DUNALLEY PRIMARY SCHOOL
Learning and achieving together

Policy: **Positive Behaviour Policy**

Date: September 2026
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Authorised by: Governing Body
Updated by: Headteacher

Dunalley Primary School welcomes all students. We take safeguarding very seriously and all our policies are developed with a high priority on children's safety and in light of safeguarding policy. All our policies are interlinked and should be read and informed by all other policies.

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Aims

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can live and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Behaviour in Schools, DfE, February 2024

We want the children in our care to feel safe and enjoy learning in a nurturing and stimulating environment. We work alongside parents and teach children life skills that will enable them to succeed and flourish throughout their lives. We believe that schools have an important role to play in helping to shape rounded, determined young people who can face the challenges of the modern world with confidence and acknowledge that positive behaviour traits are at the heart of learning.

We aim to ensure that all children leave our school understanding the importance of behaving responsibly and being able to make good choices for themselves. This will enable them to prosper and thrive personally, socially, academically and economically. Teaching and encouraging children to behave with their peers and adults is an essential pre-requisite for happiness, effective learning and success. To this end, we actively nurture positive behaviours through our daily interactions with children and the Commando Joe's Character Curriculum. This divides behaviour traits into 7 categories which are linked to the programme's central character – RESPECT.

COJO RESPECT **Core Characters**	COJO RESPECT **Character Behaviour Traits**
Resilience	Determined; self-controlled; persistent; courageous; diligent; perseveres
Empathy	Just (fair); compassionate (forgiveness); kind; courteous; unselfishness
Self-Aware	Self-confident; self-disciplined; honest; humorous; humility; adaptability
Passion	Gratitude; motivated; positive attitude; inspires; willpower
Excellence	Creative; curious; inquires; pride; critical thinking
Communication	Listens; influences; feedback; reflective; evaluative; presence
Teamwork	Cooperates; responsible; cares; decision makes; helpful; unity; patient

Throughout the school we draw on carefully selected Commando Joe units of work to explore and embed RESPECT behaviour traits.

When appropriate, we use Commando Joe prompts to support learning direction and track achievement of individuals. The programme enables the assessment of RESPECT descriptors and supports staff in identifying whether positive behaviour traits are emerging, established, expected, exceeding or excelling for individuals. Appendix 9 provides further information.

Legislation and statutory requirements

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

- Behaviour in Schools - Advice for headteachers and school staff (February 2024)
- The Equality Act 2010
- Behaviour and discipline in schools: guidance for governing bodies (September 2015)
- Restrictive interventions, including the use of reasonable force, in schools (April 2026)
- Searching, screening and confiscation at school (July 2022)
- Keeping Children Safe in Education (September 2026)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026)
- Special educational needs and disability code of practice: 0 to 25 years (June 2014)
- Supporting pupils at school with medical conditions (December 2015)
- A guide for parents on school behaviour and exclusion (May 2023)

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 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Our School Code of Conduct

- We respect ourselves and others by being kind, caring and considerate
- We respect our school and its grounds
- We learn and help others learn
- We follow instructions and keep ourselves and each other safe
- **We are ready, respectful and safe**.

Roles and responsibilities

Everyone in our school community has a role to play in creating and maintaining positive learning environments and promoting good manners and discipline.

Pupils will:

Be ready, respectful and safe. They will:

- work and play positively
- follow instructions of all staff
- say 'please' and 'thank you' and 'excuse me' when asking or needing to pass
- walk in school classrooms and corridors
- not leave the classroom or designated area unless permission has been granted
- support and care for each other
- respect each other's property and work
- complete homework
- be suitably equipped for class
- observe the school, class and playground code of conduct
- meet expectations of polite and appropriate behaviour whilst out of the school e.g. on trips or at sporting competitions.

Appendix 9 provides an overview of expectations in the early years and year group breakdowns for RESPECT behaviour traits in years 1 to 6.

Families will:

- ensure that children have had sufficient sleep, are well fed and ready for the school day
- praise their children for their efforts and achievements
- value their child's education
- reinforce the importance of good behaviour and teach it in the home
- oversee that all homework is completed
- be aware of and support the school's vision, aims and expectations
- ensure their children attend daily and, if absence cannot be avoided, phone the school office to explain the situation
- maintain links with the school and attend family meetings and respond to letters home and electronic communications as soon as possible
- ensure that their children respect differences and do not abuse or discriminate against people different to themselves
- inform the school if there has been any significant change in their child's medical needs or home circumstances.
- act in accordance with the levels of behaviour overviews provided below.

All staff will:

- uphold the school's behaviour policy at all times
- ensure children are safe
- nurture respectful relationships
- have high expectations of all pupils
- create and maintain a stimulating environment that encourages pupils to be engaged
- teach, model, explain and monitor standards of acceptable behaviour, exhibiting consistency in routines and procedures and the manner in which reflective conversations are conducted
- use consistent methods to get class attention, maintain acceptable noise levels, line up etc.
- recognise and celebrate behaviours that are above and beyond
- be consistent and fair in their response to undesirable behaviours
- correct and guide pupils who have displayed inappropriate behaviours in a firm but low toned voice
- endeavour to meet the educational, social, emotional and mental health needs of children with the support of parents
- assume responsibility for the behaviour of all pupils in all areas of the school
- act in accordance with the levels of behaviour overviews provided below.

Middle and senior leaders will:

- Support teaming teams in addressing persistent misbehaviour and poor attitudes to learning or school life as described at level 3 of the behaviour overview provided below.

The headteacher will:

- maintain high expectations of pupils' conduct and behaviour and ensure that these are commonly understood by staff and pupils and applied consistently and fairly to secure a calm and safe environment
- visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy
- ensure that measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.
- ensure that pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.
- ensure that all members of the school community create a positive, safe environment in which physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
- ensure that any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.
- act swiftly and decisively should circumstances arise that endanger the safety of a pupil or staff member to remove the threat and reduce the likelihood of its reoccurrence.
- review this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1)
- publicise the school behaviour policy in writing to parents, staff and pupils at least once a year.

The governing body will:

- review and approve the written statement of behaviour principles (appendix 1).
- review the behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Recognition and consequence

We have high expectations for our pupils and positive behaviours will be recognised and actively encouraged through regular verbal praise and feedback. We celebrate the behaviour of children who go over and above and ensure that parents are aware of their child's achievement. Exemplary behaviour will be celebrated in assembly at the end of each half term and shared with our community via the newsletter.

The use of stickers, certificates and praise cards may be appropriate for some learners at different stages of their development. We recognise the limitations of extrinsic rewards, however. Our aim is to ensure that all our pupils are intrinsically motivated to achieve their very best in all areas of their lives. We want our children to be motivated to behave positively because they recognise that it is the right thing to do. We do not want our learners to choose positive behaviours purely because they want something in return.

Misbehaviours are addressed in a consistently firm and fair manner. Staff respond predictably, promptly, and assertively in accordance with this behaviour policy. Staff will prioritise the safety of children and staff and restore a calm environment. Restorative approaches are then used to encourage children to think about how their behaviour affects themselves, their learning and other people. This will help children to develop respect, responsibility and truth telling. If a child has done something wrong, they will be asked to put things right and change their behaviour so that it does not happen again.

We recognise that our response to unwanted and inappropriate behaviour needs to take into account environmental factors and personal circumstances - behaviour is a form of communication that exists within a context. Having assessed the situation, when the conduct of children falls below the standard which could reasonably be expected of them, staff may choose to implement the consequences and sanctions listed later in this policy.

When there is a persistent problem behaviour a more in-depth analysis of the behaviour will be undertaken. This involves analysing the context and asking questions such as:

- Are there any triggers that typically set off the behaviour?
- Where does the behaviour occur most?
- Is the work at the right level? Is there an underlying learning difficulty?
- Is the child experiencing friendship difficulties?
- What does the child earn or avoid as a result of the behaviour?
- Are there any home circumstances that could contribute to the behaviour?

Sometimes children require additional support to meet behavioural expectations. In these circumstances, support will be given consistently and predictably, applied fairly and only where

necessary. We are mindful that not all children requiring support with behaviour will have identified special educational needs or disabilities.

Should staff have serious concerns about a child's behaviour, they will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required. See Working together to safeguard children for further information.

Special Educational Needs and/or Disability

It is sometimes appropriate for the school, with parental consent, to secure the support of outside agencies in understanding unwanted behaviours and identifying how best to support a child. It may be that the child has special educational needs, or a disability, that is impacting on their behaviour.

In these circumstances, behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation (DfE, 2024).

When a pupil is identified as having SEND, a graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided. The law requires schools to balance a number of duties when a child has SEND that at times affects their behaviour, in particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND, and
- if a pupil has an Education, Health and Care plan, the provision set out in that plan must be secured and the school must work in partnership with the local authority and other bodies.

Whilst meeting these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. For example:

- short, planned movement breaks for a pupil whose SEND means that they find 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
- training for staff in understanding conditions such as autism.

Our restorative approach

Restorative practices take incidents that might otherwise result in punishment and create opportunities for pupils to learn. Punishment doesn't teach better behaviour, restorative conversations and reflections do.

Restorative conversations provide an opportunity for pupils to:

- become aware of the impact of their behaviour
- understand the obligation to take responsibility for their actions
- take steps toward making things right.

Through this process students learn how to interact and manage their relationships with adults and peers. They become better equipped to understand how their actions impact others and how to monitor future behaviour. Restorative practices encourage accountability, improve school safety, help strengthen relationships, and create more positive outcomes for pupils and the school community.

When our pupils find themselves in conflict or upset, we will use the following questions and establish a restorative conversation:

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought since?*
- *How did this make people feel?*
- *Who has been affected?*
- *How have they been affected?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*

See Appendix 2 for more information.

The number of questions explored with a child will depend on their age and/or stage of development. It may be appropriate to focus in on those that are most pertinent to the issue or relevant to the child.

The following questions may suffice:

- *What happened?*
- *Who has been affected by this?*
- *What needs to happen now?*

Levels of behaviours

The following tables outline different types of behaviour and our response to them. They facilitate a clear, fair and consistent response to behaviour.

	LEVEL 1	
	Level 1* - Exceptional - Exceeding	Level 1 - 1st class - Expected
Descriptor	Role models	Positive behaviours and attitudes that enable a child to enjoy positive relationships, learn, achieve and succeed.
Examples	We make our expectations clear and use the EYFS Framework and Commando Joe year group breakdowns to clarify them with children, families and staff. See Appendix 9 for further information. Using these descriptors as a basis for discussion, teaching teams liaise and assess children's behaviour and attitudes to learning on a termly basis. We expect our children to be consistently **ready**, **respectful** and **safe** and to demonstrate RESPECT characteristics: **Resilience** - determined, self-controlled, persistent, courageous, diligent, perseveres **Empathy** - just (fair), compassionate (forgiveness), kind, courteous, unselfishness **Self-Aware** - self-confident, self-disciplined, honest, humility, adaptability **Passion** - gratitude, motivated, positive attitude, inspires, willpower **Excellence** - creative, curious, inquires, pride, critical thinking **Communication** - listens, influences, feedback, reflective, evaluative, presence **Teamwork** - cooperates, responsible, cares, decision makes, helpful, unity, patient	
Consequences	Children that behave in a consistently positive and productive manner typically learn more and achieve greater success and happiness in all areas of their lives. Expected behaviours will be recognised through verbal praise and feedback. Teachers will reinforce expectations by building and maintaining positive relationships with children and families. This will involve keeping parents updated about their child(ren)'s behaviour and encouraging them to celebrate successes. In addition to the informal conversations at the end of the school day, teachers will update families during scheduled family meetings and report on attitudes to learning and behaviour in end of year written reports.	
School support and intervention	Exceptional - 1* behaviour: Individual children who demonstrate consistently exceptional behaviour and attitudes to learning will be recognised in assemblies. Having discussed observations with the rest of the teaching team and agreed that a child has met the above criteria, their name and reason for their recognition will be added to a Commendation	

	Book which will be on display near the main office. In addition to this, children may also be offered an 'ask me why I'm wearing this' wrist band so that staff who see it can also provide positive feedback and acknowledgement. Families will also be informed of exceptional behaviour so that the child can also be celebrated at home.
Family support and intervention	The role of parents is crucial in helping schools develop and maintain good behaviour (DfE, 2024). Having selected Dunalley as the school for their child, families support the school vision and values and behaviour policy. ***Learning and achieving together*** *Our school empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.* *- We value each individual and celebrate diversity* *- We care about each other and the environment* *- We persevere and grow together* *- We are ready, respectful and safe* *Our goal is to equip our children with the knowledge, understanding, skills and attitudes that will enable them to thrive in our ever-changing world.* To support the school, all families are encouraged to get to know the school 's behaviour policy. It is always available via the school website. Following the governor annual approval of the policy, key reminders and updates will be shared via the school newsletter. The Headteacher will also invite families into school on an annual basis to learn more about the policy.
Notes and next steps	First class, Level 1 behaviour is our expectation throughout the school. We recognise that children will occasionally make behavioural mistakes as they grow and develop and may sometimes require reminders. A child who immediately learns from a reminder and displays no further unwanted behaviour or poor attitude to learning may maintain their overall assessment of first class – level 1 behaviour.

LEVEL 2	
Descriptor	**Repeated** misbehaviour and poor attitudes to learning that can be effectively managed, deterred and eliminated by teaching teams.
Examples	- Behaviours that are repeatedly or persistently not ready, respectful or safe. Examples of unwanted behaviour and attitudes include, but are not limited to: **Not ready** - Disregarding the instructions of adults - Not immediately applying oneself to learning, refusal to work or cooperate **Not respectful** -Infringement of playground or class rules -Disregarding instructions of adults and refusing to follow them -Speaking out of turn - shouting out - interrupting teaching and learning -Deliberate use of language to hurt others including verbal and written abuse online, -Threatening behaviour to towards children or adults -Swearing, insulting or making rude remarks - abuse against sexual orientation, disability or race -Telling lies and getting others into trouble **Not safe** -Unsafe movement around the classroom/school e.g. running in corridor -Unsafe use of property/resources causing damage - deliberate destruction of school property or another child's work -Rough play - acts of violence e.g. kicking, thumping, biting etc. - assault **In the event of dangerous and harmful behaviours staff will:** -Send a message (a picture of a watering can) to the office to alert the CFSW or a Senior Leader to the severity of the situation and get help. -The approaches outlined in Appendix 6 will be used to de-escalate the situation and keep everyone safe. -If necessary, the pupil will be removed from the situation or bystanders removed from the scene. Pupil to be supervised in designated area e.g. The Hub/SA office whilst they regain control of their emotions. -If staff are required to use a restrictive intervention, including reasonable force where necessary, to ensure the safety and wellbeing of pupils or staff, they will follow the procedures set out in the school's *Use of Restrictive Interventions Policy*. This includes completing the Restrictive Intervention Reporting Form and informing parents at the earliest opportunity.

Consequences	In-school teaching team sanctions and intervention which could involve: Verbal warning to individual. Private discussion with child. Use of scripting to remind pupils of expected behaviour - see Appendix 3. Temporary withdrawal of the pupil from the situation – this is typically within or close to the classroom and for a short period of time. Use of quiet corner/calm box/thinking area (stage and age dependent). Possible reduction of play privileges and attendance at 'reflection time' (teachers have the authority to implement this sanction). Pupil takes responsibility for their actions and restores relationships e.g. apologising to staff/pupil verbally or in writing, replacing purposefully broken items.
School support and intervention	At the earliest opportunity, teachers will informally inform parents and carers that their child's behaviour/attitude is not meeting expectations and seek their support in addressing it. This may constitute a chat in the playground after school or phone call home. This conversation will be logged on CPOMs. If appropriate, the child will be present for at least part of this discussion - their views and wishes will be listened to and considered. Staff may draw on the Executive Function Early Assessment Toolkit, where appropriate, to support the early identification of underlying needs. Additional language assessments, alongside other assessments tailored to individual needs, may also be undertaken where appropriate. In order to gain a fuller understanding of the situation, the class teacher will ask about how the child is behaving outside of school. It may be helpful for Emily Alway (Child and Family Support Worker) to have a follow up conversation and offer Early Help.
Family support and intervention	Parents/Carers will be asked to support teachers in addressing the unwanted behaviour/attitudes that their child is displaying in school. At home, this may involve reinforcing school expectations and discussing the misbehaviour reported to them by the teacher. Teachers are happy to share their views on whether further consequences at home (e.g. not being allowed to watch television for the rest of the day) is appropriate at this level. It may be that they feel that the immediate in-school consequences were enough.
Notes and next steps	Children displaying Level 2 behaviours who do not change their behaviour in response to the intervention of teaching teams and parents/carers will be supported under Level 3 of this policy.

LEVEL 3	
Persistent misbehaviour and poor attitudes to learning or school life which, despite the best efforts of teaching teams, require the additional support of a Phase or Senior Leader and possibly external agencies.	
Examples	Behaviours that are repeatedly or persistently not ready, respectful or safe. Examples of unwanted behaviour and attitudes include, but are not limited to: **Not ready** - Disregarding the instructions of adults - Not immediately applying oneself to learning, refusal to work or cooperate **Not respectful** -Infringement of playground or class rules -Disregarding instructions of adults and refusing to follow them -Speaking out of turn - shouting out - interrupting teaching and learning -Deliberate use of language to hurt others including verbal and written abuse online, -Threatening behaviour to towards children or adults -Swearing, insulting or making rude remarks - abuse against sexual orientation, disability or race -Telling lies and getting others into trouble **Not safe** -Unsafe movement around the classroom/school e.g. running in corridor -Unsafe use of property/resources causing damage - deliberate destruction of school property or another child's work -Rough play - acts of violence e.g. kicking, thumping, biting etc. - assault **In the event of dangerous and harmful behaviours staff will:** -Send a message (a picture of a watering can) to the office to alert the CFSW or a Senior Leader to the severity of the situation and get help. -The approaches outlined in Appendix 6 will be used to de-escalate the situation and keep everyone safe. -If necessary, the pupil will be removed from the situation or bystanders removed from the scene. Pupil to be supervised in designated area e.g. The Hub/SA office whilst they regain control of their emotions. -If staff are required to use a restrictive intervention, including reasonable force where necessary, to ensure the safety and wellbeing of pupils or

	staff, they will follow the procedures set out in the school's *Use of Restrictive Interventions Policy*. This includes completing the Restrictive Intervention Reporting Form and informing parents at the earliest opportunity.
Consequences	In addition to consequences listed under level 2, further in-school sanctions and intervention which involve liaison with a phase or senior leader may be implemented: Temporary withdrawal of the pupil from the situation. This may include 'time out' in the classroom or in another classroom or workspace so that the pupil can reflect on their behaviour. They may be required to fill in a reflection sheet (Appendix 4) or continue with the work set by their teacher. Removal from the classroom is only used when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Families will be informed on the same day if their child has been withdrawn from the classroom. Teachers will use their professional judgement when deciding how long a child should be removed from the classroom. Children must not be removed from classrooms for prolonged periods of time (more than half a day) without the explicit agreement of the headteacher. Pupil may be required to attend reflection time and discuss what had happened, who was affected by the behaviour and what needs to happen next. Pupil catches up with missed work so that they are ready for the next lesson. This may involve them taking their work to a reflection time or other supervised space during a play or lunchtime. It may be appropriate for the pupil to complete learning activities at home.
School support and intervention	The teacher will schedule a meeting to discuss concerns with parents. A phase or senior leader will join this solution focused conversation. During the meeting attendees will outline areas of difficulty, identify areas for improvement and develop strategies that will help the child to secure more positive behaviours/attitudes. Wherever possible, the child will be present for at least part of this discussion - their views and wishes will be listened to and considered. Where appropriate and reasonable, adjustments should be made for pupils with additional needs to ensure that they can meet behavioural expectations. These adjustments may be temporary e.g. a pupil who has recently experienced a bereavement may need to be pre-emptively excluded from a routine to give them time and space away from their peers. Teachers and parents should consider whether a child presenting with persistent misbehaviour has SEND whilst being mindful that not all pupils

	requiring support with their behaviour will have identified special educational needs or disabilities. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. With parental consent, targeted intervention sessions may be scheduled with the Child and Family Support Worker and referrals may be made to external agencies. Following the meeting, positive and unwanted behaviours may be logged on a behaviour tracker. This will enable staff to identify triggers and trends and refine support and intervention plans. Behaviour trackers may also be a useful means of sharing with families the behaviours and attitudes that are occurring in school. The teacher will agree the best way of sharing this information with the family during the Level 3 meeting. For example, a copy of the tracker may be sent home on a Friday afternoon or the tracking document may be sent home on a daily basis on the understanding that it must come back to school the following day. At the end of the meeting, a mutually convenient review date will be set so that progress can be formally assessed following Level 3 interventions. Families will also be given a physical copy of the school's behaviour policy.
Family support and intervention	Parents/Carers need to support teachers in addressing the unwanted behaviour/attitudes that their child is displaying in school as their child is not meeting expectations and making the most of their time in school. Persistent misbehaviour negatively impacts on their learning, development and experience. Children that behave in a consistently positive and productive manner typically learn more and achieve greater success and happiness in all areas of their lives. Children who are being supported at Level 3 are not securing this. Parents/Carers are expected to attend a scheduled meeting with the class teacher and a Phase or Senior Leader. Staff will do their best to arrange the meeting at a mutually convenient time. The school would like all parties with Parental Responsibility to attend. Given that the unwanted behaviour or attitudes are persistently prevalent in school, parents/carers are urged to actively reinforce school rules and expectations at home. Because Level 2 interventions have not successfully deterred unwanted behaviours and secured improvement, in addition to discussing the misbehaviour displayed in school, it is likely that at-home consequences will be appropriate. Teachers can share their views on this and make recommendations. Following the meeting, behaviour trackers will be shared with families on a regular basis. The best way of doing this will be discussed during the Level 3 meeting. Parents/Carers are urged to look at the tracker with their child so that they can receive positive feedback for improvements and discuss incidents of unwanted behaviour.

	Families who feel that there may be an underlying reason for their child's persistent misbehaviour in school are urged to share this with school staff so that they can understand the situation and help to secure appropriate support and guidance. This may include Early Help, a referral to the school nurse, providing a supporting letter for a GP or signposting to parenting classes. It may be appropriate for the SENCO to be included in this discussion. The school is eager to support families in helping children to thrive and flourish. Working together will help the child to receive the right support at the earliest opportunity and help us to break negative cycles of behaviour which, left unchecked, could lead to suspension or exclusion from school.
Notes and next steps	<u>Responding to the behaviour of pupils with SEND</u> *Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion - this is a question of judgement for the school on the facts of the situation. Schools should consider whether a pupils' SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have*. See DfE Managing Behaviour in Schools (2024), page 18, for further information. Children who to continue to display persistently unacceptable behaviours/attitudes, despite level 3 interventions are supported at Level 4. The Headteacher will become involved and oversee future meeting and support strategies. If consent for the engagement of outside agencies has not been previously given, the school will be strongly advising this and seeking advice from the Local Authority if it is not forthcoming.

LEVEL 4	
Descriptor	**Continued persistent** misbehaviour and poor attitudes to learning which require the additional support and intervention of the Headteacher and external agencies, this could include suspension or exclusion from school.
Examples	Behaviours that are repeatedly or persistently not ready, respectful or safe. Examples of unwanted behaviour and attitudes include, but are not limited to: **Not ready** - Disregarding the instructions of adults - Not immediately applying oneself to learning, refusal to work or cooperate **Not respectful** -Infringement of playground or class rules -Disregarding instructions of adults and refusing to follow them -Speaking out of turn - shouting out - interrupting teaching and learning -Deliberate use of language to hurt others including verbal and written abuse online, -Threatening behaviour to towards children or adults -Swearing, insulting or making rude remarks - abuse against sexual orientation, disability or race -Telling lies and getting others into trouble **Not safe** -Unsafe movement around the classroom/school e.g. running in corridor -Unsafe use of property/resources causing damage - deliberate destruction of school property or another child's work -Rough play - acts of violence e.g. kicking, thumping, biting etc. - assault **In the event of dangerous and harmful behaviours staff will:** -Send a message (a picture of a watering can) to the office to alert the CFSW or a Senior Leader to the severity of the situation and get help. -The approaches outlined in Appendix 6 will be used to de-escalate the situation and keep everyone safe. -If necessary, the pupil will be removed from the situation or bystanders removed from the scene. Pupil to be supervised in designated area e.g. The Hub/SA office whilst they regain control of their emotions. -If staff are required to use a restrictive intervention, including reasonable force where necessary, to ensure the safety and wellbeing of pupils or staff,

	they will follow the procedures set out in the school's *Use of Restrictive Interventions Policy*. This includes completing the Restrictive Intervention Reporting Form and informing parents at the earliest opportunity.
Consequences	In addition to consequences listed under levels 2 and 3, possible internal or external suspension, or permanent exclusion from school. Suspension and exclusion for persistent breaches of the behaviour policy will only be necessary when the strategies, practices and interventions have not been successful in improving a child's behaviour and the use of more significant interventions or sanctions are required. **A serious breach of the behaviour policy could lead to immediate permanent exclusion if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.** Parents/Carers will be required to come into school immediately should a suspension or exclusion from school be necessary. Suspension and Permanent Exclusion from schools, academies and pupil referral units in England, including pupil movement (2026) *Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.* *For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. Where approaches to behaviour management have been exhausted, suspension may sometimes be necessary, with permanent exclusion only to be used as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.* The decision to permanently exclude a pupil will only be taken: • in response to a serious breach or persistent breaches of the school's behaviour policy; and • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

	The Headteacher will meet all statutory requirements when suspending or permanently excluding a pupil. During the first five school days of a suspension, the school will take steps to ensure that work is set and marked. Where a suspension lasts for more than five school days, suitable full-time education must be arranged from the sixth school day. Following a permanent exclusion, the local authority is responsible for arranging suitable full-time education from the sixth school day.
School support and intervention	A meeting will be convened as a matter of urgency. The Headteacher will lead the team around the child (TAC) meeting. Wherever possible, the child will be present for at least part of this discussion - their views and wishes will be listened to and considered. Staff and parents will continue to explore the context of the behaviour and any underlying cause. Staff will continue to track behaviour and share this with families, other agencies may request of copy of this. A child with SEND will continue to be receive support through the SEND Code of Practice. The possibility of a request for a placement in a specialised setting will be considered in an emergency review if the child has an EHCP. Where appropriate a risk assessment will be completed in partnership with parents. The involvement of outside agencies will be requested with the consent of a parent e.g. the Advisory Teaching Service, Educational Psychology Service, CAMHS or Social Care. If parents/carers do not consent to the engagement of outside agencies, the school will seek advice from the local authority. The school will assess whether a time-limited reduced timetable may be beneficial to break a negative cycle of behaviour. The school will contact the GCC Inclusion team if they feel that this may be an appropriate intervention and discuss this possibility with families. The GCC Inclusion Team will be invited to meetings and reviews along with representatives from other agencies who are supporting the child and family. The benefits of time-limited attendance at an alternative education setting to improve behaviour, a managed permanent move to another mainstream school and fresh start will be considered. The local authority will be alerted to the risk of permanent exclusions and risk of further suspensions.

Family support and intervention	It is crucial that parents/carers make the time attend all Level 4 meetings. School staff will also prioritise meeting at the earliest opportunity and reschedule other items in their dairies whenever possible. It is desirable for both parents with Parental Responsibility to attend formal meetings and reviews. People with parental responsibility will receive meeting notes following the review. Families will be asked to actively support school in helping their child to understand the severity of the situation and potential consequences of continued unacceptable behaviour - this could include a time-limited reduced timetable or attendance at an alternative setting, a managed move to a different setting, or suspension and/or exclusion from school. In the event of a suspension or exclusion, parents/carers must come into school as quickly as possible and take their child home. <u>Temporary suspension</u> If the child has been issued with a fixed-term suspension from school, the Headteacher will explain the reasons for this to the collecting parent and follow this up with a formal letter to adults with Parental Responsibility at the earliest opportunity. In line with government guidance, families must make sure that their child is not present in a public pace at any time during school hours during a suspension. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. Families must take suspension from school extremely seriously and work with the school to secure improvement. The school may ask parents/carers to support a time-limited reduced timetable, attendance at an alternative education setting or a managed move to another mainstream school. Parents/carers with a child with an EHCP might be asked to support a request for a placement in a specialised setting. <u>Permanent exclusion from Dunalley</u> Parents/Carers have the right to appeal the decision for the Headteacher to permanently exclude a child. Details of how to do this will be provided in the Headteacher's formal letter regarding their decision. Following a permanent exclusion from school, families need to liaise with the local authority to establish next steps and secure a full-time education for their child.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers 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.

We are clear that we trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil.

Behaviour in Schools, DfE, February 2024

The Department for Education recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers as they can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school'.

Suspension and Permanent Exclusion from schools, academies and pupil referral units in England, including pupil movement (2026)

Whilst our focus is on creating environments and conditions where exclusion is not necessary because pupil behaviour does not require it, in line with the government guidance, suspensions and permanent exclusion may be used as a last resort if all other approaches to behaviour management have been exhausted. This is to ensure that other children and staff are protected from disruption and can learn and work in safe, calm, and supportive environments.

A suspension (where a pupil is temporarily removed from the school), can be issued by the Headteacher for one or more fixed periods. This consequence may be used to provide a clear signal of what is unacceptable behaviour and show a child that their current behaviour is putting them at risk of permanent exclusion.

A permanent exclusion is when a child is no longer allowed to attend a school (unless reinstated by the Governing Body). The decision to exclude a child permanently should only be taken:

- in response to a serious breach or persistent breaches of the school behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Further information relating to the legislation that governs off-site direction, managed moves, suspension and permanent exclusion of children from maintained schools can be found here. The school will follow this guidance if such measures become necessary. Further information can be found in the school Suspension and Exclusion Policy which is available here.

The Department for Education has published a guide for parents on school behaviour and exclusion. You can access it here.

Bullying

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

Bullying is therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying, Safeguarding and Child-on-Child Abuse policies.

Reasonable force and restrictive interventions

School staff have a legal power to use reasonable force in limited circumstances to prevent injury, criminal offences, damage to property or serious disruption. Dunalley Primary School is committed to minimising the need for restrictive interventions through effective behaviour management, prevention and de-escalation. Where restrictive interventions are necessary, they will only ever be used as a last resort, using the least restrictive option for the shortest time necessary. Full guidance regarding reasonable force, restraint, seclusion, recording, reporting and follow-up arrangements is contained within the school's Use of Restrictive Interventions Policy, which should be read alongside this Behaviour Policy.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of a child at the front/back of the line when going to assembly or when walking together around the school;
- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE lessons or sports coaching; and
- to give first aid.

Taken from DFE 'Restrictive Interventions and the use of reasonable force' (April 2026) Use of reasonable force and other restrictive interventions guidance

Physical contact with children will always be kept to a minimum duration.

When consoling and reassuring a child, staff may choose to offer a sideways on cuddle. Staff will not offer a face-to-face cuddle. We recognise that there are times when children initiate this type of contact however and it may be inappropriate to break it e.g. when a child is anxious and upset. Children who try to initiate cuddles with staff as a form of greeting or goodbye will be discouraged from doing so.

It is not usually necessary for primary aged children to sit on the knees of staff. Sitting next to them, either on a chair or on the carpet, typically offers a sufficient level of comfort. Children with special educational needs or disabilities (SEND) may require a different approach. This will be documented in their SEND records and be developed and agreed by parents.

School aged children will not usually be carried by staff. In exceptional circumstances, having considered health and safety implications, a child may be lifted as a last resort e.g. when a child is hurt, and it is medically safe to move them and preferable for them to be in a different location. Incidents of this nature will always be reported to the headteacher who will ask for a written record of events.

Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Searching, screening and confiscation DfE, July 2022

Senior leaders at Dunalley have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. These are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

Under common law, school staff have the power to search a child for any item if the child agrees. The member of staff should ensure the child understands the reason for the search and how it will be conducted so that their agreement is informed.

The Headteacher (also the Designated Safeguarding Lead) must be informed of any searching incidents and the reason for them. This will ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff.

If any search reveals a safeguarding risk, advice will be sought from the local authority Multi-agency Safeguarding Hub. See the school Child Protection and Safeguarding Policy for further information.

Where reasonable force is required to conduct a lawful search, staff will act in accordance with the school's Use of Restrictive Interventions Policy.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school grounds of the school premises.

Senior leaders may issue consequences, in line with those in described in the Levels of behaviours section of this policy, if poor behaviour and/or bullying which occurs off the school premises or online is witnessed by a member of staff or reported to the school.

In line with government guidance, conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way is identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

Pupil transition

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

To ensure that behaviour is continually monitored, and the right support is in place, information related to pupil behaviour may be transferred to relevant staff prior to the start of the new term or year. Information may also be shared with new settings for those pupils transferring to new schools.

Staff induction, development and support

New staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Senior leaders also ensure that colleagues have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

Appendix 1– Statement of behaviour principles

- Everyone has the right to feel safe, valued and respected, and learn free from the disruption of others.

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

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

- Staff work alongside parents/carers in teaching children how to behave positively and in helping them to understand the consequences of their actions and take responsibility for them.

- Recognition and consequences are used consistently by staff, in line with the behaviour policy.

- The behaviour policy is understood by children and staff.

- Suspensions and exclusions will only be used where necessary and proportionate, with permanent exclusion used only as a last resort.

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 annually.

Appendix 2 – Restorative conversations - taken from 'When the adults change everything changes' by Paul Dix

1. ***What happened?***

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement. Steer clear of 'And then you decided it would be clever to empty the paint on poor Joseph.' Take care how you present your view. Go slowly and step carefully. After all, if you have already decided on the outcome of the meeting then the questioning is redundant.

2. ***What were you thinking at the time?***

This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (anyone else looking on). However, it may not be obvious to the child that their initial thoughts might have sent them down the wrong path.

3. ***What have you thought of since?***

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology. Some of the thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

4. ***How did this make people feel?***

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it. They may not have noticed the audience – the children throwing themselves onto the coat rack in retreat or the younger child who got pushed. The link with the next questions is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried about their anger, visitors who were shocked and younger children who were scared.

5. ***Who has been affected?***

Often the first response to this question is simply 'Me, I got sent out. I am missing my break. It was my pen that got broken'. It is only with some gentle encouragement that the child can see the bigger picture: 'What about Mr Harris – how might he have been affected because he couldn't teach maths? What about Jemima who hates loud, sudden noises? What might mum say? What about Joel that was waiting for you to go to band practice this break?' You will find that the more you ask this question, the easier it becomes for the student to answer it. In time that

reflective routine might start popping into their head during the incident, perhaps even before that act. You are teaching them to use their conscience.

At the end of this section of the meeting ask the learner to list the people who have been impacted before considering the next question, perhaps remarking, 'That's quite a lot of people who have been affected, isn't it?'

6. ***How have they been affected?***

The 5-year-old who pushes in at front of the dinner queue without any regards for the 29 children who are patiently waiting in line is taught that their behaviour can have an impact on others. Teachers in the early years of schooling spend a great deal of time should how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people. Yet we have all met children who seemed to have missed that part of their learning. At 13, 15 or 48 they don't seem to understand the effect of their behavioural choices. We see the results of this in society – the selfishness and lack of consideration. We see it emblazoned in lights, with the anti-heroes of The Jeremy Kyle Show so wrapped up in their own selfishness that even a TV set, a psychologist and a million viewers can't get them to look in the mirror at their own behaviour.

7. ***What should we do to put things right?***

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point. They may apologise with being able to have 'that conversation' with the adult. They may apologise in a tone that you don't favour. Try not to criticise, as they might need some support before they can get it absolutely right. I try to accept an apology with enthusiasm and reciprocation, even if I know that it could have been said with a little more feeling.

8. ***How can we do things differently in the future?***

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustration in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Three things to do when pupils clam up

Try using:

1. *Imagine if there were …. (people affected/a way of putting it right/things you could do differently). What would they be?*
2. *1-10 scales: 'On a scale of 1 to 10 how angry were you?'*
3. *Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs X sit with you and help you with the answers?'*

Appendix 3 – Scripting

Assertive sentence stems from *When the Adults Change Everything Changes* by Paul Dix

1. You need to …. (speak to me at the side of the room)
2. I need to see you…. (following the agreed routine)
3. I expect….. (to see your table immaculately tidy in the next two minutes)
4. I know you will….(help Kyra to clean the pen off her face)
5. Thank you for…. (letting go of her hair, let's walk and talk)
6. I have heard what you said, now you must…. (collect your things calmly and move to the thinking spot)
7. We will…. (have a better day tomorrow)!

Six ways to reroute a power play from *When the Adults Change Everything Changes* by Paul Dix

1) I understand…. (that you are angry/upset/livid)
2) I need you to… (come with me so that we can resolve this properly)
3) Maybe you are right…. (maybe I need to speak to them too)
4) Be that as it may…. (I still need you to join in with the group)
5) I've often thought the same… (but we need to focus on…)
6) I hear you…. (it's not easy but you can do it brilliantly)

Other suggestions

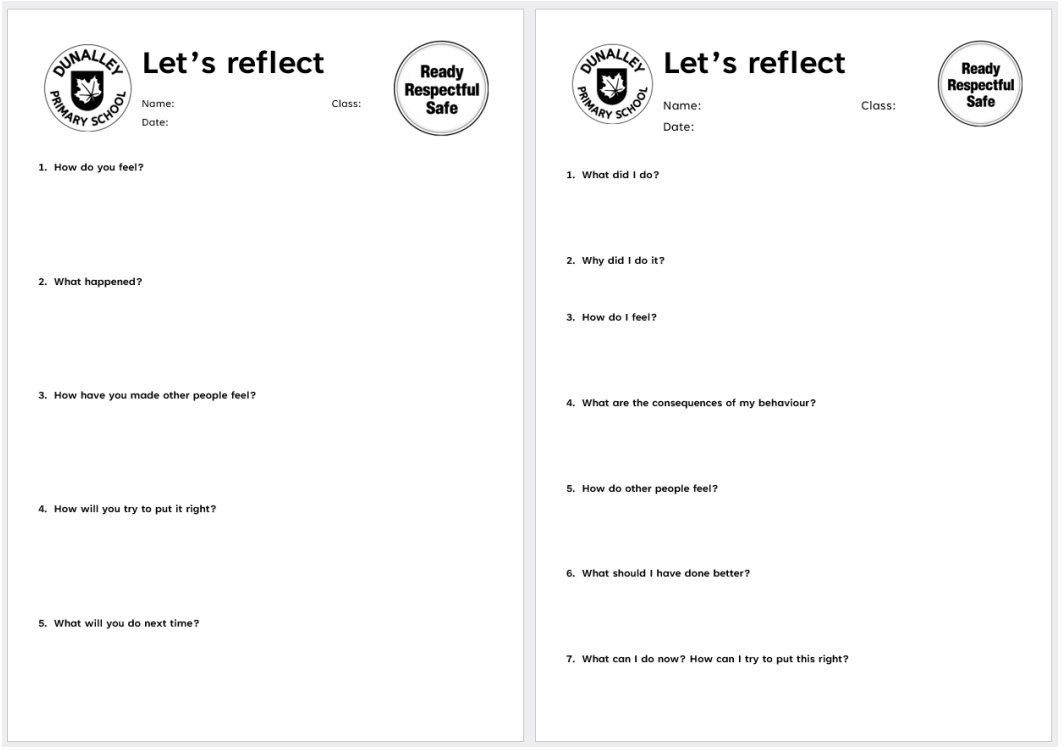
- Well this is what happened so we need to do this now.
- I wish we could do that now but first we need to …. Then we can ….
- I wish we were able to do that but ……
- Would it help if …….
- First we will do this, then we can …..
- I know that you find it hard to talk and that's alright. Can you show me what you ….
- Mrs X will make the classroom safe by……
- Mr X will make the school safe by ….
- Wonder out loud… 'Mmmmm I wonder what you are trying to show me…..'
- You talk and I will listen
- It can sometimes help if you….

Appendix 4 – Reflection sheets

Behaviour Reflection Form

Name: Class: Date:

Which part of our Code of Conduct did you not follow?	1. What happened?
☐ We respect ourselves and others by being kind, caring and considerate. ☐ We respect our school and its grounds. ☐ We learn and help others learn. ☐ We follow instructions and keep ourselves and each other safe.	At Dunalley Primary School we take responsibility for our choices and actions, and we respect each other and ourselves by being honest.
	2. How did your actions affect others?
	3. What could you have done differently in this situation?
	4. What will you do differently next time?
	5. Next steps:



Let's reflect

Name: Class:
Date:

1. How do you feel?
2. What happened?
3. How have you made other people feel?
4. How will you try to put it right?
5. What will you do next time?

Let's reflect

Name: Class:
Date:

1. What did I do?
2. Why did I do it?
3. How do I feel?
4. What are the consequences of my behaviour?
5. How do other people feel?
6. What should I have done better?
7. What can I do now? How can I try to put this right?

Appendix 5 – Behaviour improvement tracker

Behaviour Improvement Tracker		Target behaviours
Name	Class	

 = 3 points = 2 points = 1 point = 0 points

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday	Score
P						
P						
L						
Score						

Behaviour Improvement Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SCORES						
DAILY SCORES						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
SESSION SCORES						
Lesson 1						
Playtime						
Lesson 2						
Playtime						
Lesson 2						
Lunchtime						
Afternoon						
TOTAL SCORE						
Comments						

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

Appendix 6 – De-escalation strategies

1) Observe the situation/read the clues

2) Determine your safety

- Is the child getting calmer or getting more upset?
- Can you be with this child and reasonably safe?
- If necessary, send a signal a signal (picture of a watering can) or message to SA or a senior leader

3) Staff behaviour

Facial features

- Relaxed; good eye contact (not staring)
- Serious (not stern) looks
- Attentive, focused on the person

Body stance

- Standing diagonally, at least a metre away
- Hands down to the sides, palms facing person
- Weight equally balanced on both feet

Voice tone

- Calm, quiet, slow paced, remember to breathe
- Sound confident that you can help them

Attitude

- I have time for you
- You are an important person
- Together we can make things better
- Let's talk about it

Words being said

- *I'd like to see if we can work this out*
- *Please tell me more about what happened*
- *Tell me about how you have been unfairly treated*
- *Let's go to a place where we can talk more privately*
- Clarify those things you don't understand
- Listen on two levels – the meaning of the words and the emotional meaning
- Use their words or similar words when you talk about the situation

Words being said - setting limits

- *I understand you are angry, but treating staff this way is not acceptable*
- *Take some time to cool off, we will talk later*

Words being said - refocusing

- *Now that I have heard your complaint, I'd like to talk about what we can do to improve things*
- *I don't understand how swearing at me/using those words will improve things*
- *I can't help you when you are yelling instead of telling me what's wrong*
- If you can't help, take them to or call someone who can, a 'fresh face' can work wonders

Words being said – ending the interaction

- Complete the problem-solving process
- Break it down into doable steps
- Review any agreements and conclusions

If de-escalation strategies are unsuccessful and a restrictive intervention becomes necessary to maintain safety, staff must follow the procedures outlined in the school's Use of Restrictive Interventions Policy.

Appendix 7 – Risk assessment

CONFIDENTIAL — SEND / safeguarding information

DUNALLEY PRIMARY SCHOOL
Learning and achieving together

Individual Risk Assessment

NAME — Dunalley Primary School

Child	
Date of birth	
Setting	
Class organisation	
Primary area of need	
Level of support	
Other professionals involved	
Key school contacts	
Source documents	
Assessment prepared by	
Date of this assessment	
Review date	

Strengths (including noting external reports)

Needs and barriers

Risk Assessment

Each risk is rated for likelihood (L) and severity (S) on a 1–5 scale, multiplied to give a risk rating out of 25. This is a standard school health and safety convention; Kerry has used it here for consistency and it should be aligned to Dunalley's own risk-assessment scoring convention if that differs.

Likelihood

Score	Descriptor	Definition
1	**Rare**	Not expected to occur in a typical week
2	**Unlikely**	May occur occasionally, roughly weekly
3	**Possible**	Occurs regularly, roughly daily
4	**Likely**	Occurs frequently, multiple times a day, or at identifiable trigger points
5	**Almost certain**	Expected to occur in almost every session of this type

Severity

Score	Descriptor	Definition
1	**Negligible**	No injury or distress requiring adult intervention beyond reassurance
2	**Minor**	Minor distress, or injury not requiring first aid (e.g. brief crying, no mark left)
3	**Moderate**	Injury requiring first aid, or significant emotional distress requiring adult co-regulation
4	**Major**	Injury requiring medical attention, or a restrictive physical intervention is required
5	**Severe**	Serious injury to child, peer or staff member; safeguarding referral or RIDDOR-reportable incident

Rating bands

Score range	Band	Response required
1–4	**4 – Low**	Monitor. Existing routine controls are sufficient.
5–9	**9 – Medium**	Manage with the additional actions identified in this assessment; review termly or after any incident.
10–14	**14 – High**	Requires named ownership, confirmed staffing/training arrangements, and review by the SENCO before the activity proceeds unchanged.
15–25	**25 – Very high**	Requires immediate SLT attention and additional control before the activity continues in its current form.

Risk Register

Ratings below reflect the level of risk with the Positive Handling Plan's existing controls already in place. 'Target rating' is the level expected once the further actions in this assessment are also implemented.

Hazard / risk	Who is at risk	L	S	Rating (now)	Existing controls (Positive Handling Plan) and further actions	Rating with further actions (target)	Owner
					Existing: **Further:**		
					Existing: **Further:**		
					Existing: **Further:**		
					Existing: **Further:**		
					Existing: **Further:**		
					Existing: **Further:**		
					Existing: **Further:**		
					Existing: **Further:**		

Appendix 8 – Extracts from the EYFS statutory framework (September 2026) and Commando Joe Character Learning Journey Statements

EYFS

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation

Children at the expected level of development will:

• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

• Explain the reasons for rules, know right from wrong and try to behave accordingly.

• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

• Work and play cooperatively and take turns with others.

• Form positive attachments to adults and friendships with peers.

• Show sensitivity to their own and to others' needs.

~~Taken from EYFS statutory framework for group and school-based providers~~

Prompts to support learning direction and tracking achievement

Year 1	Expected →	Exceeding →	Excelling →
Resilience	I can focus on activities independently.	I can focus on activities independently and show self-control.	I can focus on activities and show self-control and want to take part in different activities.
Empathy	I am polite, share with people in my group and can take turns without prompting.	I am polite and try hard to be kind and thoughtful.	I am polite and try hard to be kind and thoughtful. I share and cooperate with others in my group.
Self-Aware	I am confident to speak in a familiar group and talk about my ideas. I know when to ask for help on my own.	Most of the time I respond positively to instructions and can recognise right from wrong. I am growing in confidence.	I respond positively to instructions and know the difference between right and wrong. I am confident in environments I know.
Passion	I seek new activities and can explain what I like to do and why.	I enjoy activities and I am beginning to take part in some groups that I feel confident in	I enjoy activities and am keen to take part with different group members. I listen to instructions and help when asked.
Excellence	I know what I am good at and why.	I know what I am good at and why, and how to get better.	I explain what I am proud of and my contribution to activities. I can describe what 'was best' about my work.
Communication	I can talk and share information with adults.	I can talk and share information with adults and my friends.	I can talk and share information with my friends clearly, describing what I have done and listen to them.
Teamwork	I work as part of a group and understand and follow the rules. I can adjust mu behaviour to different situations. I can take into account the ideas of others with support.	I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others independently.	I can work in a team, in a role, cooperate, follow instructions and keep within the rules set for the task.

Year 2	Expected →	Exceeding →	Excelling →
Resilience	I can focus on activities and show self-control and want to take part in different activities.	I am keen to participate and need minimum support in challenging activities.	I am determined and respond positively to a range of tasks – not giving up when they are challenging.
Empathy	I am polite and try hard to be kind and thoughtful. I share and cooperate with others in my group.	I take care and listen to my friends, responding positively to their feelings so we can help each other in tasks.	I am positive and fair with everyone in the group and give others a chance to put their points forward.
Self-Aware	I respond positively to instructions and know the difference between right and wrong. I am confident in environments I know.	I stay on task and show respect for task rules. I can control my feelings when things don't go quite right.	I am confident in making choices that help me do my best and can describe how I feel after tasks finish.
Passion	I enjoy activities and am keen to take part with different group members. I listen to instructions and help when asked.	I am patient and will not let my group down. I know my roles are important to the successful achievement of tasks.	I am enthusiastic and positive and put ideas forward to help find solutions to problems. My attitude helps to engage the group.
Excellence	I explain what I am proud of and my contribution to activities. I can describe what 'was best' about my work.	I am excited about my performance and share ideas linked to my work. I ask questions to help me be even better.	I take time to investigate different ways tasks can be completed and respect others and their contribution to the group.
Communication	I can talk and share information with my friends clearly, describing what I have done and listen to them.	I give clear information and am actively involved in discussion. I understand how tasks can be affected by poor communication.	I can communicate clearly, remembering information and task details. I am able to listen for an extended period of time.
Teamwork	I can work in a team, in a role, cooperate, follow instructions and keep within the rules set for the task.	I stay on talk and in role within the team and know when it is important to cooperate and work together.	I understand the importance of teamwork and can make decisions that I am able to team about.

Year 3	Expected →	Exceeding →	Excelling →
Resilience	I am determined and respond positively to a range of tasks – not giving up when they are challenging.	I am committed and listen carefully, showing courage when I give my ideas. I am interested in what my friends say.	I always work hard to be successful and ask questions to help me and my group do our best.
Empathy	I am positive and fair with everyone in the group and give others a chance to put their points forward.	I can help build positive relationships as I trust and show respect for the views of everyone in my group.	I can about group members and know why it is important to work with them to achieve what need to be done.
Self-Aware	I am confident in making choices that help me do my best and can describe how I feel after tasks finish.	I do not give up and know it is important to do y best. I talk clearly about my contribution and role in tasks.	I can remain controlled and focused under pressure and value different people in my group and their contribution to tasks.
Passion	I am enthusiastic and positive and put ideas forward to help find solutions to problems. My attitude helps to engage the group.	I am positive and enthusiastic about roles and activities I participate in. I appreciate things others do and learn from mistakes.	I am curious and think of different ways to tackle task activities. I keep motivated when things are not going well.
Excellence	I take time to investigate different ways tasks can be completed and respect others and their contribution to the group.	I can explain how to improve and give ideas to make this happen. I know how competition can be positive.	I am inquisitive and challenge myself to be better. I commit fully to tasks and am very proud of my achievements.
Communication	I can communicate clearly, remembering information and task details. I am able to listen for an extended period of time.	I make decisions based on facts and challenge group thinking in discussion. I can give reasons for decisions made.	I can give my point of view clearly and use my listening and reflective skills to support positive group relationships.
Teamwork	I understand the importance of teamwork and can make decisions that I am able to team about.	I can adapt to different tasks quickly, working cooperatively in a role and being helpful so the team is successful.	I can take responsibility and use simple strategies to ensure the team works cooperatively and individuals try their best.

Year 4	Expected →	Exceeding →	Excelling →
Resilience	I always work hard to be successful and ask questions to help me and my group do our best.	I am prepared and well planned and whatever the challenge, contribute to tasks with a high level of concentration.	I never give up and am determined to do well, motivating others because of this. I find solutions based on best choices.
Empathy	I can about group members and know why it is important to work with them to achieve what need to be done.	I use praise to engage and gain commitment, supporting those who need help. I can forgive and say sorry.	I am kind and know how to make honest choices. I appreciate the value of others contribution to the group.
Self-Aware	I can remain controlled and focused under pressure and value different people in my group and their contribution to tasks.	I keep myself safe and understand the purpose of rules. I am able to support others in difficult situations.	I know what my strengths are and value the contribution of others. I can put my ideas forward and believe in myself.
Passion	I am curious and think of different ways to tackle task activities. I keep motivated when things are not going well.	I praise others and celebrate their success. I am not influenced by others' poor behaviour and stay focused under pressure.	I take the lead to help the group achieve targets, considering the needs of others and what is expected of them.
Excellence	I am inquisitive and challenge myself to be better. I commit fully to tasks and am very proud of my achievements.	I plan carefully and identify priorities to be successful. I reflect on how effective the plan and team has been.	I can practise independently, sustaining concentration and effort. I am positive and value and use advice I am given.
Communication	I can give my point of view clearly and use my listening and reflective skills to support positive group relationships.	I accept rules and the purpose for them, and challenge those who break them. I will seek feedback to help me improve.	I use relevant language and questions to gain information to understand and achieve outcomes. I use praise to engage others to help.
Teamwork	I can take responsibility and use simple strategies to ensure the team works cooperatively and individuals try their best.	I lead by example ensuring team responsibility for outcomes is taken seriously. I stay on task when others do not.	I care for team members and know when and how to help them. I appreciate their contribution to tasks.

Year 5	Expected →	Exceeding →	Excelling →
Resilience	I never give up and am determined to do well, motivating others because of this. I find solutions based on best choices.	I use self-control in challenging situations and can describe clearly what I do to show resilient behaviour traits.	I commit fully to activities and keep focused on what needs to be achieved. I challenge and influence situations.
Empathy	I am kind and know how to make honest choices. I appreciate the value of others contribution to the group.	I respect and am courteous to group members, taking time to listen and help others to resolve issues as the need arises.	I treat others fairly, listening and considering different perspectives before making decisions. I act justly to resolve issues between individuals.
Self-Aware	I know what my strengths are and value the contribution of others. I can put my ideas forward and believe in myself.	I do my best and at as a positive role model for others. I create rules and reasons for them.	I am confident and determined and use my strengths to complete challenges. I can gather information to ensure honest outcomes.
Passion	I take the lead to help the group achieve targets, considering the needs of others and what is expected of them.	I understand the importance of being motivated and positive and use these behaviours to increase my confidence and 'can do' attitude.	I follow through and willingly complete difficult tasks. I am positive and can be relied upon to lead from the front.
Excellence	I can practise independently, sustaining concentration and effort. I am positive and value and use advice I am given.	I think creatively and my confidence influences how group members participate. I am proud of mine and others' achievement.	I commit fully to tasks and problems, adopting a very positive manner. I use questions to gain information to support my improvement.
Communication	I use relevant language and questions to gain information to understand and achieve outcomes. I use praise to engage others to help.	I remember information and use this to weigh up the 'pros' and 'cons' to guide decisions. I share information so that group members are involved.	I use a range of ways to communicate feelings, information and ideas. I lead discussion finding agreed solutions to choices presented.
Teamwork	I care for team members and know when and how to help them. I appreciate their contribution to tasks.	I know team members have different strengths and can allocate jobs to get the best outcomes. I give support and celebrate success.	I take time to reflect and make decisions to support team effectiveness. I respond positively to feedback from team members.

Year 6	Expected →	Exceeding →	Excelling →
Resilience	I commit fully to activities and keep focused on what needs to be achieved. I challenge and influence situations.	I set high standards for myself and am committed to my group. Leading by example I bring other group members on board.	I can influence others in my group through my will to succeed and determination. I am always in control and focused.
Empathy	I treat others fairly, listening and considering different perspectives before making decisions. I act justly to resolve issues between individuals.	I help build positive relationships between group members and resolve conflict as it arises. I stand up for what is right.	I am very aware of mine and others' feelings, showing understanding and fairness to different people in a kind and unselfish way.
Self-Aware	I am confident and determined and use my strengths to complete challenges. I can gather information to ensure honest outcomes.	I have self-belief and do not avoid difficult situations. I can make decisions acting with others in mind as well as me.	I can identify the need for adapting my behaviour with others when under pressure and in challenging situations – using humour if needed.
Passion	I follow through and willingly complete difficult tasks. I am positive and can be relied upon to lead from the front.	I can persuade others to share my view and help keep a positive attitude and willingness to complete activities.	I am motivated and determined to succeed. I am proud of what the group achieves and have a desire to be the best.
Excellence	I commit fully to tasks and problems, adopting a very positive manner. I use questions to gain information to support my improvement.	I can challenge my own performance and contribution to activities. I ask questions and listen carefully to find ways to be successful.	I always do my best and find solutions to be even better. I can lead and contribute to group and individual success.
Communication	I use a range of ways to communicate feelings, information and ideas. I lead discussion finding agreed solutions to choices presented.	I think carefully before acting and appreciate others' perspectives. I challenge without being confrontational and use information to support success.	I communicate in different ways, providing information that contributes to success. I am effective in ensuring clear understanding of what is expected.
Teamwork	I take time to reflect and make decisions to support team effectiveness. I respond positively to feedback from team members.	I am patient in a team, keeping calm when things are not going well. I use others' opinions to help with decision-making.	I support team problem solving and take the lead if needed. I am clear about task outcomes and ways these can be achieved.