



**RELATIONSHIP AND POSITIVE
BEHAVIOUR POLICY
2025 - 2026**

1. Aims and Objectives

It is a primary aim at The Flying High Academy Ladybrook that every member of our school community feels safe, valued and respected. We are a caring school built on trust, kindness and high expectations, where everyone is supported to be the best version of themselves. We aim to create an environment in which all children can learn, grow and thrive - both in the classroom and through the power of play.

We are committed to the emotional and mental wellbeing of our children, families and staff. This commitment is reflected in everything we do - from the way we build relationships and co-regulate with children, to how we plan our curriculum and create inclusive spaces for learning and play. Our OPAL approach to play is an essential part of our vision, offering all children daily opportunities to explore, collaborate and develop key life skills through joyful, meaningful experiences.

We recognise that our school community brings with it a range of experiences and approaches to behaviour. However, the aim of our Relationship and Positive Behaviour Policy is to unite us around a shared set of values and practices that reflect our ethos. We believe that behaviour is taught, modelled and nurtured and that every interaction is an opportunity to support children in becoming kind, responsible and confident individuals who make a positive contribution to our community and wider world.

2. Our School Ethos

At The Flying High Academy Ladybrook, we are committed to creating a culture where every member of our school community feels safe, valued and supported to become the best version of themselves. Our behaviour policy exists not to control, but to teach and guide - supporting children to grow into kind, thoughtful and responsible individuals who contribute positively to society.

At The Flying High Academy Ladybrook, we believe in and practise a relationship-based, restorative approach to understanding behaviour.

This approach is underpinned by 3 key principles:

1. Unmet Needs: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g. the need to feel safe, hunger, positive self-esteem
2. Individual Influences: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop eg. their family, community, school
3. Relationships: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

We believe behaviour is a form of communication and that children flourish when they are understood, coached and trusted. Through consistent co-regulation, clear boundaries and warm relationships, we help children build the emotional literacy, self-regulation and integrity needed to do the right thing - even when no one is watching.

At The Flying High Academy, we believe that children deserve our time - time to talk, to explain and to find solutions. We believe that every interaction is an intervention - an opportunity to model, guide and nurture the values and behaviours we want to see in our children. As a telling school, we actively encourage children to speak up, knowing that every moment of challenge offers a valuable

opportunity to reflect, restore and grow. When behaviour does not meet expectations, consequences are given in a way that is natural and proportionate, always aiming to build accountability and empathy rather than simply enforce compliance.

We recognise that all behaviour is shaped by experience and we respond with compassion, curiosity, and high expectations. Our aim is to foster a shared commitment - between children, staff, families and governors – to create a calm, respectful and inclusive environment where every child can thrive both academically and personally.

3. Positive Behaviour Culture

As a school, we remember that behaviour is something to be taught - not controlled or punished. To support children in developing positive behaviours, unconditional positive regard sits at the heart of our school ethos.

- We know that empathy is the foundation of positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also recognise the responsibility of acting in loco parentis (in place of a parent). We hold a duty of care towards our children and always act in their best interests.
- We believe that, as adults, we "set the weather." It is our responsibility to create the emotional climate where children feel safe, supported and ready to learn.
- We ensure every child experiences a calm and respectful environment, where they are treated with dignity.
- We offer all children a consistent, fair and compassionate approach to behaviour that builds trust and confidence.
- Our support is based on equity, not equality. We understand that every child is different, and we respond to individual needs with tailored support - because fairness means giving each child what they need to thrive.

A simple set of school expectations ensures clarity for all. Everyone in the school community is expected to respect and follow these expectations. The children are reminded of the expectations frequently and they are displayed in every classroom and in shared areas around school.

School expectations **Ready, Respectful, Safe**

At The Flying High Academy Ladybrook, we are relentless in promoting a positive behaviour culture based on safety, consistency, clarity and dignity. There is a high expectation that all children and adults in school adopt and promote this culture at all times. 'Living Our Expectations – The Ladybrook Way' document (appendix 1) outlines how we do things at Ladybrook to ensure success.

4. Equity and Support for All

At The Flying High Academy Ladybrook, we are committed to meeting the needs of every child through an inclusive and equitable approach. We recognise that some children may require additional support to thrive, and we work collaboratively with families and professionals to ensure that the right strategies are in place. Where appropriate, children may have a SEND Support Plan, a Safety Passport (Appendix 3), or an Individual Risk Assessment to help staff understand their needs, remove barriers to learning and keep them safe. These documents are co-produced, regularly reviewed, and designed

to ensure that every child feels valued, understood and supported to thrive both academically and emotionally.

This policy reflects our responsibilities under the Equality Act 2010. We are committed to -

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity for all
- Fostering good relations between people, regardless of protected characteristics*

*Protected characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

5. Rewards

At The Flying High Academy Ladybrook, our approach to rewards is recognising effort, celebrating progress and reinforcing the values and behaviours that help every child thrive.

We praise our children in a variety of ways:

- Verbal praise (must be sincere and targeted)
- Whole class rewards systems
- Individual rewards
- Star of the Week
- Dream Big Jars

Whole Class Reward

The Great Class Race

3000+ Class Dojo points –end of year surprise

Individual rewards

Children are awarded individual class Dojo's for going above and beyond and showing our core value of care. Class Dojo is also used to communicate positive messages to parents about their child's attitude and for sharing examples of work.

25 Dojos – certificate in class

50 Dojos – prize and a certificate in assembly

75 Dojos – reward chosen by the class

100 Dojos – postcard home from class teacher

125 Dojos – hot chocolate with the head teacher

150 Dojos – circus skills

200+ Dojos – mystery trip

Star of the Week

Children from each class are awarded Star of the Week which is presented in a whole school weekly assembly (Year 1 – 6) in which parents are invited to. It is linked to our core value of Care. EYFS assembly takes place in the EYFS unit.

Dream Big Jars

‘Celebrating the courage to care, the power to believe and the dreams we dare to chase’. These are awarded by teaching staff as our children’s brilliance deserves to be bottled. The children receive a jar and place this on the Head Teacher’s door. The Head Teacher visits the classroom and praises the child publicly. The jar is then displayed on the corridor display board so the children can celebrate and share their successes. A letter from the Head Teacher is sent home to share the child’s success.

OPAL Rewards

Golden Welly – Recognises children (or classes) who tidy their wellies away the best.

Golden Broom - Recognises children (or classes) who take care of the shared environment - tidying up, looking after resources, caring for the space.

Charter Champions - Celebrates children/ classes who demonstrate exceptional play-based qualities following our OPAL Charter.

All OPAL rewards are celebrated in our weekly OPAL assembly.

6. A Restorative Approach to Behaviour that Challenges

At The Flying High Academy Ladybrook, we promote the use of natural consequences that are fair and proportionate. With the support of a trusted adult, these can help change the child’s behaviour. Some examples are writing letters of apology, repairing damage to property, completing missed work for part of a playtime. If missed playtimes are happening repeatedly, the teacher needs to consider what the deeper issue is and consider an alternative approach.

It is, however, recognised that sometimes a more structured and immediate approach is required in order to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the school’s expectations and will be explained clearly to the child.

Responding to behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. Senior leaders/ The PDBW team can support staff in identifying appropriate consequences in relation to a specific incident.

Ladybrook Staff Guide - Behaviour Steps

Step	Strategy	Approach	<p>Discussion about repair. This is an option at any stage, if you think it is appropriate.</p> <p><u>Pupil Voice</u></p> <p><i>How could we repair what's happened? What does the child think the consequence should be?</i></p>
1	A reminder of expectations and rules	To the whole class, reminder of the expectation that is not being followed. Thank the children that are following the expectation. Return to task.	
2	A verbal warning (x2)	1:1 direct conversation with the child inside of the classroom. 1 st conversation will take place where the child is sat. 2 nd warning will take place to the side of the room. <i>This invitation is given in a positive manner, so the child knows they have an opportunity to talk and return to their workspace positively.</i>	
3	Reflection time in my own class	Child to move from workspace to another area in the classroom. A restorative conversation should take place between class adult and child. (See appendix 2 for questions). After 5 minutes of reflection, the child should be prompted to return to task.	
4	Reflection time in another classroom	As above but in partner class - work will be taken. A restorative conversation is to take place with the adult. Phone call home by class teacher or class adult to inform of reflection time.	
5	Reflection time with Phase Leader	Restorative conversation by Phase Leader with the child. Phone call home made by class teacher or class adult. Incident recorded on CPOMS.	
6	Reflection time with Deputy Head or Head Teacher for remainder of the session	Phone call home made by class teacher or class adult. Class team to work alongside PDBW team and parents/ carers to create or review a Safety Passport, if appropriate to behaviours demonstrated.	
7	If the behaviour continues to escalate after the above actions, a follow up meeting with parents/carers, SENDCo and PDBW team will be held. Potential internal suspension. Class teacher will develop personalised plans in collaboration with SENDCo. This may include SEND Support Plan and/or Safety Passport – reviewed at least half termly.		
8	Relevant external agency support	Advice can be sought from Sherwood Area Partnership (SAP), Education, Safeguarding, Health and Well-being Hub	

		(ESHAWH), Communication and Interaction Team (C&I), Education Psychologist (EPS). Personalised plans will be updated with strategies. Plans to be reviewed in a Team Around the Child (TAC), half termly. Graduated Response to Preventing Suspension to be completed and shared with the SENDCo and Head Teacher.	
9	Fixed term suspension	Between 1-5 days, issued by the Head Teacher in collaboration with Chair of Governors (CoG) and The Flying High Partnership (FHP). Parents and carers informed by the head teacher in line with LA guidance and protocols. Provision is reviewed with external agencies and parents and carers. All individual plans to be reviewed and updated. Reintegration meeting held with parents by Head Teacher and relevant staff. Agencies to be invited, if appropriate.	
10	Permanent exclusion	Determined by the Head Teacher and CoG in agreement with The FHP.	
After any of the above steps, the staff must adopt an approach of unconditional positive regard so that the child knows that they can move forward.			
If a child has had reflection time with a senior staff member more than twice in a ½ term, the class teacher will seek advice from the PDBW team. Actions could include: ~ daily/weekly messages to parents ~ peer buddy ~ social group intervention ~ pastoral/ELSA referral ~ positive report ~ Safety Passport The class teacher will call the child’s parents to explain what has been agreed and why, outlining how they can support at home.			

7. Beyond Challenging Behaviour

At times, a child's behaviour may escalate to a point where immediate action is needed to keep themselves or others safe, or the behaviour is too serious to address through usual steps. In these situations, the adult will immediately request support from the SLT or Head Teacher. Together, they will decide on the most appropriate response, ensuring that wherever possible, actions remain restorative.

We recognise that behaviour always happens for a reason. When a child is at their peak of distress, it is essential to prioritise de-escalation strategies (see Appendix 4: The Assault Cycle). At this stage, the

child may not be able to reflect on their behaviour or make choices. It is vital that any adult interaction does not escalate the situation. The child should be given time and space to regain composure.

During this recovery period, staff will focus on nurturing the child rather than discussing the incident. Support may include comfort, sensory time, a drink, or other strategies tailored to the child's needs. Once the child has returned to baseline, a restorative conversation will take place to reflect on what happened and explore the impact on peers, staff and the school environment. As part of this process, appropriate and proportionate consequences may be applied - these will always be linked to repairing relationships, restoring trust, or making amends.

The use of restrictive physical intervention at our school is always a last resort and only considered when all other de-escalation strategies have been unsuccessful and there is an immediate risk of harm to the pupil, others or property. Any use of force must be reasonable, proportionate and in the best interests of the child. We are committed to promoting a culture of care, respect and safety and to reducing the need for restrictive practices. All incidents requiring physical intervention are recorded promptly and reviewed in line with our Physical Intervention and Restrictive Practice Policy. Incident reviews include an analysis of the causes, strategies used and future planning to reduce risk and support the child's wellbeing. (See Appendix 5)

Where a child causes repeated harm to peers or staff, a Risk Assessment will be carried out collaboratively by the class teacher, SENDCo and Behaviour Lead. This assessment is reviewed at least half-termly, or sooner if required (see Appendix 6).

"A child who can't behave"

"If a child doesn't know how to read, we teach."

"If a child doesn't know how to swim, we teach."

"If a child doesn't know how to multiply, we teach."

"If a child doesn't know how to drive, we teach."

"If a child doesn't know how to behave, we teach? Or punish?" – Tom Herner

8. Lunchtime Behaviour Procedures

The school expectations apply at lunchtime just as they do at other times of the day.

School Agreements: *Ready, Respectful, Safe*. It is expected that the Play Team share the same school ethos as outlined in this policy.

Response for behaviour that does not align with the school expectations (4 steps):

1. Quiet word, done with dignity and away from other children.
2. Two minutes reflection time (stand with a member of the Play Team). Child returns to play.
3. If child continues to not follow the expectations, the Play Team will radio for the Play Team Leader. They will speak to the child about their behaviour: (a) the reason for the behaviour (b) the impact of the behaviour on others (c) how can the child move forward when they return to the play area? (repair) The Play Team Leader will remain in the area for a period of time to ensure that the child is settled.

4. If the behaviour continues to not align with expectations, Play Team will radio for a member of SLT. The child will be brought inside/out of the hall/be supported in observing positive play and remain under the supervision of the SLT member for the remainder of lunchtime.

Beyond challenging

At times, a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps. In this case, the Play Team will request the support of a member of SLT, straight away. The SLT member will decide what action is needed depending on the circumstances and will inform the Head Teacher, or the Deputy in her absence. Wherever possible, the action should be restorative in nature.

Hall duty

In the hall, the Play Team are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.

The 4 steps for behaviour above apply in the hall just as they do outside.

Lunchtime rewards

Play Team will award tokens for children that are following our OPAL Charter. The class with the most tokens is celebrated in our OPAL Play Assemblies.

On Fridays, children who have consistently followed the lunchtime behaviour expectations will be invited to sit at the Golden Table as a special treat. They will be called in at a set time and enjoy their lunch at the table with a member of SLT.

9. Supporting Children

We are committed to helping our children understand themselves as individuals. Our aim is to equip every child with the tools to recognise their emotions, understand their responses, and develop lifelong skills for managing themselves in a healthy, confident and respectful way.

To support this, we offer a range of programmes and experiences, including:

- ELSA and Pastoral Sessions
- DART
- EMUS
- Educational Psychologist Support
- The Great Project
- AREP
- The Ladybrook Way Assemblies

10. Supporting Staff

We recognise the importance of supporting the emotional wellbeing and resilience of our staff team. We are committed to creating a culture where every adult feels valued, supported and able to thrive.

In addition to current practices, we also:

- Ensure Behaviour Leads and SLT are visible, approachable and available to advise and support
- Provide opportunities for reflection and professional dialogue
- Take a team-based approach to problem-solving - no one is alone
- Offer regular training tailored to contextual needs

- Draw on guidance and support from the Flying High Trust Inclusion Team
- Share access to mental health resources and wellbeing support (including EAP services)
- Support from PDBW team

11. Safeguarding

The Flying High Academy Ladybrook recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. Staff will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Any concerns will be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Leads (DDSLs) and handled in line with our Child Protection and Safeguarding Policy.

To ensure the wellbeing of all children and staff, children are not permitted to bring onto the school premises any items that could be deemed dangerous or illegal. If staff suspect this to be the case, a search may be conducted by the Head Teacher, following the appropriate policy.

12. Zero-tolerance Approach to Child-on-Child Abuse, Sexual Harassment and Sexual Violence

At the heart of our approach is education. We are committed to a whole-school strategy to prevent, identify early and respond appropriately to all forms of child-on-child abuse. We recognise that such abuse can take many forms, including but not limited to:

- Sexual harassment – unwanted conduct of a sexual nature, including sexual remarks, taunts, physical behaviour, or online sexual harassment
- Sexual violence – physical sexual harm such as forcing or attempting to force sexual activity.

We actively educate our pupils about healthy relationships, boundaries and respect, creating a culture where they feel empowered to speak up. Pupils are encouraged to report any behaviour that makes them feel uncomfortable, no matter how 'small' it may seem - because 'we are a telling school'.

All reports of child-on-child abuse, sexual harassment, or sexual violence - whether occurring offline or online - are taken seriously and addressed in line with our safeguarding policy.

Where abuse is identified, we will follow the procedures outlined in our Child Protection and Child-on-Child Abuse policies, taking a contextualised approach to support all children affected. Staff will follow clear recording, reporting and follow-up procedures to ensure the safety and wellbeing of every pupil.

13. Behaviour Beyond School Premises (Including Behaviour Incidents Online)

We recognise that a child's behaviour outside of school can have an impact on the safety, wellbeing and culture of our school community. Staff may address behaviour that occurs beyond the school's premises, whether it is observed directly or reported to the school - for example, online bullying or inappropriate behaviour in the community.

Examples of behaviour beyond school that may be subject to school-sanctioned consequences include but not limited to:

- Behaviour that does not meet expectations while taking part in any school-organised or school-related activity
- Behaviour that does not meet expectations while travelling to or from school

- Behaviour that poses a threat to another child
- Behaviour that could adversely affect the reputation of the school

Online Behaviour Incidents

Children are expected to treat others online with the same kindness, dignity and respect that they would in person. Online behaviour contributes to the overall school culture and all pupils should feel safe when communicating with peers, both offline and online.

Inappropriate online behaviour will be treated using the same principles as offline behaviour. This includes incidents that occur off the school premises but have an impact on the school community. Where an incident raises safeguarding concerns, it should be reported immediately to the Designated Safeguarding Lead, Deputies and to the police if appropriate (refer to our Child Protection Policy).

14. Monitoring and Evaluating

The Relationship and Positive Behaviour Policy will be published on the school website and reviewed termly to ensure that it remains effective.

All incidents that reach step 5 of the stepped approach should be recorded on CPOMS. Behaviour Leads will analyse behaviour incidents half-termly, including:

- The number of incidents per child
- Contextual information (e.g., instigator and victim, gender, special educational needs, pupil premium)
- Times and locations of incidents within the school

This analysis will be used by the Senior Leadership Team to identify patterns, improve school practice and put interventions in place to support individual pupils and groups.

Governors will monitor the implementation of the policy through termly Head Teacher reports and the suspension and exclusions appeals process (see Suspension and Exclusion Policy).

Appendix 1: Living Our Expectations - The Ladybrook Way

	School Hall					Classroom and Corridors				Outside	
	Entering the hall	During Assembly	Leaving the Hall	PE/Class Activities in the Hall	School Hall During Dinner Time	In and Around the Classroom	Learning Behaviours	Corridors and Stairs	Looking after our School Environment (equipment/ belongings)	PE Outside	Outside Including Breaktime and Lunchtime
Ready	<p>Walking in a line – in line order.</p> <p>Voices off.</p> <p>Hands by side.</p> <p>Facing forwards.</p>	<p>Facing the front.</p> <p>Showing active listening skills where required (responding to questions).</p> <p>Sat up straight.</p> <p>Legs crossed.</p> <p>Hands still.</p> <p>Been to the toilet before assembly.</p> <p>Positive body language.</p>	<p>Walking in a line – in line order.</p> <p>No running or jumping.</p> <p>Voices off.</p> <p>Straight back, hands by side.</p> <p>Facing forwards.</p>	<p>PE kit – coloured top, jogging bottoms/ shorts and trainers.</p> <p>Active listening.</p> <p>Toilet before the PE session.</p> <p>Water bottles to the hall.</p>	<p>Sit in the agreed spaces, as shared by your teacher.</p> <p>Sandwiches sit straight down.</p> <p>Dinners line up at the hatch.</p> <p>Collect a tray, knife, fork and spoon.</p> <p>Put up your hand and wait for an adult to come over to you.</p>	<p>Sat in your designated chair/ space.</p> <p>Correct equipment.</p> <p>Correct uniform – black trousers or shorts, white shirt or polo, navy jumper or cardigan and black shoes. PE – house colour T-Shirt, black jogging bottom/ shorts and trainers.</p> <p>Crossed legs if sat on the carpet.</p> <p>When sat on your chair – bottom to back, tummy tucked to the table, feet flat to the floor.</p> <p>Water bottles at the back of the classroom, away from desks.</p> <p>Putting your hand up.</p>	<p>Sat looking, listening towards the speaker.</p> <p>Showing active listening.</p> <p>Participating in lessons - answering questions.</p> <p>Correct uniform – black trousers or shorts, white shirt or polo, navy jumper or cardigan and black shoes. PE – house colour T-Shirt, black jogging bottom/ shorts and trainers.</p> <p>Correct equipment.</p> <p>When sat on your chair – bum to back, tummy tucked to the table, feet flat to the floor.</p> <p>Writing the date as soon as you have your book.</p> <p>Carpet spaces.</p> <p>Collect resources and wait for instruction.</p> <p>Try your best – show resilience even when it feels tricky.</p> <p>Use learning walls and resources before asking an adult.</p> <p>Follow the class routines straight away – be independent</p>	<p>Voices off.</p> <p>Walk in a line – single file.</p> <p>Eyes to the front/on the teacher.</p> <p>Smart presentation – shirts tucked in.</p> <p>Walk to the left.</p> <p>Hands by side.</p>	<p>Having the right equipment for the lesson/ activity.</p> <p>Follow designated roles in the classroom, book monitor etc.</p> <p>Put belongings away neatly when finished.</p> <p>Keep your area tidy so it's ready for the next person.</p> <p>Take care of school property so it lasts for everyone.</p>	<p>Line up in the classroom in line order.</p> <p>Walk down to the hard court/ astro turf in line order.</p> <p>Stand/ sit focusing on the adult/ speaker, when they are talking.</p> <p>Active listening. Following instructions.</p> <p>PE kit – coloured top, jogging bottoms/ shorts and trainers.</p> <p>Toilet before the session.</p> <p>Water bottles to the session.</p>	<p>Wear the right clothing for the weather.</p> <p>Bring any equipment or snacks you need with you.</p> <p>Stop when the whistle is blown.</p> <p>Walk towards the school building when your House colour is shouted.</p> <p>Be prepared to go back to learning after the bell.</p> <p>Follow OPAL charter.</p>

Restorative questions

What happened? - Listen, hear, don't interrupt, don't disagree. Give your view but without blame or judgement.

What were you thinking at the time? - Helps children to reconsider their actions and thought processes. May help the child see that their initial thoughts might have sent them down the wrong path.

What have you thought since? - This may elicit a change of attitude, a shift in explanation, an apology. This could take the conversation off at a tangent. Some support may be needed to help tease the thoughts out.

How did you make people feel? - They may not be aware in the moment about how others reacted. Important to highlight this and help the child develop an understanding and consideration for others.

Who has been hurt/upset? Often a child will only consider themselves being affected. A child will need some support and help to identify the impact on others, e.g. What about Mrs XXX – how were they affected because they couldn't teach the lesson? What might mum/dad/uncle/sister say?

How have they been affected? - Try to enable the child to have empathy with others. There will be a mixed response to this, and some will need coaching to find an answer.

What should we do to put things right? This may lead to an apology but there mustn't be the expectation/demand of the apology. There may be other ways to put things right apart from/as well as an apology. When it comes, accept it in whatever form it takes – they may need support to be able to craft it in a way that gets it 'right'.

How can we do things differently in the future? - This may help with forward planning and hopefully give them some more awareness of their choices.

De-escalation will remain the focus of any interaction the member of staff has with the child.

Restorative Questions 1 Responding to distressed behaviour	Restorative Questions 2 Responding to those harmed
What happened? What were you thinking about at the time?	What happened? What were you thinking about at the time?
How did you make people feel?	What have your thoughts been since?
Who has been hurt/upset?	How has this affected you and others?
How have they been affected?	What has been the hardest thing for you?
What should we do to put things right?	What do you think needs to happen next?

30 second intervention

I noticed you are... *(state the noticed behaviour)*

This is a reminder that we need to Be... *(Ready, Respectful, Safe)*

You now have the chance to make a better choice.

(Insert child's name)... if you continue, *(consequence)*. Do you remember when... *(model of previous good behaviour)*? That is the behaviour I expect from you. Thank you for listening. *(Give child 'take up time' and do not respond.)*

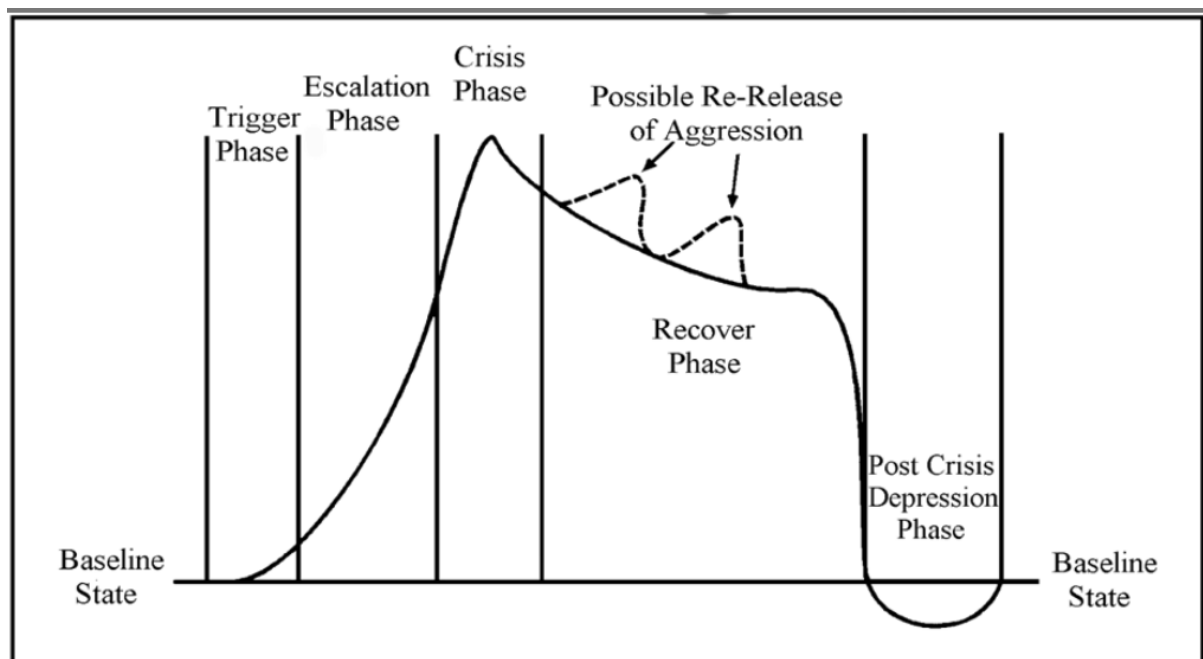
Appendix 3: Safety Passport

Things that help me stay calm and regulated:

Things I like and do well:

Stage 1 - Anxiety Behaviours	Stage 2 - Defensive Behaviours	Stage 3 - Crisis Behaviours
<p>Avoids eye contact</p> <p>refuses to engage</p> <p>Won't respond verbally</p> <p>shuts down/blank gaze</p> <p>Rocks in seat, rapid leg pumping</p>	<p>Verbally goads other children</p> <p>Shouts in an aggressive manner</p> <p>Takes an aggressive stance</p> <p>Body rigidity</p> <p>Highly alert to danger/safety</p>	<p>Will lunge out/attack other children nearby.</p> <p>Shouts at others to keep them away</p> <p>He will kick or hit objects nearby.</p> <p>Tries to flee from the situation/room</p>
<p>Possible Adult Responses</p> <p>Sit alongside and offer support</p> <p>Acknowledge the emotion- "I can see you are finding this difficult".</p> <p>Make him feel included and valued - remind of previous success</p> <p>Distraction techniques</p> <p>Find a safe and calm space for him to go when he feels upset/anxious</p> <p>Talk to him in a calm manner and say you are here to help.</p>	<p>Possible Adult Response</p> <p>Be alongside and offer empathy</p> <p>Acknowledge the emotion.</p> <p>Controlled choices – do you need some time to calm down or can you stay here calmly?</p> <p>Talk calmly to him and remind him of strategies he can use to calm – count backwards, deep breaths, think of a positive thought, starve the anger gremlin.</p> <p>Reduce language use and consider body language and tone</p>	<p>Possible Adult Response</p> <p>If in a heightened state of mind, monitor from a distance with no intervention unless the safety of himself or others is at risk.</p> <p>Remove the other children involved in the situation from the surrounding area. Remove any risks in the environment where possible.</p> <p>If he or other children are at risk of harm, physical intervention from a member of staff to keep the child safe may be appropriate.</p>
<p>Child's Voice</p> <p>Talk to me nicely</p> <p>Don't shout</p> <p>Help me to calm down in a safe space.</p>	<p>Child's Voice</p> <p>Don't shout</p> <p>Move other people I am upset with away.</p> <p>Offer me an activity you know I like.</p> <p>Give me space</p>	<p>Child's Voice</p> <p>Remind me of a safe space I can go to if I need to get out and away from people.</p> <p>Let me go outside to calm down.</p> <p>Let me go to my trusted adult if I need help (BB)</p>

Appendix 4: The Assault Cycle



Phase 1 – Triggering Event: An event perceived by the individual as a serious threat or frustration that initiates emotional or behavioural escalation.

Phase 2 – Escalation: Physical and emotional arousal increases—tension, agitation, preparing for confrontation.

Phase 3 – Crisis Point: The peak of aggression or assault behaviour (could include violence or extreme emotional response).

Phase 4 – Recovery: The body and mind begin to relax; emotional vigilance decreases, though vulnerability to further escalation remains.

Phase 5 – Post-Crisis Depression: The individual experiences emotional exhaustion, guilt, shame, or fatigue after the crisis.

Appendix 5: Physical Intervention Review

Incident Analysis

Pre-crisis

- What happened prior to the incident?
- Was there anything that escalated the situation?

Crisis

- Were the adult responses effective?
- What approaches helped de-escalate the situation?

Post Crisis

- What do we feel the function of the behaviour was?
- What would you do differently next time to reduce the risk of harm?

Appendix 6: Risk Assessment

Name of child:		Year:	DOB:	
Purpose: To support the prevention of actions by pupil with SEND in causing harm or distress to themselves, pupils, and staff (1 to 5, with 1 being a low risk and 5 being a high risk)				
Area of Risk	Nature of Risk	Previous Action taken to minimise the risk	Further Action planned to minimise the risk occurring	Level of Risk in response to Action Planned
1.	•	•		LOW / MEDIUM (1 to 3)
2.	•	•		
3.	•	•		
4.	•	•		

In addition to the above, staff have been provided with significant training and support in partnership with the TECT team, SBAP and the Communication and Interaction team.

This risk assessment will be read and fully understood by any unfamiliar adult / supply staff before working with this class to ensure all elements of this risk assessment are adhered to.

Reviewed by:

Date:

Next review: (at least half termly)

Reviewed by Richard Smith, Chair of Governors on 11th September 2025



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Review frequency: Annually

Version	Revision Date	Next review due	Summary of Changes (and author)