St Nicolas CE Primary School

BEHAVIOUR POLICY

HEADTEACHER SIGNATURE:

GOVERNOR SIGNATURE:

DATE ADOPTED: May 2026 (P&S)

REVIEW FREQUENCY: Annual

DATE FOR REVIEW: May 2027

Behaviour Policy

1. Introduction

At St Nicolas CE Primary School, we want every child to "live life to the full". To do this, they need to grow academically, socially, and personally as they journey through the school. This growth is affected by the way that pupils and adults feel about themselves which, in turn, can depend upon the way in which those around them respond to them or their behaviour.

We recognise that the expected standard of behaviour children should be displaying at school, will always be appropriate to their age and stage of emotional development, SEND and any history or trauma or abuse.

This policy has been written in line with the Behaviour Principles that have been set out by the Governing Body and is reviewed annually.

2. Aims

This policy aims to:

- Create a positive culture that **promotes excellent behaviour**, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a **whole-school approach to maintaining high standards of behaviour** that reflect the values of the school
- Set out our approach to supporting **SEND-related behavioural needs**
- Outline the **expectations and consequences** of behaviour
- Outline our system of **rewards and sanctions**
- Outline how we support children to **how to manage and recover from difficult situations**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Provide a **consistent approach to behaviour management** that is applied equally to all pupils in line with their age and stage of emotional development and other needs
- Define positive behaviour as set out our 'behaviour curriculum'
- Define what we consider to **be unacceptable behaviour**, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- DfE guidance explaining that maintained schools must publish their behaviour policy online

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Disrespect to staff and/or pupils

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment or sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation or violence
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers and vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of the school's approach to preventing and addressing bullying are set out in the anti-bullying policy.

6. Roles and responsibilities

6.1. The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2. The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of Behaviour Principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.3. Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils, treating them fairly and with respect
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through direct teaching of behaviour expectations and in every interaction with pupils
- Act as positive role models, modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Providing a range of pastoral care to support children's needs, including the use of Zones of Regulation to identify emotions and teach appropriate management strategies (Appendix
- A).
- Involve pupils and parents in decisions to encourage positive pupil behaviour
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

6.4. Parents and carers

Parents and carers, where possible, should:

- Act as positive role models, modelling expected behaviour and positive relationships
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5. Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school, appropriate to their age and stage of emotional development
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

We expect pupils to:

- Work to the best of their abilities and allow others to do the same
- Treat others with respect
- Be polite
- Take responsibility for their actions
- Listen and follow instructions to keep safe
- Take care of property and the environment
- Live out our school values to help each other to "live life to the full"
- Behave in an orderly and self-controlled way in line with age and stage of development and needs

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7.1. Mobile phones

Pupils in Year 5 and 6 who are walking themselves to or from school are allowed to bring a mobile phone to school. All phones should be turned off when entering the school building and given to a member of staff

who will keep the phones secure during the day. They will be returned to each child at the end of the school day as they exit the school building.

Pupils in younger years should not bring mobile phones to school. If they do, the phone will be confiscated and returned to the pupil at the end of the school day.

8. Responding to behaviour

8.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

8.2. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

8.3. Recognising and Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. We will always actively encourage good behaviour with praise, so that positive attitudes are built up. Praise and reward are used for both effort and achievement and are an integral part of our ethos. This provides an opportunity for all staff to reinforce the school's values, culture, and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

We recognise good behaviour through:

- Praising positive behaviour verbally
- Using 'Headteachers Certificates' to celebrate individual's success
- Rewarding children with housepoints, stickers, Dojo points, and wigglies
- Headteacher and senior leadership praise
- Classes may have their own reward systems e.g. pompoms
- Praising and rewarding children who are doing the right thing rather than criticising poor behaviour
- Giving children opportunities to take leadership responsibilities
- Celebration assemblies
- Involving all children in agreeing classroom rules
- Whole-class or year group rewards, such as a popular activity

8.4. Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a consistent environment by always challenging behaviour

that falls short of the standards, and by responding in a fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

Children will be encouraged to take responsibility for their behaviour and, with guidance, repair and recover a situation, whenever possible.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

We address poor behaviour through:

- All procedures will follow S.P.A.C.E. (Scripted, Planned, Adult in Control, Certain, Empathetic)
- These in turn will observe the principles of Lower, Slower, Less
    - Lower – the alarm, your voice, your arms,
    - Slower – your response, your voice, your movement
    - Less – language, alarm, movement
- Giving verbal reminders/warnings from an adult
- Offering and directing to Zones of Regulation strategies (Appendix A)
- Using timeouts and conversations to support children in co-regulating which may be followed with 'take up time' outside the classroom
- Catching up on unfinished work in a different classroom or another area provided by the school.
- Referring the pupil to the Phase Team Leader
- Deputy Head intervention
- Headteacher intervention
- Home School Link Worker intervention
- Communication with parents/carers
- Reflection and reparation time during choosing time for Key Stage 1 and lunchtime for Key Stage 2 children
- Suspensions - when a pupil works in a different part of the school, away from their peers, with a senior member of staff (see Serious Sanctions below)

8.5. Further Support

From time to time, additional support may be needed to address poor behaviour including:

- Strategies from the school's universal offer
- Further support systems put in place from the Pastoral Team (Home School Link Worker, ELSA support, Therapeutic mentor).
- External support systems, for example - educational psychologist, CAMHS referral, behaviour support, play therapy, exclusion and reintegration team.
- Early Help Assessment, Team Around the Family meetings (TAF), attendance support team.
- Children with Special Educational Needs or challenging behaviour may need an Individual Behaviour Plan (IBP or MBox Plan), based on the six stages of escalation (Appendix B). These focus on the prevention of challenging behaviour through behaviour through redirection, restructure, defusing and positive action. This will be an individual approach.
- On rare occasions, a child may need to be subject to a reintegration timetable in order to build success opportunities and reduce the need for physical management and/or suspensions, that could result in a permanent exclusion. St Nicolas School follows the OCC Reintegration Timetable Guidance in the management of this process.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing serious disorder
- Hurting themselves or others (mentally and/or physically)
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Appendix D for a behaviour log)

Any staff member having to use reasonable force on a child will carry out a CPOMs incident report so that all actions are appropriately logged.

8.6. Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.7. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform (where applicable)
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.8. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.9. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to Early Help
    - Refer to Children's Social Care

Please refer to our child protection and safeguarding policy for more information

8.10. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

9.1. Removal from classrooms (Suspensions)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a senior member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils

- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT and will be removed for a maximum half a day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with Pastoral Team
- Use of teaching assistants
- Short term positive behaviour chart
- Long term behaviour plans
- Reintegration timetable
- Outside agency support
- Multi-agency assessment, such as Early Help

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in CPOMs.

9.2. Suspensions and Permanent Exclusions

A decision to suspend a pupil for a fixed period will be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal to another classroom are considered inappropriate. A decision to suspend or exclude will be used if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion will only be used when all other options have failed. Only the Headteacher (or Deputy Headteacher when acting as Headteacher) can make the decision to exclude a child (see Exclusion Policy).

10. Responding to misbehaviour from pupils with SEND

10.1. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

See the School's "Universal Offer" for strategies and approaches to anticipating and removing triggers of misbehaviours.

10.2. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- Reintegration meetings
- Contact with the Pastoral Team
- Short term positive behaviour chart

12. Pupil transition

12.1. Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2. Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

The School is committed to ensuring that all staff can access support and training to improve their practice. As part of their induction process, staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour as Communication
- Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, suspensions, and exclusions
- Engagement with external support agencies
- Managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be reviewed every term and the Headteacher will provide a termly update to the Governing Body.

On an annual basis, the data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

14.2. Monitoring this policy

This Behaviour Policy will be reviewed by the headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the Full Governing Body annually.

Appendix A – Zones of Regulation

The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Elated/Ecstatic
Bored	Focused	Excited	Devastated
Moving Slowly	Relaxed	Loss of Some Control	Out of Control

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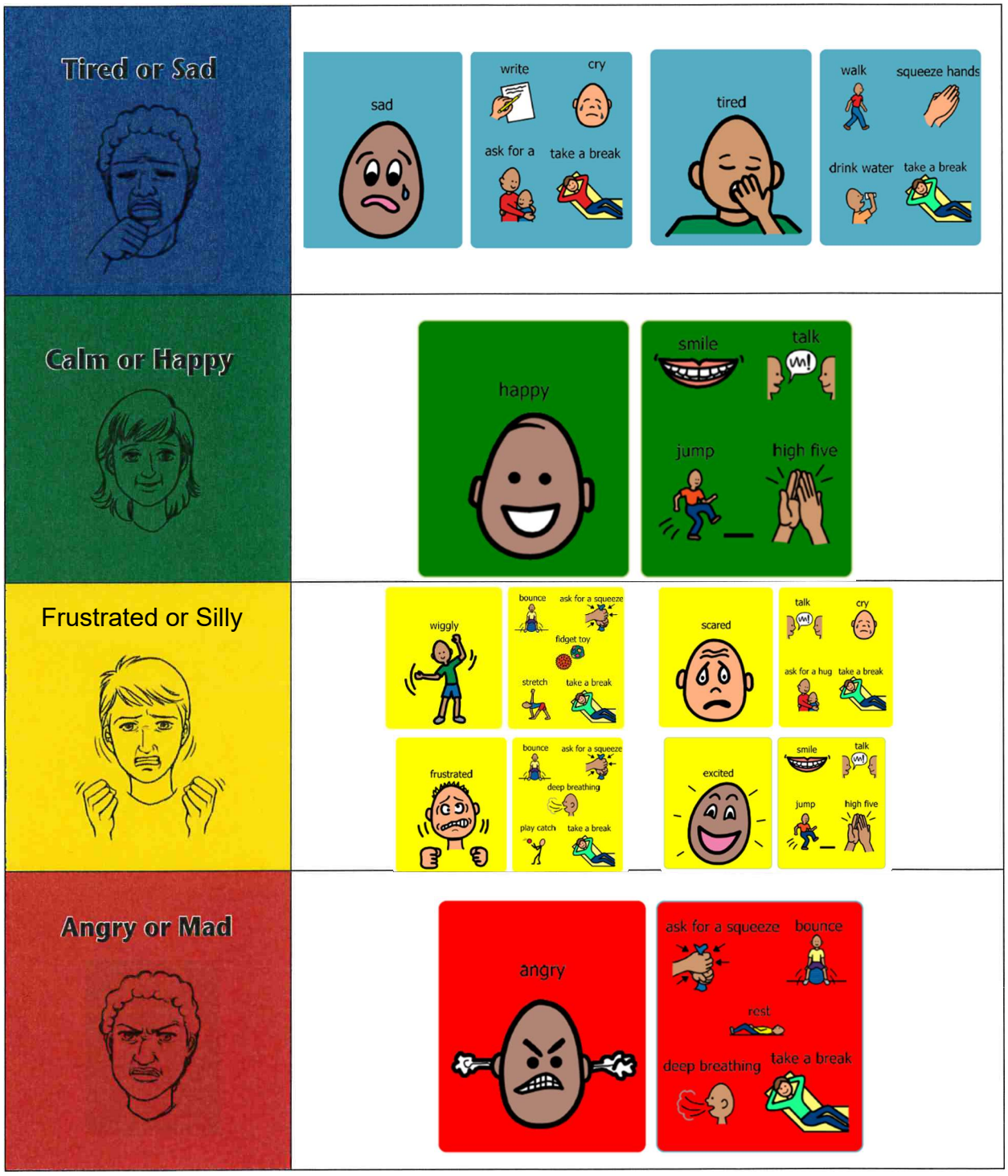
Tools for Each of My ZONES

When I feel……. I can try……



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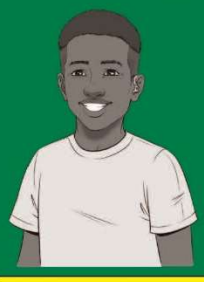
Name : _____

Tools for Each of My ZONES

When I feel...	I can try...
Tired or Sad	
Calm or Happy 	
Frustrated or Silly	
Mad or Out of Control	

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Appendix B – De-escalation Behaviour Plan (Example)

Success Plan for:	**Plan number:** *Initial plan or review 1 / 2 etc.* **Start date:**			**Lead adult:**
	Presenting behaviours (What are you seeing?)	**My difficult situations** (What problem is the child or young person trying to solve? What might they be trying to say? What unmet emotional need might there be?)	**Adult Support** (What might I do to help contain the child's difficult emotions? What can the child infer from my response? Bear in mind how you feel as an adult. How can you ensure this isn't an unhelpful part of the response?)	**Scripts/Key phrases** (How can we offer a *consistent message* whilst responding to the CURRENT situation? Keeping your eye on the *primary* goal, don't get distracted by secondary behaviours. What possible meanings might our words convey?)
Planning for success	**List behaviours you are concerned about (include low and high level behaviours)**	**Note down any possible triggers or anxieties the child may have:** Type of learning Unstructured time Play/lunch times Environmental factors (home) Trauma	**Where possible work with the child's family to ensure consistent and joined up strategies at home and school** Ensure your class rules are clear and relevant Ensure class reward chart (individual too if necessary) Visual timetable/now and next Welcome the child Soft landings planned Variety of options available Consider using transitional object for comfort Short activities Teach child about how to identify warning signs in their bodies when getting anxious Focus on child's interests Consider which strategies work best for meeting and greeting the child. Is this outside the classroom? At the front door/playground? Do they need a different start time, 10 mins earlier?	**Scripting needs to be delivered in a REAL and genuine way** It's really great to see you today! I can see you trying really hard. Well done. You are safe, I am here. What do you need? How can I help? I can see you are feeling angry/frustrated/upset? (Make sure you can identify if YOU are further triggering the child and swap with another adult.)
Calm and engaged	**Describe the child at his/her best – realistic expectations – what does it look like for THEM?** Attempting learning Not disrupting At work-station	I feel safe I am not hungry/tired/worried I feel I belong here/accepted I am able to attempt my work (independently/with support/with a peer) I feel good about myself I trust others	Give clear expectations and individual instructions Give space to work independently or with support or others Be kind and praise for being and doing Take opportunity to give positive messages about attitudes to learning Try and stick to agreed timetable – BUT don't be afraid to be flexible, extend or change options	Remember what we did on the board? Let's remind ourselves what you can use to help. Do you need more help? Can you tell me your next step? I am coming back in…… What can you do if you are stuck?

	Positive, relaxed body language Good communication – keen to interact Listens Will accept challenge in learning Cooperative with others Can manage some conflict		Offer a choice of options to approach tasks – no more than two choices Reduce the risk of failure – work on a whiteboard, scribe, scaffolding and differentiation key here	
Early warning signs	Withdrawing from the group Fiddling Staring to disrupt Off task Swinging on chair Calling out I'm tired, hungry Baby voice I want to speak to Mummy/Daddy Doesn't want to complete learning	I'm bored My work isn't at the right level My work isn't interesting to me I am afraid I can't do it I don't want to be here I'm tired, hungry, worried I am not feeling safe	Reassurance Empathy Genuine praise Ignoring (deliberate and tactical) Visual timetable Now and Next…. Distraction is key here! Don't apply further pressure Change of activity/play/adult Be alongside the child… **Realistic expectations** What is the best option for child/class/staff? 'Everyone is getting what they *need'* Use school nurture space/calm down space/physical exercise to divert child Offer class based Time Out (NOT as punishment)	I can see you are…..bored/angry/sad etc (PACE language) You are part of our team I'm listening to you I want to help you Let's go and….. You can do this. Small immediate rewards for compliance

Escalating	Refusing to complete work Saying they doesn't want to do the chosen activity any more Going under the table Leaving the room Shouting Saying 'leave me alone' 'stop following me' Swearing Making high pitched noises 'I want to go home' Provoking others Swinging on chair	I'm finding this hard I cant do this work I'm too hot I'm bored I'm frustrated I don't feel safe right now I'm hungry I'm worried I'm distracted I need space I need thinking time Things don't seem fair I don't want to work in a group	Use physical presence without the need for words (e.g. adult goes to sit next to child and re engages) Give child space Stay quiet or speak (know your child) Get Child's box of special objects/transitional object Offer change of location for alternative activity Use school nurture space/calm down space/physical exercise to divert child Offer class based Time Out (NOT as punishment) Revise plan for class and change activity if needed (a 10 minute change now might just save your day) Focus on what the child needs at that moment (it is unlikely to be work!)	I'm not following you - I just need to know you are safe You can have space as long as I can see you. (being obviously watched is often a trigger/think of the audience factor) Do you want something from your bag? Uno cards/teddy – use to distract and gradually bring back PACE language – you might offer the LOUD empathy at this stage e.g. use 'I' Ask what the child needs (picture cards if cant verbalise) Ask them to show you what they need Choice and consequence Know your child – many respond to positive touch/pressure (hand on back, offer holding hand)
Crisis point	Violent behaviour towards others and property Shouting, running, kicking, hitting, crying, throwing things, threats, swearing, biting, spitting, taking clothes off damaging displays/ property	Highly anxious (fight/flight) I am experiencing strong emotions that I am unable to express or control Everyone is against me I don't feel safe I don't trust grown ups at school I need to get out I need to make things change I am hurting…I want to hurt	Language processing almost impossible for the child – reduce language, speak slower Risk assess constantly – damage limitation (which is worse…throwing chairs in the classroom or throwing stones outside?) Normal processing cannot take place Keep body language and face calm and don't panic Don't try and contain – let the child out Offer child a way out Move objects/other children if necessary Avoid reprimand/ escalating further Be clear and slow Send for support – excellent and planned communication between adults critical The consequence comes later Consider Team Teach if trained Change of face Move the rest of the children/limit the audience	You need to know your child at this stage to know whether coaching the child or staying silent is the best option. At this point it is more to do with what the adult does rather than what the adult says. If appropriate for the child write a script for this stage. Consider including trauma informed language.

Recovery Depressive state	May sit/lie quietly May want to hide May try to hurt them self May sleep Can escalate back into crisis very quickly May communicate grudgingly May be tearful/clingy/want a cuddle May avoid eye contact	Child may still feel anxious/angry etc May feel regretful May feel shame and embarrassment May reject themselves May be worried that others will reject them	Begin reading a book/playing a game Find opportunities to rebuild and reconnect – eye contact if possible Continue to provide reassurance Observe for escalation signs 'Hear' and acknowledge the apology where it is implicit in the behaviour If you are too emotionally caught up at this point change the adult Consider carefully the timing for going back to class – try and use a natural break (break/lunch) This is not the time for consequence for their actions/'punishment'/apology	I am here for you when you are ready Shall we go to the ….room now? Change the space Would you like a drink? You look a bit hot shall we take your jumper off? I'm going to read this story – come and join me when you feel ready I'm going to play (this game), come and join me when you are ready
Follow up/restoration	Starts communicating again May ask what's happening next/ what's going to happen to me?	Child may still feel anxious/angry etc May feel regretful May feel shame and embarrassment	Show acceptance of the child Provide reassurance Frame positively Listen to the child's views Consider using a restorative approach: The restorative approach focuses on key questions: • What happened? • What were you thinking? • How did this make people feel? • Who else has been affected? • What should we do to put things right? • How can we do things differently in the future? The effect of these questions will not work if you: • Are trying to "steer" towards a solution • Want to fix • Condemn or judge	How can we help you next time you feel angry or worried? Everything is going to be ok What could we do to make things better? (Make a card, include someone in a game, sit next to them) You made a good choice in going to the ….room. That helped you to calm down and get your day back on track

			Think together – what happened? How did each person feel? Are there natural things that can be done to follow up? Is further repair activity needed? E.g. putting up a display that has been torn down Reflect on any learning from incidents and revise planning stage	
People involved in this plan. Date of review meeting	Include staff, peers, family members, agency workers and contact details			