

Positive Behaviour & Anti-Bullying Policy

The Burton Manor Way of Doing Things



Approved: Autumn 2026

Next Review: Autumn 2027

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

[Behaviour in schools: advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Restrictive interventions, including the use of reasonable force, in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Our school policy for suspensions and permanent exclusions can be found on the school website.

Introduction

At Burton Manor Primary School, we are committed to creating a safe, respectful and supportive learning environment where all our children can **reach for success**.

Our policy reflects our core school values called **the Burton Manor 5 R's** (Respect, Responsibility, Rights, Reflection & Resilience) and our school rules (**safe, kind, polite**). Positive behaviour is consistently reinforced through our values which provide a framework for the attitudes which we encourage throughout the school. These values are set out as positive statements with examples, and are intended to be understood by the different age groups and at different levels.

Our policy is based on positive reinforcement and, when required, consequences for misbehaviour will be enforced (see Appendix A and Appendix B).

This policy operates in conjunction with the following school policies:

- | | |
|-----------------------------------|-------------------------------|
| ➤ Safeguarding & Child Protection | ➤ PSHE (incl RSE) Policy |
| ➤ Health & Safety | ➤ Child-on-Child Abuse Policy |
| ➤ Teaching & Learning | ➤ Mobile Phone Policy |
| ➤ SEND | ➤ Attendance Policy |
| ➤ Suspensions & Exclusions Policy | |

Aims of the Policy

Our school aims to:

- To provide a culture of positive behaviour: for learning and for life
- To provide a safe environment where learning is enjoyable

- To ensure all learners are treated fairly, shown respect and to promote good relationships
- To provide a whole-school approach to maintaining high standards of behaviour that reflect our school rules and our values – the 5 R's
- To develop the mental wellbeing of our pupils
- To provide a consistent approach to behaviour management
- To define what we consider to be unacceptable behaviour, including bullying and discrimination

School Ethos

Positive behaviour is consistently reinforced everywhere in school. We use consistent language with simple and clear expectations about behaviour which we refer to as, '*The Burton Manor Way of Doing Things*.' Our staff act as role models for behaviour and they work hard with parents/carers to foster good relationships so we can promote positive behaviour in school.

Children are also encouraged to develop self-discipline by reflecting on their behaviour and making the right choice. Our school rules (safe, kind and polite) are taught and embedded right through the school and we also have a child-friendly behaviour policy that our children have contributed to about positive behaviour.

School Rules

Our school rules are simple and clearly define the high standard of behaviour that we expect in school. They are referred to frequently and encourage children to be positive in all they do so they can '*reach for success*.' These rules have been agreed by the children, staff and governors to ensure a consistent approach and are:

Safe, Polite, Kind

At Burton Manor, we also acknowledge that behaviour can sometimes be the result of special educational needs, mental health issues, or other needs or vulnerabilities, and we will address these needs via an individualised graduated response or behaviour plan.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted (this links to our PSHE curriculum).

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. We also offer HOPE which is a low-level, early intervention project aimed at supporting pupils' emotional needs in schools. This is done through 1:1 listening sessions, group activities and whole school promotion of positive emotional health & wellbeing.

Definitions of Behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting

- Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or 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)

Roles and Responsibilities

The governing board

The governing body is responsible for:

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

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for:

- Implementing the positive behaviour policy, reinforcing the need for consistency throughout the school
- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (see school website)
- Ensuring that the school environment encourages positive behaviour
- Supporting staff when dealing with challenging behaviour and the law
- Meeting with parents/carers of challenging children
- Ensuring the health and safety and welfare of all children and staff
- 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 our behaviour log (we use a system called CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

All staff are responsible for:

- Creating a calm and safe environment and make sure children are listened to and feel valued
- Referring frequently to '**Safe, Polite, Kind**' and our school values (**the 5 R's**)
- Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the school behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviours and building positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Reporting challenging behaviour following the correct procedure and recording behaviour incidents promptly on CPOMs
- Informing parents/carers about the welfare and behaviour of their children
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents. They will also be a visible presence in school and support staff as needed when managing behaviour.

Pupils

Children will:

- Understand and follow the school's behaviour expectations, including the School Rules and our 5 Rs.
- Engage positively with the child-friendly behaviour policy and take an active role in creating a safe, supportive and inclusive school community.
- Take responsibility for their own behaviour and recognise the impact their actions have on others.
- Treat all members of the school community with respect, valuing different viewpoints, experiences and feelings.
- Show empathy by considering how others may feel and responding with kindness and understanding.
- Demonstrate kindness, courtesy and consideration in their words and actions.
- Reflect on their behaviour when needed and be willing to learn from mistakes, make positive choices and repair relationships.
- Understand the rewards and recognition available for meeting behaviour expectations, as well as the consequences that may follow when expectations are not met.
- Seek support from trusted adults when they need help managing their emotions, behaviour or relationships.
- Contribute positively to school life by showing pride in themselves, their learning, their school environment and their wider community.

At Burton Manor, we also offer further pastoral support and children know this is available to them to help them meet the behavioural standards.

Parents and Carers

Parents and carers, where possible, should:

- 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.

School Behaviour Curriculum

We want to create a culture that promotes excellent behaviour. To help achieve this, we have developed a child-friendly behaviour policy (see Appendix C) to ensure we have consistent, simple rules and expectations about acceptable and unacceptable behaviour.

Our School: What we want it to be like.

We want everyone at our school to feel safe, happy and be ready to learn. We want everyone to behave in a friendly and respectful way with no bullying. It is a school where we celebrate that we are all different and are proud of our differences.

How we should behave and why?

We should be friendly, polite, kind, hardworking and listen to our teachers and other adults so that we can all learn and **reach together for success**.

We should all follow our 5R's (**Respect, Responsibility, Reflection, Rights and Resilience**) and our 3 school rules – **Be Safe, Polite and Kind**.

This means we should always do our best to **respect** each other and our learning environment. We should always try our best and take **responsibility** for our learning and behaviour. We should show **resilience** and try hard to make the **right** choices. We should always **reflect** on our learning and our behaviour so we can be the best that we can be!

Safeguarding

At Burton Manor, we recognise that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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 see our school website for our child protection and safeguarding policy for more information:

Promoting Positive Behaviour

Children at Burton Manor are expected to demonstrate our school values, model positive behaviour in and around school and demonstrate positive learning behaviour/attitudes in the classroom. We also expect and encourage all our children to be thoughtful and considerate members of the class and wider school community.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture to ensure that all our children can, '*Reach Together for Success*'.

Whole School Incentives

We also recognise and reward positive behaviour in a variety of ways within school – including those children who always try their very best. Whole school incentives are:

- House-points – each child is in a house team. They can earn points for their team and these are counted up and the winning team is announced in assembly. The winning team get an extra break at the end of each term.
- Weekly Headteacher Award – This is one chosen child from each class who has displayed excellent behaviour and/or attitude to learning. Each child will receive a certificate in achievement assembly to celebrate
- Certificates and/or stickers
- Work celebrated with parents/carers e.g. Proud as Punch stickers
- Bookmarks awarded for achieving 25, 50, 75 or 100, 200 or 300 reading credits and these are presented in assembly
- Free choice time and/or extra playtime

Responsibilities:

- School Council
- House captains and vice captains (Year 6) are elected by their house team mates and are responsible for collecting the house points as well as helping out at school events and being role models to the rest of their house team
- Class ambassadors are chosen each term for modelling our school values (the 5 R's). They are presented with a badge in assembly and parents are invited to watch
- Reading ambassadors
- Prefects are chosen to help around school e.g. be door monitors or help organise team games
- Children can volunteer to be a buddy at lunchtime and help make sure children are safe and happy e.g. Happiness Heroes
- Each class elects a school council member to help take part in life at school. They meet fortnightly to discuss what is going on in school and how they can help make school even better
- Our Tree Tribe help to promote environmental issues as well as help helping to keep our school tidy and ways we can help save electricity
- Helpers for school events such as Parent's Evening and Open Week

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. Instances of poor behaviour are taken seriously and dealt with immediately.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) 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.

At Burton Manor, staff will use 'Consequences for Behaviour System' (see Appendix A) when dealing with any incidents of misbehaviour.

1. The reminder (Verbal)

A reminder of our behaviour expectations where the teacher makes the child aware of their behaviour. The child then has a choice to do the right thing and change their misbehaviour.

2. The caution (Verbal warning)

A clear verbal caution is delivered outlining the consequences if their misbehaviour continues. We remind the child of their previous positive behaviour/learning to prove they can make good choices. We then allow the child time to decide what to do next. If the behaviour continues, the child will then reflect on their behaviour and have the opportunity to think about their behaviour.

3. Reflection Time

This will be a short period where the child will think about their behaviour and reflect on their next step. Again, they are reminded of previous positive behaviour and they are given a final opportunity to re-engage with their learning/follow instructions.

Staff will only remove children from the classroom if they need to calm down and/or defuse a situation.

4. Loss of Privileges (Consequence)

1. After an initial incident of low-level misbehaviour, the following consequences will be implemented by the class teacher and/or phase leader:

- A discussion about their behaviour or a reminder of our school rules and values during break/lunchtime
- Time out to reflect on their behaviour e.g. loss of break and/or lunchtime
- Any missed work or learning to be completed at break and/or lunchtime

- School-based community service, such as tidying a classroom

2. Following a second incident of misbehaviour, the following consequences are implemented:

- The child speaks to a member of the leadership team about the behaviour
- The senior member of staff will investigate the incident and decide whether or not it constitutes further sanctions such as a phone call or email home to parent/carer to discuss the incident and a reminder of our expectations and school rules and values
- A consequence will also be given such as:
 - *Loss of break/lunch time to reflect on their behaviour
 - *Setting of tasks related to behaviour and/or a reminder of our school rules and values e.g. writing a letter of apology
 - *Loss of privileges – for instance, the loss of house points, a responsibility such as prefect or free choice time
- The incident will also be recorded on our school system (CPOMs)

3. Following a further incident of misbehaviour, the following consequences are implemented:

- The child is sent to the Headteacher to talk about the behaviour
- The Headteacher will investigate the incident and decide whether or not it constitutes misbehaviour
- If the Headteacher deems the behaviour falls below what we expect at Burton Manor, the Headteacher will email or phone parents and invite them to a formal meeting to discuss the incident
- Parents/carers will be informed that there has been a repeat offence of challenging behaviour and this will result in the behaviour being monitored either through a behaviour book or a Positive Behaviour Support Plan (see appendix D).
- A consequence will also be given such as withdrawal from a school event e.g. after school club, a sports event, school trip or disco or removal from the classroom (called an internal suspension)
- Parents will also be informed that should further incidents of misbehaviour continue, the Headteacher will consider whether the pupil should be suspended for a fixed term in line with our Suspension & Permanent Exclusion Policy
- The incident will also be recorded on our school system (CPOMs)

4. Following a fourth incident of challenging behaviour, the following consequences are implemented

- The Headteacher will consider an internal suspension, where the child is removed from the classroom, or a fixed term suspension, where the child is sent home
- Where a fixed term suspension is enforced, this will be done in line with our Suspension & Permanent Exclusion Policy
- When the child returns to school, the Headteacher, child and parents will undertake a re-integration meeting where expectations will be discussed and what strategies will be implemented moving forward
- Parents will be made aware that a further incident could result in permanent exclusion in the most serious of circumstances or a managed move considered
- This will be recorded on our school system (CPOMs)

Please note that staff will use their professional judgement regarding actions to be taken at the appropriate time. Personal circumstances of the pupil will also be considered when choosing sanctions and decisions and will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

All serious incidents are recorded on our school system (CPOMs) as a record of the child's behaviour and will be monitored.

Following a consequence, we will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school. Strategies may include:

- Reintegration meeting
- Regular contact with the Nurture/Pastoral team
- A behaviour book or Positive Behaviour Support Plan (see Appendix D)
- Referral to outside agencies such as behaviour support

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information [Suspension and permanent exclusion policy](#)

Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our restrictive intervention policy for more information.

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them e.g. the burrow break or intervention room
- The pupil will be supervised at all times, by at least 2 members of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty.

Confiscation, Screening and Searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (see list below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

➤ List of prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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)

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

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or SENDCo who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

- Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or Assistant Headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching Pupils' Possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMs).

Informing Parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

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
- 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).

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.

Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children’s social care, if appropriate.

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
- Report to the police

Please refer to our safeguarding and child protection policy and child-on-child abuse policy (both of which can be found on our school website).

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.

Serious sanctions

Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see page 8 for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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 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 it is 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/carers 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 senior leader
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

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

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Recognising the impact of Special Educational Need or Disability (SEND) on behaviour.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

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/carers to create the plan and review it on a regular basis.

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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Anti-Bullying Statement: Feeling Safe & Happy at Burton Manor Primary School

Our Commitment

At Burton Manor Primary School, we are committed to creating a safe, inclusive and nurturing environment where every child feels valued, respected and happy. We recognise that bullying can have a serious impact on children's wellbeing, learning and development, and we take a zero-tolerance approach to all forms of bullying behaviour.

Bullying is a form of child-on-child abuse and is never acceptable. It will never be tolerated, dismissed as 'banter', 'just having a laugh' or passed off as 'part of growing up'.

What is Bullying?

Bullying is **behaviour that is repeated, intended to hurt someone physically or emotionally, and often involves an imbalance of power.**

At our school, we use the word '**STOP**' to help children understand bullying:

S – Several
T – Times
O – On
P – Purpose

Types of Bullying

Bullying can take many forms, including but not limited to:

- **Physical bullying** - hitting, kicking, pushing, taking or damaging belongings
- **Verbal bullying** - name-calling, insults, threats, offensive remarks
- **Relational bullying** - deliberately excluding someone, spreading rumours, damaging friendships
- **Cyber-bullying** - sending hurtful messages, sharing embarrassing photos, online harassment
- **Prejudice-based bullying** - targeting someone because of their race, religion, gender, sexual orientation, disability, appearance or any other characteristic
- **Sexual bullying** - unwanted physical contact, sexually abusive comments, sharing of inappropriate images

Understanding the Difference

It's important to remember:

- **Single incidents** and **falling out with friends** are not bullying, but they can still be upsetting and should be reported
- Children have the **RIGHT to report any behaviour that makes them feel unsafe or unhappy**, even if it has only happened once
- All reports will be taken seriously and investigated appropriately

Our Whole-School Approach

Prevention

Staff will:

- Act as positive role models, demonstrating our school values of [insert your school values]
- Challenge inappropriate and abusive behaviour immediately, and never dismiss it as 'banter' or 'part of growing up'
- Create a culture where children feel safe to report concerns
- Promote respectful relationships and positive behaviour through our behaviour policy

Children will:

- Learn about healthy relationships, respect, consent, and standing up to bullying through our PSHE/Jigsaw curriculum
- Participate in Anti-Bullying Week activities and themed assemblies
- Contribute to our Anti-Bullying Charter through School Council
- Learn strategies for safely intervening when they witness bullying

Online Safety:

- Children will receive age-appropriate education about staying safe online, including cyber-bullying
- Parents can access online safety information and resources on our school website

- Staff will address online elements of bullying, including abusive messages, sharing of images, and AI-generated content

Our Anti-Bullying Charter

Our child-friendly Anti-Bullying Charter has been developed in consultation with our School Council.

All pupils are familiar with the Charter and understand their rights and responsibilities.

Reporting Bullying

How to Report

Children can report bullying by:

- Telling any trusted adult in school (teacher, teaching assistant, lunchtime supervisor, office staff)
- Using the worry box in the classroom
- Speaking to a friend who can help them tell an adult
- Telling their parents, who can contact the school

Parents should contact the school if:

- They notice signs that their child is being bullied or is bullying others
- Their child reports bullying to them
- They have any concerns about their child's wellbeing or safety

First point of contact: Class teacher

If concerns continue: Phase leader

Serious or ongoing concerns: Deputy Headteacher/Headteacher

Signs a Child May Be Being Bullied

Parents and staff should watch for:

- Reluctance to come to school or frequent absences
- Changes in behaviour, becoming withdrawn or anxious
- Unexplained injuries, damaged clothing or missing belongings
- Difficulty sleeping, nightmares, or bedwetting
- Changes in eating habits
- Declining academic performance
- Loss of confidence or self-esteem

How We Respond to Bullying

Investigation Process

When bullying is reported, we will:

1. **Listen and support** - speak with the child who has been bullied in a safe, supportive environment
2. **Gather information** - speak with witnesses and those involved to understand what happened
3. **Assess the situation** - determine whether the incident is bullying or another behaviour issue
4. **Take immediate action** - implement safety measures to protect the victim
5. **Record the incident** - log all details on our safeguarding system (CPOMS)
6. **Inform parents** - contact parents of all children involved (unless the incident is very minor and a first occurrence)
7. **Monitor and review** - continue to monitor the situation and provide ongoing support

Supporting the Victim

We will:

- Reassure them that reporting was the right thing to do
- Take their concerns seriously and act promptly
- Provide ongoing support through regular check-ins, nurture sessions, or counselling if needed
- Develop a safety plan if necessary
- Help them develop strategies to build resilience and confidence
- Keep parents informed of actions taken and progress
-

Addressing the Behaviour

For children who have bullied others, we will:

- Make clear that bullying is unacceptable and will not be tolerated
- Help them understand the impact of their actions on others
- Apply appropriate consequences in line with our behaviour policy, which may include:
 - Restorative conversations
 - Loss of privileges (playtime, positions of responsibility)
 - Internal reflection time
 - Fixed-term suspension (in serious or persistent cases)
- Provide support to address underlying issues that may be contributing to the behaviour
- Work with parents to ensure consistency between home and school
- Monitor behaviour closely and provide positive reinforcement for improvement

Restorative Approach

Where appropriate, we will facilitate restorative conversations to help children:

- Understand the harm caused
- Take responsibility for their actions
- Make amends and rebuild relationships
- Learn from the experience
-

This approach is only used when:

- The victim feels safe and willing to participate
- The perpetrator shows genuine remorse
- There is appropriate adult support throughout

Prejudice-Based Bullying

We are committed to creating a culture of zero tolerance to sexism, misogyny, misandry, homophobia, biphobia, racism and all forms of discrimination.

Racist Bullying and Harassment

- We promote acceptance of cultural differences and racial harmony through our PSHE/Jigsaw curriculum and assemblies
- Racist language, name-calling, or harassment based on skin colour, ethnicity, religion or cultural background is never acceptable
- All racist incidents must be reported to the Headteacher and recorded on CPOMS
- We will report racist incidents to the local authority

Other Forms of Prejudice-Based Bullying

We recognise that children may be targeted because of:

- Disability or special educational needs
- Gender or gender identity
- Sexual orientation (actual or perceived)
- Religion or belief
- Appearance or physical characteristics
- Family circumstances

All forms of prejudice-based bullying are treated with the utmost seriousness and will result in:

- Immediate intervention and consequences
- Education about diversity, equality and respect
- Recording and reporting to the Headteacher
- Possible involvement of external agencies if appropriate

Roles and Responsibilities

School Leadership

The Headteacher will:

- Ensure this policy is implemented effectively across the school
- Monitor all bullying incidents recorded on CPOMS, including analysis of patterns, trends and types of bullying

- Report serious incidents to governors
- Ensure staff receive appropriate training
- Work with parents and external agencies when necessary
- Review the effectiveness of our anti-bullying strategies annually

The Governing Body will:

- Ensure the school has effective anti-bullying procedures in place
- Review bullying data and trends termly
- Hold the Headteacher to account for the implementation of this policy

All Staff will:

- Be aware of the possibility of child-on-child abuse, both inside and outside of school, and online
- Model respectful behaviour and promote our school values
- Challenge inappropriate language and behaviour immediately, never dismissing it as 'banter' or 'part of growing up'
- Report any concerns regarding bullying to the DSL or senior leadership
- Supervise pupils effectively, particularly in areas where bullying may occur (toilets, corridors, playground)
- Implement this policy consistently and fairly

We ask parents & carers to:

- Talk to their children about bullying and reinforce that it's never acceptable
- Discourage their children from using bullying behaviour at school, at home or elsewhere
- Watch for signs that their child may be being bullied or bullying others
- Contact school immediately if they have concerns
- Work in partnership with school to resolve issues
- Support any agreed strategies or consequences
- Model respectful behaviour and language at home
- Monitor their child's online activity and promote safe internet use

Children are expected to:

- Treat everyone with kindness and respect
- Stand up against bullying by reporting it or supporting the victim
- Not join in with bullying behaviour
- Include others and make everyone feel welcome
- Follow our Anti-Bullying Charter
- Use technology responsibly and safely

Recording and Monitoring

All bullying incidents will be recorded on our safeguarding system (CPOMS) as bullying is recognised as a form of child-on-child abuse.

Records will include:

- Details of the incident (what happened, when, where, who was involved)
- Type of bullying (physical, verbal, cyber, prejudice-based, etc.)
- Actions taken
- Outcomes and follow-up

The Headteacher will:

- Monitor and analyse records of bullying, discriminatory and prejudiced behaviour, including racist, sexist, disability and homophobic/biphobic/transphobic bullying
- Identify patterns or trends (e.g., hotspots, repeat victims or perpetrators)
- Use data to inform preventative strategies and staff training
- Report to governors termly

We will report bullying incidents to external agencies if we think the incident constitutes a child protection concern or could be a criminal offence.

Ready to Learn
Strategies for positive reinforcement:

1. At Burton Manor we have high expectations of behaviour and children know this.
2. Staff model and reinforce the Burton Manor Way of Doing Things and our 5 R's.
3. Staff recognise when children are following the Burton Manor 5R's and are following our rules.
4. Staff 'catch' children modelling positive behaviour and reinforce our expectations.
5. Verbal praise given such as specific feedback and encouragement.
6. We celebrate success e.g. house points, sharing success with another teacher/senior leader.
7. We award stickers/certificates e.g. Headteacher awards

*Remember, for the vast majority of our children, a gentle reminder is all that is needed
e.g. a look or praise children nearby.*

The reminder

1. Child is given a reminder of our behaviour expectations and the Burton Manor Way of Doing Things.
2. Child chooses to do the right thing and changes behaviour

The caution (verbal warning)

1. Child is given a clear verbal warning outlining the consequences if the misbehaviour continues (staff will aim to do this privately e.g. by having a quiet word while the other children are working).
2. Child is reminded of their previous positive behaviour/learning to prove they can make good choices and show how we behave at Burton Manor Primary School.
3. Child given time to reflect and change their behaviour.

Reflection Time

1. Child is given a short period of time to reflect on their behaviour e.g. what were they thinking or feeling, what happened and who has been affected.
2. Child to reflect on their next step e.g. what needs to happen to put it right and what could they do if there was a next time.

Consequences (Loss of privileges)

There is a list of agreed consequences depending on what the behaviour was (see Appendix B)

Please note that **ANY** member of staff can go immediately to loss of privileges for any of the following serious misbehaviours:

- *Swearing
- *Fighting
- *Being racist, homophobic or using unkind words to insult someone
- *Stealing
- *Telling lies
- *Deliberately being rude
- *Threatening behaviour or language

Appendix B

List of Rewards and Consequences



Rewards	Consequences
Verbal praise and feedback House-points – each child is in a house team. They can earn points for their team and these are counted up and the winning team is announced in assembly. The winning team get an extra break at the end of each term. Weekly Headteacher Award – This is one chosen child from each class who has displayed excellent behaviour and/or attitude to learning. Each child will receive a certificate in achievement assembly to celebrate Certificates and/or stickers Work celebrated with parents/carers e.g. Proud as Punch stickers Bookmarks awarded for achieving 25, 50, 75 or 100, 200 or 300 reading credits and these are presented in assembly Free choice time and/or extra playtime Responsibilities: House captains and vice captains (Year 6) are elected by their house team mates and are responsible for collecting the house points as well as helping out at school events and being role models to the rest of their house team Class ambassadors are chosen each term for modelling our school values (the 5 R's). They are presented with a badge in assembly and parents are invited to watch Prefects are chosen to help around school e.g. be door monitors or help organise team games School Council Children can volunteer to be a buddy or a Happiness Hero at lunchtime and help make sure children are safe and happy	A discussion about their behaviour or a reminder of our school rules and values Time out to reflect on the behaviour e.g. loss of break and/or lunchtime Any missed work or learning to be completed at break and/or lunchtime School-based community service, such as tidying a classroom Setting of tasks related to behaviour and/or a reminder of our school rules and values e.g. writing a letter of apology Removal from classroom Loss of privileges – for instance, the loss of house points, a responsibility or free choice time The pupil speaks to a senior member of staff about their behaviour (Phase Leader or Deputy Headteacher) Speak to parent/carer e.g. via email or at the end of the school day The pupil speaks to the Headteacher about their behaviour Parent/Carer invited to a formal meeting Withdrawal from a school event e.g. after school club, a sports event, school trip or disco Behaviour book or contract following a meeting with parent/carer Internal suspension Suspension Alternative Provision Managed move Permanent exclusion, in the most serious of circumstances

Appendix C - Our Child Friendly Behaviour Policy The Burton Manor Way of Doing Things



Why the way we behave is important!

Our School: What we want it to be like.

We want everyone at our school to feel safe, happy and be ready to learn. We want everyone to behave in a friendly and respectful way with no bullying. It is a school where we celebrate that we are all different and are proud of our differences.

How we should behave and why?

We should be friendly, polite, kind, hardworking and listen to our teachers and other adults so that we can all learn and **reach together for success**.

We should all follow our 5R's (**Respect, Responsibility, Reflection, Rights and Resilience**) and our 3 school rules – **Be Safe, Polite and Kind**.

This means we should always do our best to **respect** each other and our learning environment. We should always try our best and take **responsibility** for our learning and behaviour. We should show **resilience** and try hard to make the **right** choices. We should always **reflect** on our learning and our behaviour so we can be the best that we can be!

Acceptable behaviour The Burton Manor Way of Doing Things	Unacceptable Behaviour NOT the Burton Manor Way of Doing Things
- Be Kind - Treat people how you expect to be treated - Respect the school's property and your own - Follow the playground rules - Think before you speak (remember you can't take it back)   - Help others (including the teachers!) - Listen and follow instructions - ALWAYS try your very best and work hard	- Talking when the teacher is talking - Stopping other children from learning by calling out or interrupting - Not listening or following instructions - Fighting (verbal or physical) - Damaging property - Stealing - Telling lies - Climbing over school gates - Unkind words e.g. racial or homophobic comments - Bullying including laughing at people to be unkind 

What happens if we behave and do the right thing?

We get rewards like...



What happens if we don't follow the Burton Manor Way for behaviour?

Verbal
Warning

Reflection
Time

Consequence
e.g. contact parents



Teachers and other adults can give us a consequence immediately if we do any of the following:

*Swearing *Fighting *Being racist, homophobic or using unkind words to insult someone *Stealing *Telling lies
*Deliberately being rude or not following instructions *Threatening behaviour or language

Appendix D - Positive Behaviour Support Plan



Name:

Date of Birth:

Year Group:

Date Plan Created:

Review Date: [6-8 weeks]

All About Me What I'm good at: • [e.g., I'm kind to animals] • [e.g., I love drawing and art] • [e.g., I'm a good friend to...] What I enjoy: • [e.g., Playing football at break time] • [e.g., Reading stories about dinosaurs] • [e.g., Helping the teacher] What helps me feel calm and safe: • [e.g., Having a quiet space to work] • [e.g., Clear instructions about what's happening next] • [e.g., Sitting near my friend]	
Understanding My Behaviour When I find things tricky, I might: • [e.g., Find it hard to sit still] • [e.g., Speak loudly or shout] • [e.g., Walk away from activities] Things that might make me feel worried or upset: • [e.g., Sudden changes to the routine] • [e.g., Loud noises in the classroom] • [e.g., Not understanding the work] Early warning signs that I'm finding things difficult: • [e.g., I start fidgeting with my pencil] • [e.g., I put my head on the desk] • [e.g., I ask to go to the toilet frequently]	
How Adults Will Help Me Prevention Strategies (stopping difficulties before they start) Environmental adjustments: • [e.g., Seat near the front of the class, away from distractions] • [e.g., Visual timetable on my desk] • [e.g., Access to fidget tools] Teaching strategies: • [e.g., Break tasks into smaller steps] • [e.g., Give instructions one at a time] • [e.g., Use visual prompts alongside verbal instructions] • [e.g., Provide 5-minute warning before transitions] Positive reinforcement: • [e.g., Sticker chart for staying in my seat during lessons] • [e.g., Verbal praise for using kind words] • [e.g., Special responsibility as class helper when I've had a good morning]	

Early Intervention (when I'm starting to find things difficult) What adults will do: • [e.g., Offer a movement break] • [e.g., Reduce the task demand] • [e.g., Use our agreed calm-down signal (thumbs up)] • [e.g., Remind me to use my calm breathing] What I can do to help myself: • [e.g., Ask for a break using my break card] • [e.g., Use my calm breathing (breathe in for 4, out for 4)] [e.g., Go to my calm corner for 2 minutes]	
De-escalation Strategies (when I'm very upset or dysregulated) What adults will do: • [e.g., Speak calmly and quietly] • [e.g., Give me space and time] • [e.g., Remove other children from the area if needed] • [e.g., Stay nearby but not crowding me] • [e.g., Offer choices: "Would you like to sit here or in the quiet area?"] What won't help: • [e.g., Raising voices] • [e.g., Lots of questions] • [e.g., Touching me when I'm upset]	
Recovery and Reflection (after a difficult moment) How adults will help me: • [e.g., Give me time to calm down fully before talking] • [e.g., Use our feelings chart to help me identify my emotions] • [e.g., Help me think about what happened and what I could try differently] • [e.g., Reassure me that everyone makes mistakes and tomorrow is a fresh start] Restorative approach: • [e.g., If I've hurt someone's feelings, help me think about how to make things right] [e.g., Draw a picture or write a sorry note if appropriate]	
My Positive Behaviour Goals Goal 1: [e.g., I will stay in my seat during carpet time] • How we'll measure this: [e.g., Sticker for each session I stay seated] My reward: [e.g., Choose a game to play on Friday if I get 8 stickers] Goal 2: [e.g., I will use kind words when I'm frustrated] • How we'll measure this: [e.g., Teacher notes each time I use kind words instead of shouting] My reward: [e.g., Special mention in celebration assembly] Goal 3: [e.g., I will ask for help when I don't understand] • How we'll measure this: [e.g., Tick chart each time I ask for help appropriately] My reward: [e.g., Extra 5 minutes on the computer]	
Key adults supporting me: • Class teacher: [Name] • Teaching assistant: [Name] • SENCO: [Name] • Parent/carer: [Name]	

How we'll share information: • [e.g., Daily communication book between home and school] • [e.g., Weekly phone call home on Fridays] • [e.g., All staff read this plan and attend briefing] Consistency is important: • All adults will use the same strategies • All adults will use the same language and signals All adults will celebrate my successes	
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6. Review and Next Steps

This plan will be reviewed on: [Insert date]

At the review, we will:

- Celebrate what's going well
- Discuss any changes needed
- Set new goals if appropriate
- Update strategies based on what's working

People involved in the review:

- [Child's name] - your voice is the most important!
- Parent/carer
- Class teacher
- SENCO