The Best You Can Be – Everyone, Every Day

POSITIVE BEHAVIOUR POLICY

Approved: December 2025
Review: December 2026

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1.Aims

This policy aims to:
- Create a positive culture that promotes excellent behaviour, ensuring that all children 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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2.Legislation and statutory responsibilities

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

- Behaviour and discipline in schools: advice for Executive Headteachers and school staff, 2016
- Behaviour in schools: advice for Executive Headteachers and school staff 2024
- Searching, screening and confiscation at school 2018 Update July 2023
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010 Update 2015
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023
- Use of reasonable force in schools
- Supporting children 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 children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Alternative Provision

Bridge Academy Manor Road
Manor Road,
Fenny Stratford,
MK2 2HP
01908 889417

central@bridgeacademy.org.uk

current Ofsted rating Good

3. Roles and responsibilities

3.1 The governing board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness
- Holding the Executive Headteacher to account for its implementation

3.2 The Executive Headteacher

The Executive Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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 children
- 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 children 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 children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

3.3 Senior Leadership Team

The leadership team will:

- Promote good behaviour
- Support colleagues to implement policy
- The senior leadership team will support staff in responding to behaviour incidents
- Balance both support and challenge to analyse trends and patterns

3.4 Teachers and staff

The teachers and staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly

- Challenging children to meet the school's expectations

3.5 Parents and carers

Parents and carers are expected to:
- 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.

3.6 Children

Children will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- 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

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

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

Extra support and induction will be provided for children who are mid-year arrivals.

4. The school's philosophy, approach to behaviour and behaviour curriculum

"We want Heelands pupils to be curious learners who can persevere, challenge themselves and become kind and responsible citizens of the future.

Our whole school Values of FRIENDSHIP, RESPECT, SELF-BELIEF, CO-OPERATION, CHALLENGE and RESPONSIBILITY begin to lay those foundations for the future and promote British Values in an age-appropriate way for our pupils."

Here at Heelands School, this is our goal for all of our children by the time they end their journey with us.

Our behaviour policy is underpinned by our high expectations and positive praise. The freedom within this framework ensures that children succeed, no matter what their starting points are.

Relationships are fundamental to absolutely everything that we do. This is driven by our listening culture, our ability and perseverance to understand children as unique individuals and the determination to continually adapt provision until we see consistent success.

Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

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

4.1 Mobile phones

Mobile phones, tablets and other technology are not allowed to be brought in to school.

5. Responding to behaviour

5. 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 children to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with children, which will include:
    - Greeting children 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

5.2 Safeguarding

We recognise 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.

Our school ethos and philosophy around behaviour is to drive high expectations through praise, recognition and encouragement. Where there is a need to support behaviour, we want to personalise, support and prevent incidents occurring where possible and provide early intervention strategies for children so these do not become learnt behaviours or habits.

5.3 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. This provides an opportunity for all staff to reinforce the school's 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.

Positive behaviour will be rewarded with:

- Praise
- Green Trackit points
- Stickers
- Note home in home school diary
- Sharing work with members of the leadership team
- Individual reward every time 30 Green Points are achieved
- Class reward when 500 Green Points are achieved as a class
- Celebration certificate awarded weekly to one child a class
- Other behaviours may be recognized individually in school by specific teachers and adults in different ways.

5.4 When behaviour is not good

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 predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children 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.

All children 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.

5.5 Behaviour Level Procedures

Level	Severity	Example	Action
Positive	N/A	Showing our Values: Responsibility Resilience Respect	Praise Green Points Celebration Note in HSD Stickers
Low	Low	Persistent fiddling/ distracting others Accidental damage through carelessness Inappropriate noises Talking at inappropriate times Teasing others Not listening Shouting out	Reminder/ warning given
Orange	Moderate	Repeating low level behaviour after a warning Throwing equipment Not telling the truth Name calling Leaving the room without permission Distracting others Making a mess Not ready/ late	Note home in the home school diary
Yellow	Moderate/ Serious	Repeating low and moderate behaviour Rudeness to a member of staff	10 minutes sitting on mat in the classroom. Note in the home school diary.

		Negative peer pressure Deliberate pushing Refusal Breaking health and safety rules Damaging work Spitting Disrupting class so that learning is affected	
Red	Serious	Repeating yellow behaviour Hurting someone Theft Damaging property Aggressive behaviour Dangerous behaviour Swearing Bullying Running Away	15 minutes in a partner classroom. Phone call home
High	Very serious	Four reds in a half term Sexual assault	Leadership meeting with parents, possible removal from class. Behaviour contract put in place.
	Extremely serious	Repeating low, moderate, serious and very serious behaviour. Severe examples of serious and very serious behaviour	Executive Headteacher involvement, possible suspension or permanent exclusion. Personal support plan put in place.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

5.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- 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 on Trackit which will be automatically be recorded on 'My Concern'

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.

5.7 Emergency Procedure for Behaviour Management

Our staff team will carry out the following actions in an attempt to avoid any form of physical intervention

CALM APPROACH
- Use of appropriate body language- open, honest.
- Watching from a distance
- Monitoring wellbeing as you respond

- Talking to find a way back using a positive verbal approach 'How can we do this together?' Always mention their name.
- Give options, this or this …..

However, in line with DFE guidance use REASONABLE FORCE* 2013 reviewed 2015 and common law we may be required to use physical intervention as a last resort in the following circumstance -

- a child is putting themselves or others directly at risk (example: fighting on the playground).
- Serious risk of damage to property
- To maintain good order to the running of the school.
- If a child's behaviour may be deemed criminal

If a child is putting themselves or others at risk, the following procedure should be followed:
- Remove the rest of the children and/or yourself from the situation, keeping a visual on the child at all times.
- Contact a member of staff trained on positive handling for support.
- Keep a visual of the child until a designated member of staff arrives.

If a child Breaches the School Boundary
- Say "STOP!" and keep a visual.
- Inform a DSL immediately (who may then call the police).
- Always risk assess chasing the child as this may result in them running into the path of a vehicle.

6. Serious sanctions

6. 1 Time to reflect

Children are issued a 'time to reflect' at red level and take place at lunchtimes at 12.00pm for 30 minutes. Time to reflect at Heelands School is a time where children focus on learning from this and how they can make changes moving forwards. All staff are authorised to allocate this time to children, in line with this policy. 'Time to reflect' is spent with the Executive Headteacher, Associate Headteacher or Assistant Headteacher.

6.2 Removal from classrooms

Removal from class for 10 minutes happens at yellow level. The child will go to another classroom and spend the time reflecting on their behaviour.

On occasions, a child may be removed for a limited time from class in response to serious or persistent breaches of this policy. They will continue to receive education under the supervision of a 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. A member of the Leadership Team will only remove children 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 children
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Children who have been removed from the classroom are supervised by SLT in most cases, and will be removed for a maximum of a day. Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Executive Headteacher. Parents will be asked to attend a meeting with a member of SLT where a behaviour contract will be drawn up. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

If the school needs to consider an alternative approach to behaviour management for children who are frequently removed from class, a pastoral support plan will be set up and may include:

- Meetings with pastoral support
- Use of LSAs
- Short term behaviour report cards
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on Safeguard My School.

6.3 Suspension and permanent exclusions

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 Executive Headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

7. Children with SEND

7.1 Recognising the impact of SEND on behaviour

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

When incidents of behaviour 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 behaviour will be made on a case-by-case basis.

When dealing with behaviour from children 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 children 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. For example:

- Use of personalised timetables
- Use of movement breaks
- Adjustment of seating plans
- Additional training for all staff
- Use of sensory/nurture spaces, when needed
- Reasonable adjustments, personalised to each specific child

7.2 Adapting sanctions for children 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.

7.3 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 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.

7.4 Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate 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.

8. Supporting children following a sanction

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school. At Heelands School, we see behaviour as a communication and want to learn with the child and family to support them to move forwards.

Possible strategies could be:

- Reintegration meetings with trusted adults
- Safe spaces
- Personalised provision
- Intervention
- Coaching/mentoring using data
- Work with external agencies to assess and support the needs of children

9. Training

All staff who work in the school will be supported in developing their behaviour management skills and their confidence in managing a range of behaviour situations.

Staff training opportunities during induction and throughout the year:

- De-escalation
- Restorative practice
- In-house training of ethos, systems and structures
- Team teaching

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension

- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed frequently by the Behaviour Lead.

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. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

11.2 Record keeping

The school uses an electronic system called Trackit Lights. This keeps a record of all behaviour logged, both positive and negative. If a child's behaviour needs monitoring or is a cause for concern, more detailed notes may be kept by relevant staff. Incidents of a more serious nature are recorded on Safeguard My School.

11.3 Monitoring this policy

This policy will be reviewed and approved by the governing board every year.

 At each review, the policy will be approved by the Executive Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing body every year.

12. Links to other policies

This policy links to the following policies:

- Exclusion
- Safeguarding
- Antibullying

Appendix 1

Written statement of behaviour principles
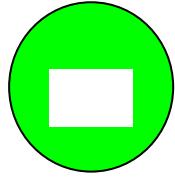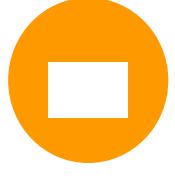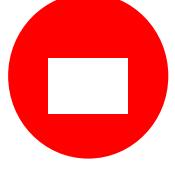
- We believe in open and honest conversations with children. They are strong and powerful, know the difference between right and wrong and are predisposed to want to make relationships.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- Every pupil has the right to learn and no pupil has the right to disrupt the learning of others.

- All children, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to children at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by children and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Children are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and children' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every 12 months

Appendix 2

Behaviour Contract

Track it lights colour	Behaviours to focus on	Strategies to help	Actions
🟢			
🟠			
🔴			
⚪			

Appendix 3

Behaviour Risk Assessment Plan (BRAP)

Name:
Date of birth:
SEND: Area of Need:
Behaviour Hierarchy of measure: Universal/Additional/Targeted/Intensive/Specialist
Site:

Date:	Review:

Triggers: (Describe the common situations/concerns which are known to have led to crisis scenarios and/or to the use of Positive Handling Techniques)
-

Indicators of pending crisis: (Describe what the behaviour looks/sounds like)
-

Risk: Tick the level of potential risk.					
Low		Medium		High	

General risk: (Identify the major risks should physical intervention **not** be applied)			
Injury to self		Serious damage to property	
Injury to others		Fleeing the scene without permission	
Causing disorder		Other: Please specify below	

Specific risk: (Identify the major risks should physical intervention **not** be applied and/or the potential risks as a consequence of intervention)					
Punch		Pinch		Throw objects	

Kick		Neck grab		Damage property	
Bite		Body grab		Throw furniture	
Head butt		Clothes grab		Punch/kick windows	
Weapons		False allegations		Other: Please specify below	

Diversion and distractions: (Describe interests, key words, objects, etc. which may divert the attention from an escalating crisis)

De-escalation: (Identify any strategies which have worked in the past or should be avoided)					
	Try	Avoid		Try	Avoid
Verbal support and advice			Chill out (safe space)		
Scripted 'calm' speaking			Contingent touch		
'Choice' language			Withdrawal offered		
Reassurance			Withdrawal directed		
Negotiation/compromise			Fresh Face		
Firm clear directions			Stepping away		
Humour			Shouted instructions		
Consequence reminder			Planned ignoring		
Success reminder			Other: Please specify below		

Praise points/strengths: (Areas that can be developed and built upon)

Medical/health: (Are there any issues that should be taken into account of before physically intervening)

Behaviour Policy

Agreed response protocol: (Hierarchy of adult actions in response to escalating behaviour to avert and manage crisis most effectively)

Supervisory requirements: (The minimum adult/student ratios school to provide during the course of plan to safeguard the welfare of all)

Physical interventions: (Identify any techniques which are most appropriate, have worked in the past and/or which should be avoided)

After care: (Note any specific requirements to support student following physical intervention)

Student comments:

Notifications: (Who will be informed of the use of physical intervention)

Sign:	Name:	Signature:
Student		
Parent/guardian		
Teacher		
Senior Leader		

Appendix 4

Personalised Support Plan (PSP)

<u>Personalised Support Plan</u>

| Trackit red incident | Behaviour contract

-after 2 red incidents on Trackit-
-implemented for 3 weeks- | Behaviour Risk Assessment Plan (BRAP)

-after 3 weeks of a behaviour plan not making expected progress- | Personalised Support Plan (PSP)

-poor attendance, poor behaviour, risk of frequent exclusion-
-6 week provision- |
|---|---|---|---|
| | | | |

Name of PSP coordinator/Inclusion lead	
Key Adult to monitor	
Date of PSP Implementation	

Name of Pupil			
Year Group		Teacher	

FSM	Pupil Premium	EAL	SEND
LAC	EHCP in place	Ethnicity	Other

Attendance to date:		
Autumn 1 %	Autumn 2 %	Spring 1 %
Spring 2 %	Summer 1 %	Summer 2 %

Fixed Term Exclusions Number of incidents	Fixed Term Exclusions Number of days	Reasons for the fixed term exclusion

Number of internal isolations	Number of physical interventions

Behaviour Policy

External Agencies		
Name of Agency	Key Worker	Date of Involvement Chronological order

Curriculum			
	Subject	Target	Working at
Autumn 1	Reading		
	Writing		
	Maths		
Autumn 2	Reading		
	Writing		
	Maths		
Spring 1	Reading		
	Writing		
	Maths		
Spring 2	Reading		
	Writing		
	Maths		
Summer 1	Reading		
	Writing		
	Maths		

Current concerns
Clearly identify specific behaviours e.g. defiance, argumentative, confrontational, aggressive, dysregulation, behaviour that is discriminatory/bullying   *Specific lessons, genders, times of day, specific staff*
Aims of the PSP
E.g. reduce the number of fixed term exclusions   *Reduce the number of isolations/internals/physical interventions*   *To support XXX in self regulating his/her behaviour*

Triggers	
Specific subjects/teachers	
Specific times of the day	
Social times/transition times	
Internal or external triggers	

Presenting Issues What's working well and areas of concern	
School View	
Pupil Voice	
Parent Voice	
Additional information, if appropriate	*feedback from current agencies*
Part-time timetable paperwork, if appropriate	
Strategies and targets	*Links to SEND support plans, EHC document, GROW plans etc*

Scaling	
School View	0 1 2 3 4 5 6 7 8 9 10
Pupil Voice	0 1 2 3 4 5 6 7 8 9 10
Parent Voice	0 1 2 3 4 5 6 7 8 9 10

| 0 = not engaged in learning, not making progress, poor behaviour and attendance |
| 10 = on target, fully engaged with learning, excellent behaviour and attendance |

| Current Provision |
| --- |
| This shows in school provision and out of school provision |
| *Specific child's folder attached, including timetables and analysis documentation* |

Agreed by			
	Signed	Print Name	Date
Pupil			
Parent/Carer			
Class Teacher			
Assistant Headteacher			
Key Adult			
Inclusion lead PSP Co-Ordinator			

Appendix 5

Responding to incidents of Sexual Violence and Sexual Harrassment

Act on concerns immediately (it could happen around here) → Take appropriate action in line with policy at **Heelands School** → If possible, have two members of staff present → Be aware of searching, screening and confiscation guidance. **Do not view or forward images**

Listen carefully, reflect back, use the child's language, be non-judgemental, be clear about boundaries and how report will be progressed ← Be supportive and respectful - a child will disclose to anyone they trust ← Do not promise confidentiality but do only share with necessary adults in school ← Do not promise confidentiality but do only share with necessary adults in school

No leading questions asked → Make a **written** record *Best practice is after and write a thorough summary* → Record the facts as presented by the child (no opinions of staff are relevant) → Inform the DSL as soon as possible, without delay and then, record on CPOMs

*On the above diagram, 'CPOMs' is 'Safeguard My School'.

Appendix 6

Reward Tracker – X Class

	Bronze 1	Bronze 2	Silver 1	Silver 2	Gold 1	Gold 2	Platinum 1	Platinum 2	Diamond 1	Diamond 2

No. of green points	Activity	No. of green points	Activity
500		3500	
1000		4000	
1500		4500	
2000		5000	
2500		5500	

3000		6000	
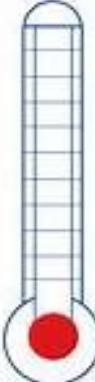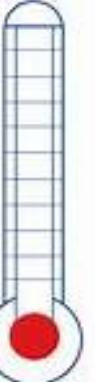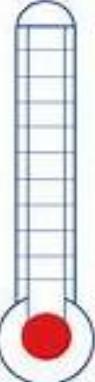
Lions
Green Point Tracker

Week Beginning:	Week Beginning:	Week Beginning:
___%	___%	___%
What Went Well:	What Went Well:	What Went Well:
Even Better If:	Even Better If:	Even Better If:
Week Beginning:	Week Beginning:	Week Beginning:

____%	____%	____%
What Went Well:	What Went Well:	What Went Well:
Even Better If:	Even Better If:	Even Better If:

Appendix 8

<mark>**Positive Behaviour Management, No-Shouting Expectations and Safe Practice
The Blue Sky Federation**</mark>

Purpose
This appendix sets out the expectations for staff behaviour management across The Blue Sky Federation. It outlines the positive approaches all adults must use, makes clear that shouting is not acceptable, and clarifies expectations around safe, lawful physical intervention. The purpose is to ensure consistent, calm and respectful practice that supports children's wellbeing and effective learning.

Core Principles
• All behaviour is communication.
• Positive relationships are the foundation of positive behaviour.
• Behaviour can be taught, shaped and improved through modelling, consistency and reinforcement.
• Staff responses must be calm, predictable and professional, even in challenging circumstances.
• Children must always be treated with dignity and respect.

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1. **Staff Communication and Conduct**

• **Staff must not shout at children under any circumstances.**
– A quiet, calm voice is essential for emotional regulation and de-escalation.
– Staff model the behaviour expected from children.

• **Maintain calmness and professionalism**
– Keep language short, simple and neutral.

Behaviour Policy

– Avoid invading personal space unless necessary for safety.
– Stand still and avoid prolonged eye contact during escalation.

• **Trauma-informed and dignity-led practice**
– No shaming, humiliating or publicly embarrassing children.
– Responses should foster safety, trust and emotional growth.

• **Consistency**
– All staff must follow the same expectations, systems and strategies.

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2. Positive Behaviour Management Strategies

Positive Feedback (Acknowledge – Approve – Affirm)
Notice behaviour, name why it is positive, then give a positive label.
Example: "Thank you for tidying up so quickly — you are a great helper."

Positive Correction
Tell children what you want to see ("Please walk") rather than what to stop.

Positive Repetition
Ask a child who knows the expectation to repeat it; praise those who follow it.

Non-Verbal Cues
Use signals such as raised hand, finger on lips, or a calm look.

Take-Up Time
Give a clear direction, then move away to allow the child / children time to comply.

Re-direction
Repeat the direction calmly; do not be drawn into side issues.

Tactical Ignoring
Ignore minor secondary behaviours (e.g., huffing) if the primary request is followed.

Physical Proximity
Move closer to signal presence without confrontation.

Distraction/Diversion
Offer an alternative task or focus to shift behaviour calmly and discreetly.

Clear Expectations
State expectations in advance: "When we go inside, I will give points to those who sit and start straight away."

Where/What Prompts
"Where should you be?" "What should you be doing?"

Choices
Offer controlled choices: "Put the toy on my desk or in your bag — your choice."

Broken Record Technique
Calmly repeat expectations or consequences without being drawn into debate.

Private Reprimand
Address behaviour quietly to protect dignity.

Repair & Rebuild
After correction, quickly restore connection by catching the children being good.

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3. Managing Difficult Situations

Adults must make calm, thought-driven, professional decisions designed to de-escalate.

• Remain calm and use a quiet voice — **never shout**.
• Use minimal, neutral language.
• Avoid crowding the child; protect personal space.
• State expectations clearly and remind the child of what will happen next.
• Remove the audience if necessary.
• **Withdrawal:** Move the child to a quiet space for cooling-off and reflection.
• Call for support where needed, following internal procedures.
• Maintain safety and model emotional regulation at all times.

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4. Physical Intervention and Safety

Staff must not use any form of physical intervention unless it is necessary to prevent immediate harm to the pupil, other pupils or staff. Physical intervention may only be used as a last resort and must comply with all statutory guidance. De-escalation strategies must always be attempted first. Any incident of physical intervention must be recorded, reported to the SLT (Senior Leadership Team), and communicated to parents or carers.

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5. Roles, Responsibilities and Support

• Staff must seek support promptly when a child's behaviour poses risk or continues to escalate.
• Senior Leaders are responsible for providing timely assistance and guidance.
• Staff will receive training in de-escalation, positive behaviour strategies and trauma-informed practice.

• Staff wellbeing matters: debriefing and reflective opportunities will be provided after serious incidents.

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6. Recording and Monitoring

• Incidents that involve significant disruption, dysregulation, risk or physical intervention must be recorded on the school's behaviour system (TrackIt Lights) and safeguarding software (CPOMS).
• Patterns of concern will be monitored so that early support, interventions or adjustments can be provided.
• Serious incidents will be reviewed by SLT for follow-up actions.

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7. Key Messages for Pupils

• "I want you to succeed in my class."
• "You are responsible for your own behaviour."
• "We use calm voices in our school."
• "We can always repair and move forward."

• "*Be the best you can be; Everyone, Every Day*."

Conclusion

By using consistent, positive behaviour strategies; avoiding shouting; maintaining calm, respectful communication; and ensuring that physical intervention is used only when absolutely necessary for safety, The Blue Sky Federation promotes a safe, nurturing and effective learning environment for every child.