

# XII Apostles RCPS Behaviour Policy



<b>Date effective from</b>	September 2025
<b>Date of next review</b>	September 2026
<b>Review period</b>	1 Year
<b>Status</b>	Statutory
<b>Person responsible</b>	Mrs Whitton
<b>Date ratified by Governing Body</b>	2 <sup>nd</sup> October 2025
<b>Version</b>	3

## X11 APOSTLES R.C.P.S. BEHAVIOUR AND DISCIPLINE POLICY

### Introduction

#### TWELVE APOSTLES MISSION STATEMENT

Through learning and loving we will follow Jesus

1. To place Christ at the centre of everything we do.
2. To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential.
3. To develop an understanding of community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs and helps us to keep these beliefs as the basis for everything we do and gives us the purpose for all our work in Twelve Apostles. We see every child is unique and therefore, the behaviour policy acknowledges the school's legal duties under the Equality Act 2010. For this to be achieved there must be high standards of conduct and learning behaviours in and around school at all times and therefore, it is with these aims in mind that the schools' behaviour and learning behaviours policy has been developed.

### Behaviour Policy Principles

Twelve Apostles mission is to create a safe environment where exemplary behaviour is at the heart of productive learning. We have the highest expectations for the personal conduct and positive learning behaviours of staff and children. We encourage children to accept responsibility for their behaviour and learn from their mistakes. As members of our community, we adhere to the values of being: **'Ready, Respectful, and Safe.'**

### Aims of the policy

- To encourage a calm, purposeful, happy and welcoming atmosphere within the school.
- To promote good behaviour, self-discipline and respect for themselves and each other
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To encourage a growth mindset by developing positive learning powers
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour
- To help children, staff and parents have a sense of direction and feeling of common purpose.
- To develop in each child a sense of worth, self-esteem, tolerance and respect for others
- To provide clear consistent approach for children, staff and parents of expected levels of behaviour
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour

### Good behaviour and positive learning behaviours

Our understanding of 'Good Behaviour' follows on from the teachings and Gospels of Jesus Christ. In the daily life of school this will be made clear by encouraging people to be **ready**,

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**respectful and safe.** Through targeted work as individual classes and as a whole school we enable the children to understand that good behaviour means being

- caring and kind
- polite and friendly
- helpful to each other
- hardworking, honest and responsible

Alongside developing the children's conduct we also endeavour to develop our children's attitudes and mind sets towards the challenges they face within their learning. This is achieved through the idea of learning 'powers'. We encourage our children to focus on themselves as learners, and to realise that they can learn to be good at learning. The idea of every child having learning powers enables skills such as resourcefulness, resilience, collaboration and independence to be explored, developed and applied. We believe that developing these powers will equip our children with the ability to keep going when problems arise as well as be able to think about how they can achieve a goal and solve problems effectively. Eventually, our children will be able to transfer and develop their powers into life skills and feel confident as they face new and different situations in school and their lives beyond. These learning powers include.

- concentrate
- co-operate
- have a go
- don't give up
- be creative
- have fun
- keep improving
- be creative

All staff encourage these positive behaviours in every area of school activity, and we have agreed to

- recognise and highlight good behaviour as it occurs.
- ensure that all children are praised for behaving well.
- ensure that any criticism is constructive and helpful.
- explain and demonstrate the good behaviour we wish to see.
- encourage children to be responsible for their own behaviour.
- inform parents about their children's good behaviour.
- reward individual children and groups of children for behaving well.
- take time to welcome children at the start of the day.
- never walk past or ignore children who are failing to meet expectations
- always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

### **Teaching for good behaviour and positive learning behaviours 'Be Ready, Be Respectful and Be Safe'**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the whole school values '**Be Ready, Be Respectful and Be Safe**', relentless routines and visible consistencies that all children and staff follow. Children are praised publicly and reminded in private.

#### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others.

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- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm.
- Demonstrate unconditional care and compassion.

### Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect.
- Explicitly TEACH behaviour.
- MODEL the behaviour we are expecting.
- PRACTISE behaviour
- NOTICE excellent behaviour.
- CREATE conditions for excellent behaviour.

Our Rules	Visible Consistencies	Over & Above Recognition
<ol style="list-style-type: none"> <li>1. Be ready</li> <li>2. Be respectful</li> <li>3. Be safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Lovely Lines at assembly, playtimes and lunch times</li> <li>3. Wonderful Walking in and around school</li> </ol>	<ol style="list-style-type: none"> <li>1. Awarding dojo points</li> <li>2. Star of the week</li> <li>3. Star of the day</li> <li>4. Home contact</li> <li>5. HT/SLT praise</li> <li>6. Stickers/ prizes</li> </ol>

### Whole school House point system (Class Dojo points)

All children belong to a house group in which they remain during their time in school. Dojo points can be awarded by any member of school staff. Each week the children add their points to a collective score for their house and the winner for the week is announced in assembly and displayed on the noticeboard. Each half term the winning house gains an additional treat. At the beginning of each term, the children and class teacher agree on a special reward activity. These activities may include a picnic, non-uniform day, a class trip or cooking afternoon. To achieve their reward activity the children, need to collectively gain 5000 Dojo. When they have achieved this reward, they will then decide on a new reward activity to aim towards.

### Discouraging and avoiding inappropriate behaviour

Despite positive responses to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment. We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. Scripted responses are used as a low-level intervention to tackle inappropriate behaviour. This is a 30 second approach that is non-threatening and delivered privately on a 1 to 1 basis. Staff use common language to refer to school's expectations of appropriate behaviour and the consequences for non-compliance.

### Example of agreed scripted response.

Gentle Approach, use child's name, child level, eye contact, deliver message
<ol style="list-style-type: none"> <li>1. REMINDER: I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe)</li> </ol>

<p>You now have the chance to make a better choice Thank you for listening <b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
<p>2. WARNING: I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area..... (learner's name), Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation <b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
<p>3. CALMING TIME: I noticed you chose to ..... (noticed behaviour) You need to: Wait outside the classroom/Go to quiet area. Go to sit with other class. Go to sit with HT/ DHT Playground: You need to: 1. Stand by other staff member 2. Sit on the picnic bench 3. Go to HT's office I will come and speak to you in two minutes <b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b> <b>TIME IN not TIME OUT that counts.</b> <b>*DO NOT describe child's behaviour to another adult in front of the child*</b></p>
<p>4. FOLLOW UP, REPAIR AND RESTORE</p> <ol style="list-style-type: none"><li>1. What happened? (Neutral, dispassionate language.)</li><li>2. What were you feeling at the time?</li><li>3. What have you felt since?</li><li>4. How did this make people feel?</li><li>5. Who has been affected? What should we do to put things right? How can we do things differently?</li></ol>

### Rationale behind sanctions

The punishments or sanctions that are unfair, inconsistent, really unpleasant tend to be counter-productive. Sanctions must only be imposed following a verbal warning and then following school's agreed scripted response. Staff must strive to apply a rewards / sanctions ratio of at least 5:1. Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child. The imposition of a sanction should not be based on the tolerance level of a staff member being exceeded but rather because the child has broken an agreed rule.

**Sanctions should:**

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate. The procedures of penalties or consequences are as follows using a 7 step response approach and are dependent on the severity of the behaviour issue.

Step 1	Verbal reminder of the expected behaviour/ school rule e.g I expect you to be ready / be respectful/ be safe
Step 2	School agreed scripted response used- see above for detail
Step 3	The consequence/sanction is given - this could be taken from the following: missing a playtime to make up for learning time missed, spend time outside the classroom or in another class to reflect, walk around with the teacher on duty at playtime or cover a star. The class teacher should use their professional judgement as to the most fitting sanction. Consequences should be discussed with the child; Choice presented to child – You can choose to ..... or you can choose to ..... If you choose to ..... then there will be further consequence Reflection sheet filled in if appropriate and discussed with an adult. Repeated incidents, reaching stage 3 regularly or incidents that include a child hurting another child will be reported to parents at the end of the day or as soon as possible, either in person, by letter or phone call Teachers record or log frequent behaviour incidents on CPoms to establish any patterns and also to relay to parents a sequence of events Categories of behaviour include low level disruption, negative behaviour verbal, negative behaviour physical, serious incident, Bullying related- verbal, physical, racist, homophobic, cyber
Step 4	If unacceptable/ disruptive behaviour continues, the child is sent to speak to a member of the Senior Leadership Team <i>headteacher/ deputy headteacher</i> Time out working away from class for rest of morning/ afternoon Reflection sheet filled in and discussed with a member of the SLT The class teacher will inform parents or if the behaviour is deemed serious enough, then the parents are asked to attend a meeting with the headteacher .
Step 5	If the behaviour pattern is consistent and or serious, an ABC (Antecedent Behaviour Consequence) record chart may be utilised to analyse the triggers for the behaviour. Subsequently these records alongside other relevant evidence will be collated and analysed to support school in identifying and understanding the possible cause of the behaviour. An Early Help may be set up and referrals may be made to appropriate outside agencies to provide support for the child and their family. This may include but is not limited to support from TESS, CAMHs, Health or Social Care. School will endeavour to acquire the most appropriate support to meet the needs of the child. Serious incidents are also recorded on CPOMs. Serious incidents include:

	<p>Violence towards staff/ other children          Damaging school property          Shouting/ swearing at members of staff          Racist, sexist or homophobic remarks          Bullying or intimidation</p>
Step 6	<p>After a serious incident, a risk assessment will be completed and a Positive Handling Plan (PHP) may be used. A Pastoral Support Plan (PSP) will detail support to be given and targets will be agreed with key individuals, including parents. This will be reviewed every six weeks.</p>
Step 7:	<p>Follow LA /DFE regulations for suspensions or permanent exclusions. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion if the circumstances warrant this.</p> <p>If the Headteacher suspends a child, she will inform the parents as soon as possible, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of suspension.</p> <p>The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion. The Governing Body itself cannot either suspend a child or extend the suspension period made by the Headteacher.</p>

### Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans' that can be found in Appendix 2.

### Physical Attacks on adults and power to use reasonable force

At Twelve Apostle's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All staff have attended Safe Teach training to enable them to use the appropriate holds and guides safely.

All staff should report incidents directly to the Headteacher or Deputy Headteacher. All members of staff involved should complete a physical intervention form Appendix 1 and record the incident on CPoms under the categories serious incident, negative behaviour physical and team teach incident. The incident should also be reported to the child's parents. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and consider any further reasonable adjustments that can be made. Suspension or permanent

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exclusion will only happen once we have explored several options and have created a plan around a child.

### **Special Educational Needs/ Social Emotional and Mental Health**

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour, and with their social, emotional and mental health. School provides a more intensive intervention for children with SEMH difficulties through Nurture provision. Children attend Nurture daily or weekly depending on their specific needs. The aim of the intervention is to enable the children to develop the necessary strategies to access their education in class with their peers. For those children whose behaviour is leading them to be at risk of suspension, they may have an individual behaviour plan / Pastoral Support Programme agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, the Behaviour Support Service or Educational Psychologist.

Staff do not assume that because a child has SEND, their behaviour will be affected. This will be a judgement based on the facts of the situation. The Headteacher will consider whether a child's SEND contributed to an incident of misbehaviour and whether it is appropriate or lawful to sanction the child.

### **Staff Training**

Supporting staff in dealing with inappropriate behaviour is part of school's continued professional development programme. Throughout the year, training is delivered by SLT or if appropriate outside agencies. These sessions can be related to aspects from the behaviour policy such as de-escalation or supporting children with specific needs such as autism or ADHD. Staff are encouraged to return to the behaviour policy on an annual basis to re-refresh themselves on the purpose and aims of the policy. The core school rules of '**Ready, Respectful and Safe**' are unpicked with the children at the beginning of the academic year so that staff and children are clear about behaviour expectations, routines and procedures.

### **Pupil Support Systems**

Children with behavioural difficulties will also be supported by the Pastoral Manager / school well-being coach/ mindfulness therapist in school either on a one to one basis or in small groups to develop behaviour skills. Children are expected to do as an adult tells them. If a child feels they are being treated unfairly they should still do as they are told and may then talk to their teacher, Headteacher or parents. Their issue will be taken seriously and will be investigated.

### **Playtimes and Lunchtimes**

The behaviour policy applies to all times of the day including playtimes and lunchtimes. It should be applied consistently by all members of staff. Playtimes and lunchtimes. We aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment boxes kept in the green sheds for each key stage and structured games which are led each lunchtime by welfare staff and play leaders, with the focus on co-operative play, good communication and teamwork. Please refer to the lunchtime procedures document for more detail on how children are supported during playtimes and lunchtimes.

### **Behaviour outside of school**

It is essential that we establish clear boundaries and have high expectations at all times. School has a responsibility to encourage positive behaviour both in and out of school. School has the

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authority to sanction children's misbehaviour outside of school. This includes when taking part in any school organised activity, when travelling to or from school, when wearing school uniform, when posing a threat to another child or when their behaviour may adversely affect the reputation of the school.

### **Behaviour Incidents Online**

The way in which children relate to one another online can have a significant impact on the culture in school. Negative online interactions can damage school's culture and lead to school feeling like an unsafe place. As a preventative measure e-safety, including online behaviour is taught through the computing curriculum. Positive online behaviour is also promoted through an annual anti-bullying week and e-safety day. Incidents of negative online behaviour are dealt with in the same way as negative offline behaviour.

### **Children's Responsibility**

Children are expected to follow the school rules 'Ready, Respectful and Safe'. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

### **Parent's Responsibility**

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

The behaviour and behaviour conduct policy is displayed on the school website. We have a Home/School agreement which is shared with children and parents annually. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Deputy Headteacher may then be involved, then the Headteacher and, if the concern remains, they should contact the school governors. We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

### **Child on Child Sexual Violence and Sexual Harassment**

Following any report of child on child sexual violence or sexual harassment offline or online, school will refer to guidance set out in section 5 of the Keeping Children Safe in Education document.

### **Legal framework**

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- Keeping Children Safe in Education 2025
- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010

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- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'
- Statutory guidance to school suspension and exclusion
- Behaviour in Schools Advice for headteachers and school staff July 2022

This policy operates in conjunction with the following school policies:

Health and Safety Policy

Safeguarding, Child Protection and Early Help policy

Special Needs Policy

Anti-Bullying Policy

Home school Agreement

Staff code of Conduct

Staff Handbook

Code of conduct for Parents and visitors

Equality Policy

GDPR Data Protection Policy

**Appendix 1**



**PHYSICAL INTERVENTION INCIDENT REPORT FORM**

<b>1. Your Name:</b>					
<b>2. Name of Person Restrained:</b>					
<b>3. Date and Time of Incident</b>					
<b>Date</b>		<b>Time</b>		<b>Location</b>	
<b>4. Why was it Necessary to Restrain</b>					
<input type="checkbox"/> Harm to Self		<input type="checkbox"/> Harm to Others		<input type="checkbox"/> Damage to property	
<input type="checkbox"/> Other (Please specify)					
<b>5. Was any verbal reasoning / de-escalation used prior to the need to restrain?</b>					
<input type="checkbox"/> Yes			<input type="checkbox"/> No		
Please expand below:					
<b>6. Were any weapons involved?</b>					
<input type="checkbox"/> Yes			<input type="checkbox"/> No		
If 'yes' please state what type of weapon was involved:					
(please specify)					
<b>7. What Technique/s position of Restraint did you use</b>					
<b>(Please see Safe Teach UK website for description of techniques)</b>					
<b>8. Who else was involved in the Restraint</b>					

<b>Name:</b>	
<b>9. Please list any injuries to you</b>	
1	
2	
3	
<b>10. Please list any injuries to the person restrained</b>	
1	
2	
3	
<b>11. Your statement – what occurred in your own words</b>	
<p>Your statement must set out what happened; give details of your part in the use of force, any holds you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident.</p>	
<p>The use of force must only be used when it is:</p> <ul style="list-style-type: none"> <li>i. Reasonable in the circumstance, meaning:</li> <li>ii. You believed that it was Necessary, and</li> <li>iii. Proportionate to the seriousness of the situation</li> </ul> <p>When force / restraint was used, please tick your primary role:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Right arm</li> <li><input type="checkbox"/> Left arm</li> <li><input type="checkbox"/> Other (Please specify)</li> </ul> <div style="border: 1px solid black; height: 100px; width: 100%; margin-top: 10px;"></div>	
<b>Please provide as much detail as possible below, including:</b>	
<p>Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed and why), and after the incident (i.e. where the child was relocated to and any injuries sustained).</p>	



**RISK ASSESSMENT**



**School: XII Apostles**

**Name of Child/Young Person: DOB:**

**UPN: Yr group:**

*Should the child relocate to another establishment or be referred to TESS, it is required that a copy of this document is forwarded as necessary on referral/ admission.*

**Risk Assessment compiled by**

**Date of this assessment:**

**Date of review:**

**Indicate the reason for this risk assessment: Disruption, violent and aggressive behaviour**

Type	Date	Please Tick
Prior to admission/ pre-placement meeting		
On admission		
At annual review/planning/PSP meeting		
Following serious incident		

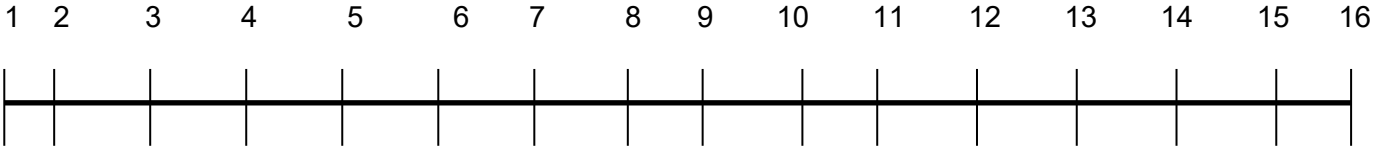
**Types of behaviour causing concern**

Frequency H Hourly D Daily W Weekly M Monthly	Behaviour (Give brief description of behaviour)	Validity O Opinion K Known	Intention D Deliberate A Accidental I Involuntary	RISK		
				Hazard (Potential for harm) 1 Rare 2 Occasional 3 Frequent 4 Persistent	Probability (Likelihood of harm) 1 Improbable 2 Possible 3 Probable 4 Likely	Likelihood of risk Level of hazard x probability
H	<i>Example: for guidance</i>	O	I	4	3	4x3=12
	Disruption:					
	Vandalism:					
	Bullying:					
	Fighting:					
	Violent & aggressive:					
	Absconding/absenting:					
	Substance/alcohol misuse:					
	Threats & invective:					
	Impulsive dangerous behaviour:					
	Self harm:					
	Discriminatory behaviour:					
	Inappropriate sexual behaviour:					
	Medically related behaviour:					
	Other (please specify):					
	Other					

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### Scaling students' predisposition to risk

Use the **individual figures** from previous sections "likelihood of risk" column to obtain an indication of the client's predisposition to risk from their behaviour that causes concern



Numerous incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour characterised bullying and assault associated with premeditation, and undermining adult authority to the detriment of the security of the structured environment and the safety and welfare of other students and adults.

Numerous incidents of non-compliance and severe challenge including violence and aggression associated with a loss of emotional control, regular absenting from class necessitating monitoring, and the undermining of adult authority to present challenge to the security of the structured environment.

Commonplace incidents of non-compliance/challenge including dangerous behaviour associated with impulsiveness, a lack of anticipation and acceptance of consequentially, and absenting or absconding; and ignoring adult advice and guidance.

Regular incidents of non-compliance/challenge including aggressive confrontations with others, and avoiding adult supervision

Occasional incidents of non-compliance/challenge associated with mood swings.

Normal range of behaviour given age, maturity, emotional difficulty, and personal circumstances.

**Reason for behaviour**

**(Please indicate – This is not an exhaustive list)**

**Identification of source**

<i>Yes</i>	<i>Example</i>	<i>J Smith - Headteacher</i>
	Frustration:	
	Conflict:	
	Pressure:	
	Ego defensive/Low self esteem:	
	Inappropriate response to challenge:	
	Failure to anticipate/accept consequence:	
	Poor response to structure environment:	
	Peer dynamics: Reaction to another child becoming distressed	
	Alcohol abuse:	
	Drugs/Substance abuse:	
	Task avoidance	
	Learned behaviour:	
	Sexual behaviour:	
	Educational difficulty:	
	Racial attack:	
	Gender issues:	
	Psychological/Psychiatric:	
	Other	
	Other	

**Trigger points to behaviour**

**(Please indicate – This is not an exhaustive list)**

**Identification of source**

	Family Issues : (Thomas is adopted)		Peer Issues:
	Control Issues:		Issues relating to the structured environment:
	External Issues, police, court and social environment etc:		Social time: which times?
	Educational issues:		Issues with peer groups:
	Other: Attachment difficulties		

**Adults to whom behaviour is most likely to be exhibited**

**(Please indicate – not an exhaustive list)**

	All staff:		Newly recruited staff (male or female):
	All men:		All women:
	Ethnic groups:		Sessional staff (male or female):
	Some men:		Some women:
	Visitors:		Members of the public
	Other		Other:

**Peers to whom behaviour is most likely to be exhibited**

**Please indicate – Y - younger, O – older, E – Ethnic Minority, V - emotionally vulnerable**

	All peers:		All male peers:
	All female peers:		All ethnic minority peers
	Some female peers		Some male peers

Name:	Date	
<b>Building positive relationships</b>	What are the praise points, positives, or bridge builders for them?	Green
<b>Anxiety</b>	What does it look like? What do we need to do?	Blue, Yellow
<b>Defensive</b>	What does it look like? What do we need to do?	Blue, Yellow
<b>Crisis</b>	What does it look like? What do we need to do?	Red
<b>Recovery &amp; Depression</b>	What will it look like? What do we need to do?	Blue, Yellow
<b>Restoration</b>	Listen "What Happened?" Link "How did that make you feel?" Learn "What can you do next time you feel that way?"	Green
<b>Hot Spots</b>	When or in what situations are these behaviours likely to occur?	
Are there any known medical conditions which should be considered?		
How will incidents be recorded and monitored?		

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Signed	(Staff)  (Parent/Carer)
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## My plan

Name:

	My emotions/feelings	How you can help me
