



Beckingham Primary School

Behaviour Policy

Date Reviewed: June 2023

Next Review: June 2026

Background

It is a primary aim of Beckingham Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school's Behaviour & Relationships Policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.



The school has a five basic golden rules, but our behaviour policy is not primarily concerned with rule enforcement.

It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others but particularly so to pupils in a dysregulated state.

Our policy is based on a whole school recognised understanding that:

- **Behaviour is a form of communication** of an unmet need. Therefore, to change behaviour, we must respond to the unmet need.
- **Children's behaviour cannot be fully understood in isolation**, without considering their individual influences
- Relationship-based, restorative approaches offer an evidence-based **alternative to zero-tolerance** behaviour management systems

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Background and Principles

1. Our discipline system is based on clarity and consistency. Expectations, rewards and consequences are set out clearly for pupils, staff and parents so there are no "surprises" and much of the burden of decision-making is removed. We understand and acknowledge that for many, poor behaviour is a manner of communicating core needs.
2. Praise and sanctions are two distinct ways of modifying children's behaviour and must be treated separately - e.g. even a poorly behaved child will receive a class treat because individual poor behaviour will have been dealt with through sanctions.
3. Children should be praised every day - "catch them being good" - and a good guideline is three positives for every negative remark.
4. Consistency of language is important. We refer to the way children choose to behave and try to get them to consider better choices and we talk of the consequences of unacceptable behaviour, not the punishment.
5. There is still room for discretion (e.g. serious incidents may have to be dealt with more quickly or a child with serious personal problems may require an individualized approach) but consistency should be maintained whenever possible. If in doubt, refer to Head.

As a school we pride ourselves in being inclusive. However, on occasions some pupils exhibit difficult behaviours and staff have to deal with them. This policy sets out how this is achieved and methods used to maintain the high levels of good behaviour for which the school is known.

At all times we promote the development of;

- Positive self-images
- Moral and social awareness
- Self-discipline
- Parental support and participation
- Understanding of culture, tolerance and care for others

This policy is informed by practice developed within the school over the past 20 years. It is guided by principles highlighted in Nottinghamshire County Council (NCC) "Understanding Behaviour in Schools" toolkit and has included input from members of staff, BPBP behaviour partnership colleagues, representatives from our governing body, parents and carers and crucially, pupils.

1 Aims and expectations

1.1 It is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring, inclusive community, whose values promote mutual trust and respect for all.

1.2 This policy aims to promote good relationships, so that people work together in an effective and considerate way.

1.3 All children are treated fairly and in a consistent way.

1.4 We aim to help children grow in a safe and secure environment, and to become positive, responsible and independent members of the school community.

1.5 The school rewards good behaviour.

2 Rewards and sanctions

2.1 We encourage positive patterns of good behaviour by;

- The Home School Agreement sent to all parents emphasises our concern for all our pupils, their welfare and social development;
- Through the ethos of the school – all pupils learn to value themselves and others and recognise that they each have an important part to play in school life;
- Through the use and reinforcement of our Golden Rules
- Through the teaching of PHSE in class and assemblies
- Through the house system which rewards pupils' efforts both academically and socially;
- The use of additional incentives such as certificates and special mentions in Star of the Week Assembly, Rainbow Rewards, extra play or activity times or stickers
- The example set by staff in their attitude to and behaviour towards all members of the school community.

2.2 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children;
- Teachers use Rainbow / Sun / Cloud system (consistent in every class);
- Teachers give children stickers;
- House points and "dojo" points;
- Each week teachers and the senior mid-day supervisor nominate children to receive "special mention" in Star of the Week Assembly on Friday mornings;
- Each child mentioned receives a certificate in the assembly either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school or linked to the school's values;
- All classes have the opportunity to show examples of their best work;
- The school acknowledges all the efforts and achievements of other children, both in and out of school through mention in weekly Newsletters to parents and on our website.

2.3 The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. See Appendix A for the systems employed - Where sanctions are deployed, parents must be notified and the behaviour must be logged on CPOMS:

- If a child is disruptive in class, the teacher will remind them of school's expectations – usually by referring to our Golden Rules.
- If the child misbehaves repeatedly, their name will be moved from the Sun to the Cloud or Thunder Cloud
- If pupils do not respond to this (or respond negatively to being moved onto a cloud) they will be isolated from the rest of the class either within the classroom or elsewhere until they calms down, and is in a position to work sensibly again with others.
- If the child continues to cause disruption the teacher, in extreme circumstances, may opt to remove the class and send for another member of staff to counsel the child in the classroom until they calms down.
- If a child continually causes problems other sanctions will be considered and used.

These include;

- separation from friends during lessons/ play-times,
- loss of playtimes,
- loss of activity time,
- non-participation in sports or clubs (but not games or P.E. lessons)
- Tasks set by the teacher etc.
- lunch-time detention,
- Sending to / for the Head teacher.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is reprimanded. If a child repeatedly acts in a way that disrupts or upsets others, the school may contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Beckingham Primary School is an inclusive school and we recognise that some pupils exhibit some emotional and behavioural difficulties from time to time. We hope to approach these difficulties in a fair and consistent manner, sometimes utilising a Behaviour Management Plan (see Appendix B) accompanied where appropriate with a risk assessment.
- Cases of consistent misbehaviour such as repeated offences after warnings or failure to comply with instructions, offensive language, and serious instances of violence, bullying, theft or vandalism will be dealt with decisively. The Head teacher and parents will be involved and lunchtime or fixed-term exclusions will be considered and, in the worst cases, permanent exclusion.
- Some incidents at Beckingham Primary School are classed as serious enough to automatically be treated with a fixed term exclusion. These include strikes to the face, swearing at members of staff or violence to members of staff.

2.4 The class teacher discusses rules with the class in Circle Time and they may draw up their own classroom code, which is agreed by the children and displayed on the wall of the

classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour these are also discussed during PSHE & Circle Time.

2.5 The school does not tolerate bullying of any kind (see Anti Bullying Policy).

2.6 All staff follow guidance outlined by the DfE in Use of Reasonable Force – Advice for Heads, Staff and Governing Bodies. The guidance refers to Section 93 of the Education and Inspections Act 2006 which clarifies the position regarding the use of physical force by teachers and other staff working in schools, to control or restrain pupils. Staff should refer to the Physical Intervention policy. Teachers in our school do not hit, push or slap children. Staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. Some named staff are handling trained to deal with specific identified children.

3 Values

At Beckingham Primary School we focus on ensuring our children possess the values and skills to be global citizens by, ‘Ensuring every child succeeds and THRIVES becoming a life-long learner, prepared for the world of tomorrow’.

As part of these core values and principles we will link the idea of THRIVES to 7 whole-school agreed values:

- Tenacity
- Hard Work
- Respect
- Integrity
- Vision
- Empathy
- Selflessness



These values will be celebrated and acknowledged in order to formulate a fully rounded BPS pupil, during their life at Beckingham Primary School. Children will be actively encouraged to demonstrate these values, which will culminate in being awarded a special badge to let the school know that they have displayed such values.



Over their BPS career, the children will strive to attain an 8th badge – the gold BPS pupil badge. This will denote that they have attained all 7 of the values badges and are ready and prepared for some of what the world of tomorrow has in store.

4 The role of the class teacher

4.1 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

4.2 When necessary the pupil is disciplined by the class teacher who, knowing the pupil is best able to choose the most suitable sanction.

4.3 If a child misbehaves repeatedly, the class teacher records such incidents and deals with them in the normal manner. However, if misbehaviour continues, the class teacher may seek help and advice from the Head teacher. Should the concerns be consistent or be of a serious nature, a "Blue Behaviour File" will be commenced with the advice / direction of the Head teacher. This file includes valuable assessment / monitoring forms which can be utilised to support the pupil / CT.

4.4 If a pupil misbehaves in class, the teaching staff keeps a record of all such incidents on CPOMS. In the first instance, the teaching staff deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teaching staff seeks help and advice from the Head Teacher, who will have tracked the incidents on CPOMS. The Headteacher ensures that they are an active and visible part of everyday school life and is aware of growing concerns and behaviours being monitored.

4.5 At break-times the member of staff on duty is responsible and will report to the class teacher if necessary.

4.6 During lunchtime the mid-day supervisors report to the senior supervisor who may report to the class teacher or Head teacher.

4.7 The class teacher will liaise with the SENCO and external agencies, as necessary, to support and guide the progress of each child.

4.8 The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the Head

5.1 It is the responsibility of the Head Teacher under Section 88 (i) Ed. Inspection act 2006, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children and staff in the school.

5.2 The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

5.3 The Head keeps records of all reported serious incidents.

5.4 The Head has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child. Either these actions will only be taken after the Chair or Vice-Chair of governors has been notified. All exclusion processes will follow the guidance contained in: - Exclusions from maintained school, academies and pupil referral units in England published by the DfE in 2012.

5.5 The Head and staff authorised by them 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. Staff will adhere to the guidance, Screening, searching and confiscation published by the DfE. in 2012

5.6 Prohibited items are:-

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Knives or weapons
- Pornographic images
- Mobile Phones or cameras
- Any article that the member of staff reasonably suspects has been or is likely to be used

(i) To commit an offence

(ii) To cause personal injury to, or damage to the property of any person including the pupil.

6 The role of parents

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school, using Dojo or via face to face communication.

6.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.3 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6.4 Beckingham Primary School will not tolerate threats of violence or verbal abuse from parents (see Violence to Staff Policy)

7 The role of governors

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in carrying out these guidelines.

7.2 The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

8 SEN Children

We are an inclusive school, recognising that some children and young people, at times, may need something additional to or different from what we provide for the majority of children; this is special educational provision. Whilst many factors contribute to the range of difficulties experienced by children, we believe that to overcome their difficulties, much can be done through the support of parents, teachers and pupils working together.

Occasionally, some children may require adaptations to our behaviour system, which can be individually tailored to meet their needs. Where this is the case, this will be discussed and agreed with the child's parents and agreed approach made clear in their individual support plans. This may mean that alternative sanctions and support are put in place for pupils whose needs are regularly displayed through challenging or inappropriate behaviours. The SENDCo and staff at school will work in partnership with external agencies to ensure pupils with SEND, who display challenging behaviours, are given the best possible opportunities to access school in a happy and safe way. Where challenging and inappropriate behaviours continue to develop, despite support put in place, fixed term and permanent exclusion will still be considered.

Wherever necessary, as part of an individual support plan, pupils who display these behaviours will be provided with additional support throughout the day, with focus on particular times or session for those pupils who find the less structured parts of the day difficult. A peer-to-peer and buddy approach is also used to support pupils where and when it is deemed appropriate.

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made. Specialist provision may be accessed in 1:1 learning with adults or in small group work. This provision is specialised and may occur outside the classroom. We believe in "Achievement for all" and provide a tailored approach to each child's special needs both academically and behaviourally.

9 Fixed-term and permanent exclusions

As a school, we do not exclude children commonly – nor is it a primary response. This is a very serious repercussion of misbehaviour and one which is not a preferred course of action. Exclusions will only be used as a last resort when all other support mechanisms have been exhausted.

9.1 Only the Head (or the acting Head) has the power to exclude a pupil from school. The Head may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head may also exclude a pupil permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

9.2 If the Head excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

9.3 The Head informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

9.31 Following any FT exclusion, a 'reintegration meeting' will be held (minuted) with the parent / carer. The focus of this meeting will be to highlight 'what went wrong' and (importantly) what will change within the setting to help avoid further incidences.

9.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head.

9.5 The governing body has a discipline committee which is made up of either three or five members. They will follow the guidance: - Exclusion from maintained schools, academies and pupil referral units in England published by the DfE

9.6 Parents will be advised of their right to an independent review of any decision made by the discipline committee of the Governing Body to permanently exclude a pupil

10 The Use of Physical Intervention

It is anticipated at Beckingham Primary School that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

Committing any offence

- Causing personal injury to, or damage to the property of, any person (including the person himself) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.

The necessary use of any physical intervention at Beckingham Primary School is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

11 Monitoring

11.1 The Head monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor incidents. The Head records those incidents of a more serious nature. We also keep a record of any incidents that occur at break or lunchtimes: mid-day supervisors give details of any incident to the senior supervisor/class teacher who records them.

11.3 The Head will keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

11.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12 Review

12.1 The governing body reviews this policy every three years. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: (Chair of Governors)

Date

Appendix

ALL pupils in **ALL** classes begin on the sun for each session (am and pm) as we have the expectation that **ALL** pupils will be well behaved.

Get into the habit of catching them being good!



Our day to day Behaviour System is based on **rewarding positive behaviour** and **providing an incentive** for it.

Although there are **agreed sanctions** for children who misbehave it is the **encouragement of good behaviour**, which is far **more important** than punishment.

Pupils will **always** be given **reminders** so that they can **change their behaviour** before they are asked to move their name.

Lots of positive reinforcement of desired behaviours (non-verbal and verbal)

Research has shown that in order to maintain a **successful learning environment** there should be **four positive 'actions/statements'** in favour of **'one negative'**.

Stage	Sanction	Comments
<p>1. Pupil not following the golden rules or instructions given by Teacher/TA</p>	<p>Non-verbal reminder e.g. 'the look' 'a sign' 're-focus – point to Golden Rule that isn't being followed'</p>	<p>Ensure time is allowed for child to change behaviour (depending on age and needs).</p> <p>If child follows instructions follow up with instant praise (non-verbal/verbal) and no further action is necessary.</p>
<p>2. If pupil continues in not following rule/instructions</p>	<p>Verbal reminder - Quiet and calm word (in or outside the classroom) with pupil.</p>	<p>Either ask the pupil what they should be doing or state/show the desired behaviour that you expect (depending on stage of development).</p> <p>Explain consequences if pupil follows instructions or doesn't. Allow take up time.</p> <p>If child follows instructions follow up with instant praise and no further action is necessary.</p>
<p>3. If Pupil continues in not following rule/instructions</p>	<p>Move onto sun behind the cloud</p> 	<p>Pupil can be asked to do this or teacher/TA.</p> <p>Pupil will remain here until the end of the session. Name moved back at end of the session for fresh start.</p> <p>Pupil does not earn a credit on the Golden Reward chart. If child follows instructions follow up with instant praise.</p> <p>N.B. Credit may be earned back at the teachers' discretion</p> <p>e.g. exemplary Behaviour/piece of work produced.</p>
<p>4. If there is further inappropriate behaviour</p>	<p>Verbal reminder: Quiet and calm word (in or outside the classroom) with pupil.</p>	<p>Calmly state expected behaviour and consequences of making the right choice and behaving appropriately or being on sad cloud. Allow take up time.</p> <p>If child follows instructions follow up with instant praise.</p>
<p>5. Pupil doesn't respond to reminder</p>	 <p>Move name onto the sad cloud</p>	<p>Pupil can be asked to do this or teacher/TA.</p> <p>Pupil will remain on the sad cloud until the end of the session. Name moved back to the sun at end of session for fresh start.</p> <p>Pupil does not earn their credit on the Golden Reward chart.</p> <p>Pupil will spend 5 minutes of their next playtime in the 'Thinking Zone'</p> <p>If child follows instructions follow up with instant praise.</p> <p>N.B. Credit may be earned back at the teachers' discretion e.g. exemplary behaviour/piece of work produced.</p>

Recording and monitoring

Each member of staff has access to CPOMS to record any issues or concerns. This will be completed in a manner that follows an ABC model – Antecedent, Behaviour and Consequence. Staff will refrain from including any personal thoughts and emotions and keep the contents of the report factual, having thoroughly investigated all aspects of any incident.

Golden Time:

Every pupil has the potential to **earn 30 minutes of Golden Time** which will take place on **Friday at 3pm**. The Golden Time system links in with the Golden Reward Chart in that every credit earned on the Golden Reward chart is equal to 3 minutes of Golden time. Therefore if a pupil stays on the sun for every session during the week, they will receive their full 30 minutes of Golden Time on a Friday. If a pupil spends time on the sun behind the cloud or the sad cloud during the week and doesn't earn their Golden Reward credit, they might not receive the full 30 minutes. However, credits and therefore time can be earned back at the teachers' discretion. Credit/time **CANNOT** be earned back for this level of misbehavior.

If a pupil **misses all of** Golden Time or a **significant proportion** of Golden Time for **2 consecutive weeks** it indicates that there is a pattern of behaviour developing; parents need to be informed and asked to support the school in reinforcing appropriate behaviour. There is an accompanying letter for this and a copy needs to be put in the pupils' behaviour file.

Additional information:

All classes will have the same system in place to ensure consistency, however, some differentiation will need to take place for Foundation and lower KS1. Please ensure that all pupils understand the system.

This system **must** be used if doing a lesson outside of the classroom environment e.g. PE. Other than not having the physical sun/cloud signs, all the steps can still be followed and a note kept of any pupils who don't remain on the sun, after which information can then be transferred on your return to class.

Lunch and break time procedures will **remain the same** whilst we monitor the impact at the classroom level. However, we must make it clear to pupils that Golden Rules **WILL** be respected during the whole of the school day and that includes breaks and lunchtimes as well as behaviour in corridors etc. The **Thinking Zone** will involve a child remaining by the adults side during break times and **staff on duty will be expected** to have a **dialogue with pupils** about the choices they made and how they can change their behaviour. It is the class teacher's responsibility (where possible) to ensure that their pupil is escorted to the Thinking Zone and that the staff member who is on duty in the Thinking Zone knows how long the pupil has to stay there for e.g. 5 mins or the whole of break.

If unacceptable behaviour is **serious** enough, a teacher may decide **one or more of the stages above will need to be omitted** and the child moved to the next appropriate stage. Please make sure this is **calmly and clearly communicated** to the pupil as to why you have had to do this.

When a child's behaviour is having a **significant negative impact on the learning** in the classroom they can be temporarily removed for some **time out to calm down** in the pod or to another classroom for **up to 15 minutes (max)**. The location of timeout ideally needs to be **BORING** and **NON-STIMULATING** for the pupil. If a pupil is removed to a different class please make sure there is **minimal interaction/attention**. As the pupil returns to class, time should be made available to discuss why the pupil had been asked to leave and the **expectations of them being back in class**. Allow take up time and then praise positive changes in behaviour. However, if they continue to disrupt learning, continue with the structured sanction steps or remove to a more senior member of staff if available with work provided.

Is our behaviour system for everyone?

We expect **everyone** in our school community to respect our Golden Rules, however, some pupils will find it hard to follow them. If there are children who are not responding to this system, we will work with them and their parents to help them to adhere to it, where possible, and make provision for them to succeed. It is important to remember that in exceptional circumstances some children will have their own behaviour support plans and targets having met the threshold for Tier 2 intervention.

The school will try their hardest to work with children presenting challenging behaviour, but following all reasonable measures, reserve the right to put the majority of children first.

Appendix B:
Behaviour Management Plan

Name of pupil _____ Class _____ Class teacher _____

Date of Birth _____ Year _____ Teaching Assistant _____

Plan No. _____ Date of plan _____

Pupil Learning Style Visual Aural Kinesthetic Plan No: _____
Date: _____

Stage of crisis	Pupil's behaviour	Support/ Intervention	Outcomes/Further Action
<p>Stage One The anxiety stage, early warning signs – verbal and nonverbal. Physiological responses – turning red, breathing faster, sweating, sudden silence, shouting – adrenaline. Motor responses – restlessness, fidgeting, pencil tapping, pacing. Speech – change in rate, volume, tone, stuttering</p>			
<p>Stage Two Escalation in disruptive activities, defensive or belligerent. Breaking standard rules, not completing tasks, refusal to co-operate. Withdrawal, avoiding contact, not talking or responding; leaving class. Indirect/direct physical and verbal, threats, clenching fists, invading space, increased motor activity, low level destruction of property, more noise.</p>			

Level of crisis	Pupil's behaviour	Support/Intervention	Outcomes/Further Action
Stage Three PHYSICAL AGGRESSION Dangerous/violent/highly disruptive behaviour	IMPLEMENTATION OF MAPA 2 TRAINING REFER TO INDIVIDUAL HANDLING PLAN		
Stage Four The recovery stage, with a likelihood of recurrent disruptive behaviour. Pupils start to calm down – adults make a coordinated and safe withdrawal. The pupil may become 'depressed', sad, cry, etc.	After any incident in which a pupil is physically held: <ol style="list-style-type: none"> 1. Parents/Carers informed. Sending pupil home for 'calm down' time may be appropriate but should usually be followed up by a structured 'therapeutic' review of incident between pupil and adult (maybe adult involved in incident or another) to plan together how any future incident or another) to plan together how any future incident can be avoided. This should take place between a calm adult, so may be some time after the actual incident. Outcomes should be recorded and may form part of the behaviour plan. 2. Pupil given sufficient time to calm down, in a safe place, before being helped to learn from incident (as above). 3. Adults involved in incident. <ol style="list-style-type: none"> a. SMT to take class while adult given time to think, breathe deeply, regain composure or talk to someone. b. SMT to review incident with adult for reassurance, support and possible learning. c. Incident form to be completed. (Copied to SENCO and pupil file). d. Form SR3 to be completed if necessary. 4. Behaviour Management Plan reviewed and amended if necessary. 		
Stage Five The learning stage. The need for structured therapeutic review and forward planning process involving the pupil, with the intention of avoiding a reoccurrence in future.			

This plan has been read by:

Teacher

Teaching Assistant

Mid-day Supervisor(s)

Parent/Carer(s)

Beckingham Primary School Achievers Chart (example)

Date:

	8.45 – 10.30	Break	10.45-12.15	Dinner 1	Dining Hall	Dinner 2	1.15 – 2.15	2.15 – 3.30
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Target: To not hurt other people

Approved by:	Head teacher signature:	Approval date:	Review date:
FGB	P.Phillips	2.11.21	Autumn 2022