e.g. frequent incidents from the same pupil or in the same setting), these should also be added to CPOMS with a summary note and shared with relevant staff including the SENDCo to inform next steps and potential One Planning processes.
- **Governors** receive anonymised reports on behaviour trends, exclusions, and serious incidents as part of their statutory duty to monitor the effectiveness of the school's behaviour policy.
- **Safeguarding link:** Where behaviour incidents raise safeguarding concerns, these are logged and escalated in line with the school's Safeguarding and Child Protection Policy.
- Where a pupil is placed on a **Behaviour Report Card**, the card is monitored daily and reviewed regularly by SLT with parents/carers. Records from the card are used alongside CPOMS entries and class logs to build a comprehensive picture of patterns over time. See Appendix P.

9. Roles and Responsibilities

All Staff: Model school values at all times through words, tone and action; apply the behaviour ladder consistently while remaining sensitive to individual pupil needs; use co-regulation techniques and

positive praise to support engagement; accurately record significant incidents and patterns of concern; seek support when needed from phase leads or SLT.

Senior Leadership Team: Provide in-the-moment support for staff, especially where behaviour has escalated; lead restorative meetings with children and/or parents where needed; monitor class and whole-school behaviour data including emerging patterns on CPOMS; ensure timely follow-up on repeated behaviours or safeguarding concerns; support and coach staff with behaviour strategies; liaise with the SENDCo where behaviours may reflect underlying needs.

Headteacher: Oversees whole-school behaviour strategy and policy implementation; makes final decisions on suspensions or exclusions following DfE guidance and in consultation with parents/carers; ensures all staff are trained in policy expectations, including any updates; maintains oversight of pastoral and safeguarding links to behaviour.

Governors: Monitor the effectiveness and consistency of policy implementation through governor visits, reports and review meetings; provide strategic challenge and support to the Headteacher; ensure the policy meets statutory requirements and reflects the Christian ethos of the school.

Parents and Carers: Work in partnership with the school to support their child's behaviour, attending meetings and responding to concerns when requested. Parents are expected to model respectful behaviour and communication in line with the school's values and to uphold the standards set out in the school's Parent Code of Conduct. The school will ensure parents are kept informed of significant behaviour incidents and will work collaboratively with families to support positive change where needed.

10. Behaviour Outside the Classroom

The principles of this policy apply equally in all areas of school life, including playtimes and lunchtimes. Although these are less structured environments, expectations for behaviour remain high and consistent with our school values. All staff, including midday supervisors, are trained in using the school's behaviour ladder and restorative language to respond to behaviour concerns.

Low-level negative behaviours such as rough play, falling out, or misuse of equipment are addressed through reminders and warnings, with opportunities for children to reflect and reset. Where further action is needed, children may have short reflection time during lunchtime. More serious incidents, such as physical aggression or repeated disrespect, are referred to class teachers or SLT and recorded in line with the policy. Staff on duty are encouraged to log patterns or concerns and communicate with class staff to ensure joined-up support.

Reflection time at lunch may involve supervised time with an adult, a restorative chat, or use of the 'Time to Reflect' booklet depending on the incident. All responses aim to be proportionate, fair, and grounded in our school's Christian ethos.

11. September Reset

Behaviour expectations and routines are explicitly taught, modelled and practised at the start of each academic year as part of our whole-school September Reset. These include behaviour expectations in the classroom, corridors, collective worship, lunch hall and playground. Staff dedicate time to

teach these routines through direct instruction, role-play and repetition to ensure all children understand what is expected.

This period also includes whole-staff training on the behaviour policy, trauma-informed practice, restorative responses and use of the behaviour ladder. Training supports consistency across all year groups and roles, including teaching staff, support staff, midday assistants and office staff.

We recognise that for some children with SEND or SEMH needs, expectations and routines may need to be adapted to ensure they are accessible and meaningful. Individualised supports, visual prompts, or social stories may be used to help children understand and engage with expectations. Staff are expected to apply the principles of reasonable adjustment and work in partnership with the SENDCo and families to plan for success.

12. Further Guidance


This policy should be read in conjunction with the following statutory guidance:

- *Keeping Children Safe in Education* (DfE, Sept 2025)
- *Behaviour in Schools* (DfE, Feb 2024)
- *Suspensions and Permanent Exclusions* (DfE, Aug 2024)
- *Searching, Screening and Confiscation* (DfE, July 2022)
- *Reducing the Need for Restraint and Restrictive Intervention* (DfE, 2019)
- *Essex Guidance – Understanding and Supporting Behaviour: Safe Practice* (2022)


See **Appendix P** for direct links.

Appendix A: Classroom Behaviour Prompts

This appendix provides a consistent set of verbal and non-verbal prompts aligned with the school's behaviour ladder. These prompts help staff to reinforce expectations positively and proportionately at each step of the behaviour process.



St John's Behaviour System



GREAT WORK

PRAISE & POSITIVE REINFORCEMENT

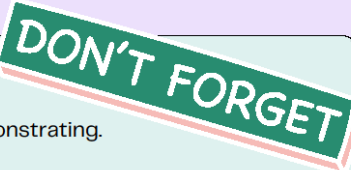
Always try and catch children demonstrating our school values.

- "I noticed you showed perseverance – great job!"
- "That was truthful and brave – thank you."
- "You let your light shine just then."

1 REMINDER

1 Give the child a reminder of the behaviour they should be demonstrating.


- "Remember our value of respect – let's listen quietly."
- "Show me how we use kindness in our words."
- "What should you be doing right now?"



2 WARNING

2 If the behaviour continues, issue a first warning and tick the child's name on the class sheet.


- "This is your warning. What needs to change now?"
- "Think about your choices – I know you can turn this around."
- "You're responsible for your actions. What will you do next?"



3 REFLECTION

3 If the behaviour continues, tick the sheet again and explain that they will be spending 5–10 minutes of their break time/lunch time in reflection.


- "You need a short time to reflect. We'll talk in a few minutes."
- "Use your Time to Reflect booklet – I'll check in with you soon."
- "What value could help you next time?"



4 REPAIR & RESTORE

4 If the behaviour continues again after reflection, the child will spend part of their lunch with SLT, or if warranted, sent to SLT immediately.

- "What happened?"
- "Who was affected?"
- "What can we do to make it right?"

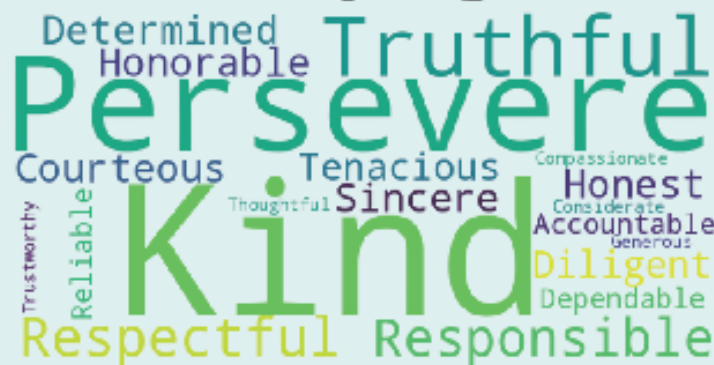


These prompts support consistent, calm and values-led responses to behaviour and help every child understand how to let their light shine.



Behaviour at St John's

At St John's, we expect you to/to be...



If you choose not to behave like this...

| | |
|----------|---|
| 1 | You will be given a reminder on how you should behave. |
| 2 | You will be given a first warning. We expect you to change your behaviour. |
| 3 | If you continue, you will take part in Reflection Time during your break or lunch. |
| 4 | If you continue this behaviour after Reflection Time, you will go to Mr Power, Mrs Barrett or Mrs Anderson for Repair and Restore. |



Positive Reinforcement Menu

When you make good choices, you may receive one of the rewards from the list below.





Reflection Recording on CPOMS – Consequence 2



Information to be included

Setting – Where did the incident occur?

Trigger – What happened just before the incident?

Action – What behaviour did the child display?

Result – What was the result for the child?

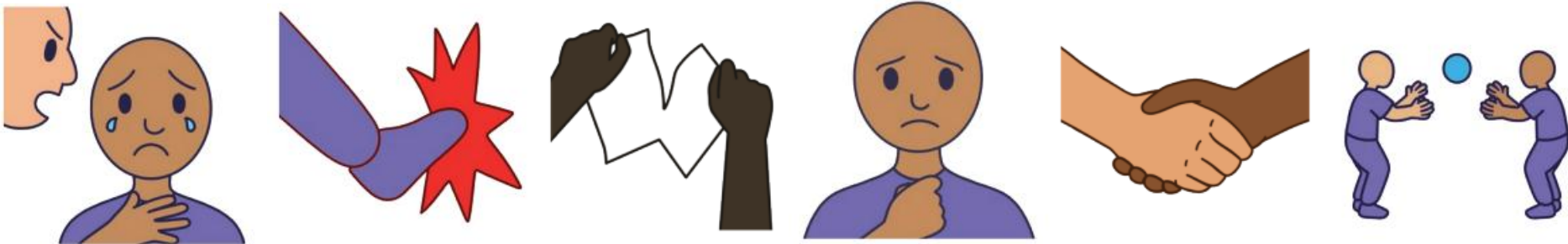
How did the adults respond?

How did the other children respond?

Also include - Adults involved

Reflection / discussion – Use of “Time to Reflect” book to support discussion

Incident number



Appendix G: Risk Assessment Guidance

Key Questions for the Risk Assessment

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 Headteacher/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 H: Consistent Management Plan

Name: _____ **Year:** _____ **Date:** _____

Review Date: _____

| Adult's Co-regulation Plan | |
|---|--|
| Window of Tolerance <i>What the child is like when regulated, calm and engaged?</i> | How best to support and maintain this and support regulation: |
| Dysregulation <i>What are the first signs that things are too stressful?</i> | Strategies to support and to co-regulate: |
| Hyperarousal <i>Where this stress behaviour leads to next. What we are trying to avoid?</i> | Interventions necessary to support, co-regulate and keep everyone safe: Staff should complete a STAR analysis form. |
| Hypo-arousal <i>What are the communicating behaviours?</i> | Interventions necessary to support, co-regulate and keep everyone safe: |

Parental signature: _____

Parent name: _____

Class teacher's signature: _____

Teacher's name: _____

SENCo signature: _____

SENCo name: _____

Appendix I: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

| Safety | Y/N n/a | What needs to be done |
|--|---------|-----------------------|
| If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person? | | |
| Have actions been taken to address identified risks? | | |
| Have staff received appropriate training as part of addressing identified risks? | | |
| Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school? | | |
| Have parents/carers been informed of any incidents where safety of their child/young person has been of concern? | | |
| Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section) | | |
| The SEND Environment | Y/N n/a | What needs to be done |
| Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools) | | |
| Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers? | | |
| Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day? | | |
| Are parents/carers requesting parenting support at home and have they been appropriately signposted? | | |
| Are there any outside agencies already involved in the support for the child/young person? | | |
| If outside agencies are involved, have their recommendations been followed effectively? | | |
| Have interventions provided by outside agencies been delivered? | | |

| | | |
|---|--------------------|------------------------------|
| Is One Planning in place for this child/young person? | | |
| Is there a current Consistent Management Plan in place for the child/young person? | | |
| The Learning Environment | Y/N n/a | What needs to be done |
| Have the child/young person's views about their learning been sought? | | |
| Is the child/young person able to access support quickly in the classroom when necessary? | | |
| Is a Learning Support Assistant directed to support the child/young person? | | |
| Does the Learning Support Assistant have a good understanding of the child/young person's needs? | | |
| In line with best practice, does the Learning Support Assistant offer hover support? | | |
| Are there procedures in place to regulate and monitor the use of personalised provision if necessary? | | |
| Is there safe place that the child/young person can access within the classroom when necessary? | | |
| Is the child/young person seated in a place that supports their needs e.g. away from distractions or close to the exit? | | |
| Is the child/young person able to attend to and engage with whole class learning? | | |
| Is the child/young person seated with good role models and away from others who may prove distracting? | | |
| Is the child/young person able to work effectively with peers in a group? | | |
| Is the child/young person able to focus and complete independent work for an appropriate period of time? | | |
| Are adults using positive language around and to the child/young person? | | |
| Are adults using the language of Growth Mindset to support the child/young person? | | |
| Are the child/young person's feelings and emotions acknowledged? | | |
| Do staff react consistently to communicating behaviours? | | |
| Are rewards and consequences given fairly and consistently? | | |
| Is the child/young person given access to sensory, movement or brain breaks when necessary? | | |
| Have the child/young person's sensory needs been explored? If so, has provision been made for them? | | |

| | | |
|--|--------------------|------------------------------|
| Does the child/young person have good relationships with the adults in the classroom? | | |
| Does the child/young person enjoy being given responsibility? | | |
| Are there times when the child/young person can focus on work for longer periods of time? | | |
| Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE? | | |
| Is the child/young person able to work outside of the classroom when appropriate? | | |
| Is the child/young person supervised adequately when out of the classroom? | | |
| Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school? | | |
| Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly? | | |
| Is the child/young person able to line up with their peers? | | |
| Does the child/young person have any other significant relationships with staff or children around the school? | | |
| Social interaction (less structured environments) | Y/N n/a | What needs to be done |
| Have the child/young person's views about friendships and relationships with adults and peers been sought? | | |
| Does the child/young person have friends they can play with? | | |
| Is the child/young person able to interact appropriately with other children beyond their friendship group? | | |
| Is the child/young person able to play safely and independently? | | |
| Are there systems in place that allow the child/young person to access play opportunities, e.g. play leaders, equipment? | | |
| Are there alternative, more structured environments available within the school available to support the child/young person, e.g. lunch clubs? | | |
| Does the child/young person know how to access adult support in less structured environments? | | |
| Do the adults supervising have a clear understanding of the child/young person's needs? | | |
| Do staff react consistently to communicating behaviours? | | |
| Are rewards and consequences given fairly and consistently? | | |

Appendix J – Recording and Reporting Physical Intervention

This appendix sets out the procedures for recording, reporting and reviewing any incident where physical intervention (reasonable force) has been used.

1. Recording the Incident

All staff must ensure that:

- The incident is recorded on CPOMS on the same day.
- A separate entry is also made in the Physical Intervention Log (kept in the school office).
- Records should include:
 - Date, time, location.
 - Name(s) of pupil(s) and staff involved.
 - Description of behaviour leading to intervention.
 - Details of intervention used (type, duration, staff involved).
 - Any injuries sustained and first aid provided.
 - Pupil's response after the incident.
 - Next steps / follow-up actions.

2. Reporting to ECC (MySafety System)

- Every incident of restrictive physical intervention must also be logged with Essex County Council via the MySafety system.
- The MySafety Access Token is: ABC123.
- Reports should be completed as soon as possible after the incident (same day where practical).

3. Informing Parents/Carers

- Parents/carers must be informed on the same day.
- Initial contact should be made by phone call.
- A written confirmation must follow (letter or email).

4. Post-Incident Review

- A timely review must take place with staff, pupil and parents/carers where appropriate.
- The review should consider:
 - Updating the pupil's Risk Assessment (Appendix F).
 - Whether a Consistent Management Plan (Appendix G) is needed.
 - Referral for additional support (SENDCo, external agency).

5. Safeguarding Link

Where a physical intervention raises safeguarding concerns, this must also be logged in line with the Safeguarding and Child Protection Policy and shared with the DSL.

Appendix K: Model letter 1

From Headteacher notifying parent of an internal suspension of 1 day or fewer in one term.

Dear **[parent's name]**,

I am writing to inform you that due to **[name of child]**'s behaviour today, **[date]**, **[name of child]** will be given an '*internal suspension*' for one day starting **[date]**. **[name of child]** **[reason for suspension]**. This behaviour is not acceptable and will not be tolerated at school.

[name of child] will be expected to attend school as normal, but **he/she** will be working away from **her/his** class for the day.

More information can be found about this style of suspension in section 5.6 of our Behaviour Management Policy. A copy of this can be downloaded from the school's website.

I will be making the Safeguarding Governor aware of the situation and the reasons why I have had to enforce this consequence on **[name of child]**.

This form of suspension is in accordance with the school's policy but is not classified as a 'Formal Suspension'. However, if this incident like this were to be repeated, we may have to instigate a formal suspension. More information can be found in section 5.6.1 of our Behaviour Management Policy.

I hope that this is an isolated incident and in future we see **[name of child]** behaving in accordance with the school values.

Your sincerely,

[name]

Headteacher

Appendix L: Model letter 2

From Headteacher notifying parent of a suspension of 5 days or fewer in one term, and where a public examination is not missed.

Dear **[parent's name]**

I am writing to inform you of my decision to suspend **[child's name]** for a period of **[number of days]** days. This means that he/she will not be allowed in school for this period. The suspension will start on **[date]** until the **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[child's name]** has not been taken lightly. **[Child's name]** has been suspended for this period because **[reason for suspension]**.

I will be making the Safeguarding Governor aware of the situation and the reasons why I have had to enforce this consequence on **[name of child]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]**. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates unless there is reasonable justification.

We will set work for **[child's name]** to be completed on the days specified in the previous paragraph. **[Detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Governing Board. If you wish to make representations, please contact the Safeguarding Governor via the school office (admin@st-johns-danbury.essex.sch.uk) as soon as possible. The governing board must consider any representations you wish to make but it cannot direct reinstatement and is not required to arrange a meeting with parents.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the Governing Board.

You **[and your child]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time.
www.ace-ed.org.uk

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right

education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338 <https://www.essexsendiass.co.uk/>

[Child's name]'s exclusion expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Headteacher

Appendix M: Model Letter 3

From Headteacher notifying parent of a suspension of more than 5 days (up to and including 15 school days) in a term.

Dear **[parent's name]**

I am writing to inform you of my decision to suspend **[child's name]** for a period of **[number of days]** days. This means that he/she will not be allowed in school for this period. The exclusion will start on **[date]** until the **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[child's name]** has not been taken lightly. **[Child's name]** has been suspended for this period because **[reason for suspension]**.

I will be making the Safeguarding Governor aware of the situation and the reasons why I have had to enforce this consequence on **[name of child]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]**. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates unless there is reasonable justification.

We will set work for **[child's name]** during the **[first 5 or specify other number as appropriate]** school days of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of the pupil's suspension **[specify date]** until the expiry of his/her suspension we will provide suitable full-time education. **[Set out alternative provision arrangements; if not ascertainable, it must be provided in a subsequent notice no later than 48 hours before the provision is due to start]**

On **[date]** he/she should attend **[give name and address of alternative provider]** at **[specify the time]** and report to **[staff members name]**.

As the period of suspension is more than 5 school days in a term, you have the right to make representations to the School's Governing Board and request that my decision be reviewed. The latest date by which the Governing Board must meet is **[specify date – no later than the 50th school day after the date on which the Governing Board were notified of this exclusion]**. If you wish to make representations please contact the Safeguarding Governor via the school office (admin@st-johns-danbury.essex.sch.uk) as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter at the meeting.

The Governing Board must consider reinstatement where possible. If the pupil has returned to school before the Governing Board meet, they must still place a copy of their findings on the pupil's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the School's Governing Board.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time.
www.ace-ed.org.uk

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338 <https://www.essexsendiass.co.uk/>

You and **[child's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed

[Child's name]'s suspension expires on **[date]** and we expect **[Child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Headteacher

Appendix N: Model Letter 4

From Headteacher notifying parent of a suspension of more than 15 school days in one term.

Dear **[parent's name]**

I am writing to inform you of my decision to suspend **[child's name]** for a period of **[number of days]** days. This means that he/she will not be allowed in school for this period. The exclusion will start on **[date]** until the **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[child's name]** has not been taken lightly. **[Child's name]** has been suspended for this period because **[reason for suspension]**.

I will be making the Safeguarding Governor aware of the situation and the reasons why I have had to enforce this consequence on **[name of child]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]**. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates unless there is reasonable justification.

We will set work for **[child's name]** during the **[first 5 or specify other number as appropriate]** school days of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of the pupil's suspension **[specify date]** until the expiry of his/her suspension we will provide suitable full-time education. **[Set out alternative provision arrangements; if not ascertainable, it must be provided in a subsequent notice no later than 48 hours before the provision is due to start]**

On **[date]** he/she should attend **[give name and address of alternative provider]** at **[specify the time]** and report to **[staff members name]**.

As the period of this suspension is more than 15 school days in one term the school's Governing Board must meet to consider the exclusion. The latest date by which the Governing Board must meet is **[specify date – no later than the 15 school days from the date which the Governing Board were notified of this suspension]**.

At the hearing you have the right to make representations to the Governing Board. If you wish to make representations and wish to be accompanied by a representative or friend, please contact the Safeguarding Governor via the school office (admin@st-johns-danbury.essex.sch.uk) as soon as possible. You will, whether you choose to make representations or not, be notified by Safeguarding Governor of the time, date, and location of this meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Please inform **[contact]** if it would be helpful for you to have an interpreter at the meeting.

The Governing Board must consider reinstatement where possible. If the pupil has returned to school before the Governing Board meet, they must still place a copy of their findings on the pupil's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the Governing Body.

You and **[child's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time.
www.ace-ed.org.uk

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338 <https://www.essexsendiass.co.uk/>

[Child's name]'s suspension expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely,

[Name]

Headteacher

Appendix O: Model Letter 5

From Headteacher notifying parent of that pupil's permanent exclusion.

Dear **[Parent's name]**

I am writing to inform you of my decision to permanently exclude **[child's name]** with effect from **[specify date]**. This means that he/she will not be allowed in this school/PRU unless he/she is reinstated by the School's Governing Board.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's name]** has not been taken lightly. **[Child's name]** has been excluded because **[reason for exclusion- include any other relevant previous history]**.

I will be making the Safeguarding Governor aware of the situation and the reasons why I have had to enforce this consequence on **[name of child]**.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

Alternative arrangements for **[child's name]** education to continue will be made. For the first five school days of the exclusion we will set work for **[child's name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards – i.e. from **[specify date]** the Local Authority, will provide suitable full-time education.

[Where the pupil lives in a local authority other than the excluding school's local authority]

I have also **today** informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for [his/her] education from the sixth school day of exclusion. You can contact them at **[contact details]**

As this is a permanent exclusion the school's Governing Board must meet to consider the exclusion. The latest date by which the Governing Board must meet is **[specify date – no later than the 15 school days from the date which the Governing Board were notified of this exclusion]**.

At the hearing you and your child, if they are over the age of eighteen, may make representations to the Governing Board. The Governing Board can either reinstate your child immediately or on a particular date or decline reinstatement. If the reinstatement is declined, you have the right to request an Independent Review. If you do wish to make representations and wish to be accompanied by a friend or representative, please contact the Safeguarding Governor via the school office (admin@st-johns-danbury.essex.sch.uk) as soon as possible.

You will be notified by the Safeguarding Governor of the time, date and location of this meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the Governing Body.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time.
www.ace-ed.org.uk

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 03330 138913 <https://www.essexsendiass.co.uk/>

You may wish to contact Education Access at Essex County Council - 03330 131157 or 03330 131150.

Yours sincerely

Headteacher

Appendix P: Statutory Guidance and References

This Behaviour Policy is underpinned by the following statutory guidance and legislation. Staff should be familiar with these documents and use them to inform practice where appropriate.

National Statutory Guidance

- **Keeping Children Safe in Education (KCSiE), DfE, September 2025**
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_childr_en_safe_in_education_from_1_September_2025.pdf
- **Behaviour in Schools: Advice for Headteachers and School Staff, DfE, February 2024**
https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
- **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, DfE, August 2024**
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
- **Searching, Screening and Confiscation: Advice for Schools, DfE, July 2022**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- **Reducing the Need for Restraint and Restrictive Intervention, DfE/DoHSC, June 2019**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf
- **Creating a Culture: How School Leaders Can Optimise Behaviour, DfE, 2017**
https://assets.publishing.service.gov.uk/government/uploads/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

Local Guidance (Essex County Council)

- **Understanding and Supporting Behaviour – Safe Practice for Schools and Educational Settings (2022)**
https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Documents/Understanding%20and%20Supporting%20Behaviour%20-%20Safe%20Practice%20for%20Schools%20-%20Spring%202021.pdf
- **MySafety System (Essex County Council)** – online reporting for accidents, violence, work-related ill health, near misses, and restrictive physical intervention.
<https://mysafety.essex.gov.uk/v6/IncidentPortal>