

Wreningham VC Primary

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Reviewed Autumn Term 2025

Next Review Autumn Term 2026

This policy will be reviewed every year.

This policy was adopted by the Governors' Raising Standards Committee

Behaviour and Anti Bullying Policy

"Love one another as I have loved you that my joy might remain in you, and that your joy might be full (John 15:12)"
This behaviour policy is informed by Christian Values which underpin every aspect of school life.

At Wreningham VC Primary School we believe good behaviour in class is essential for effective learning. This policy is designed to support pupils' good behaviour, so each child fulfils their highest level of personal achievement in our school. This is done through encouraging, supporting and teaching good behaviour. The school motto **Together Everyone Achieves More** is central to our vision: Wreningham Primary serves its community with children, parents, staff and governors working together so that all pupils are safe, happy, keen to learn and able to achieve their very best within our Church school.

We teach our pupils about our core Christian values – compassion, thankfulness, kindness, respect, love, service, perseverance, hope, courage, forgiveness, friendship and stewardship.

Our Principles

- The welfare, well-being and development of children and staff are paramount in our school.
- All members of our school will show respect and courtesy towards each other.
- The school will work with parents/carers to encourage and support children to be positive citizens.
- Foster a positive and compassionate environment in which all children can flourish.

This policy relates closely to the policies on Exclusions, safeguarding and Positive Handling. It also links to the Screening, Searching and Confiscation advice to Headteachers.

Aims of the behaviour policy

- Set the standards for a positive learning environment.
- Create a safe environment free from disruption, bullying, violence or harassment.

- Take a restorative approach to resolving conflict and preventing harm.
- Promote positive attitudes; self-esteem, self-discipline, self-regulation and achievement.
- Set clear boundaries and ensure consistency of response to both positive and negative behaviour.
- Develop a partnership approach with parents and carers.

Roles and Responsibilities

- All staff will model positive behaviour. All staff have the authority to discipline children whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction.
- In our school, staff will follow agreed procedures and strive to use restorative practice to build relationships, promote discipline and prevent further harm and conflict occurring.
- Parents and carers will be expected to take responsibility for the behaviour of their child/ren both inside and outside of the school. All parent/carers will be encouraged to work in partnership with the school in maintaining high standards of behaviour, to join with their child/ren, school and agencies to seek solutions to any difficulties incurred.
- Parents and carers will be made to feel welcome in school to discuss their child's progress in a positive atmosphere.

Restorative Practice

- Restorative practice is an approach that focuses on the needs of the persons involved instead of the decision to punish. Restorative approach builds respect by;
- learning to listen to others' opinions and learning to value them,
 - taking responsibility for your own actions,
 - developing the skills to identify solutions that repair harm and
 - ensuring behaviours are not repeated.

The 'Roots & Fruits' model of behaviour recognises that pupil's behaviour can be as a consequence of their negative experiences, this leading to negative feelings and behaviours.

Negative experiences such as bereavement, parents' separation, SEND, unmet needs, feeling unwell, can lead to negative feelings of anxiety, frustration, confusion, being upset, feeling sad, lonely, angry which can in turn be displayed in difficult behaviours such as shouting, hurting someone, crying, throwing objects, refusal to work, withdrawn, running off, using unkind words or swearing.

The school ethos is one of positive, encouraging experiences, leading to positive feelings and behaviours. Being a small, family school, with values that include forgiveness, friendship and compassion, and where pupils' successes are praised and celebrated, leads to pupils feeling trusted, safe, happy, confident, believed, validated, valued, understood, respected and in turn leads to positive behaviours such as sharing, listening, following instructions, co-operation, perseverance, resilience and optimism.

Our School Rules

The Seven Bees of Behaviour:

- Be Ambitious** (Do your best; Challenge Yourself; Aspire to Greatness)
- Be Focused** (Work Hard; Show Resilience)
- Be a Team Player** (Respect Others; Be Caring of Their Feelings)
- Be Tidy** (Take care of your books and equipment and the school grounds)
- Be Friendly** (Forgive Others; Don't be unkind or Hurtful)
- Be Polite** (Show Respect; Don't be rude or interrupt)
- Be Truthful & Honest** (Don't tell lies or keep a bad secret)



Be Ambitious
(Do your best, Challenge Yourself, Aspire to Greatness)

School Coloured Behaviour System - An Amber Warning Card

Poor behaviour not consistent with the Seven Bees of Behaviour such as being unkind, interrupting the teacher, distracting other pupils, will lead to the pupil receiving a verbal warning. If the behaviour continues, the child will be given an **amber warning card**; this will be put on the teacher's whiteboard, though it will not identify the child. The child will be encouraged to turn their behaviour around. However, if the behaviour continues, the child will then be sent to the headteacher with the amber card. This will result in a sanction e.g. losing time from their playtimes and the child will need to complete a face-up-to-it sheet.

Persistent disruption

A child who receives *more than 3* amber warning cards in one half term will be sent to the headteacher. All pupils sent to the Headteacher with an amber card will be recorded on CPOMS.

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise for good learning behaviours and core values.

- Stars of the week certificates presented in the Friday assembly.
- Certificates of football and swimming
- Certificates for Musical Instrument exams
- Being sent to the Head Teacher for praise, share good work and receive a Head Teacher sticker
- Notes, telephone calls to parents
- Each class will build to a whole class reward e.g. by collecting marbles in a jar, each marble rewarded for a positive behaviour such as showing respect, kindness, care etc.

Sanctions

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour. The use of consequences should be characterised by certain features: -

- It must be clear why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.
- Consequences will be consistent, fair and proportionate.

Any sanction must consider the pupil's age, any SEN or disability, and any religious requirements. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Sanctions range from a verbal warning, withdrawal of privileges.

Ongoing low level negative behaviour by a pupil will be recorded on an Ongoing Chronology Behaviour Incidents sheet (the pupil may have a behaviour management plan i.e., an Individual Risk Management Plan) If the behaviour is considered to be more than a relatively minor incident the negative behaviour is recorded on a separate incident sheet (example included in this policy). If physical intervention has been used to restrain a pupil this is recorded on a second sheet (PART B Non-Routine/Emergency Physical Interventions sheet) see Positive Handling & Physical Intervention Policy.

Parents will be contacted if the headteacher and class teacher believe this is required. A parent meeting record sheet is used to document the conversation.

Children 'beyond'

There will be a very few children for whom the school-coloured behaviour system does not work, and extra systems are needed. In general, these children will normally have specific needs and difficulties for a variety of reasons. They will usually already be part of the school's special needs system with their own Individual Risk Management Plan which will include a behavioural target.

Extra procedures that could be identified on an Intervention Plan:

- Monitoring behaviours on a weekly sheet including break times.
- Stickers on a timetable to mark good behaviour.
- Marbles in a jar – used to reward good behaviour and representing a minute of choosing time.
- Break cards – a visual support which may be used by the child to communicate the message they need some time away from an activity, task or person.

The school will:

- Monitor the consistency of all staff involved with the child and the use of procedures.
- Support colleagues who deal with children 'beyond'.
- Seek specialist help and advice from the Educational Psychologist.
- Evaluate the classroom organisation and management.

Containment

On occasions even these extra procedures will not yield positive results and the child will need to spend time away from class and normal teaching and learning while advice is sought. Ultimately, and as the only remaining option, a fixed term exclusion could be triggered.

Exclusions

The school is committed to providing an environment where all children feel safe, happy, accepted and integrated within which effective teaching and learning can take place. Staff work closely with parents and pupils to optimise the chances of every pupil succeeding. Fixed term or permanent exclusion will be used as the only remaining option where school-based interventions and support have not improved the situation. (To prevent a permanent exclusion, the school may explore a managed move based on NCC guidance). The school will follow the guidance set out in its exclusion policy/LEA guidelines.

Behaviour that could prompt a fixed term exclusion is listed. The exact circumstances that trigger such an exclusion will be specific to each incident and every eventuality is not listed:

- Any form of bullying.
- Swearing.
- Any form of discrimination, including racial or homophobic discrimination.
- Disruptive behaviour in which there is a risk of injury to the child, other children and/or staff.
- Aggressive behaviour in which property is damaged.
- A total refusal to comply with school discipline and/or repeated violence or verbal abuse.
- Possession of any prohibited items.

A decision to permanently exclude a pupil will only be taken:

- In response to persistent breaches of the school's behaviour policy; and
- Behaviour where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Positive Handling Strategies

All staff should attempt to de-escalate a conflict situation. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Teachers will use Step On 'Strategies Towards Positive Behaviour' techniques (see Appendix), in accordance with training given. Step Up training will be undertaken if necessary.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns from the class teacher should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

The school will communicate this policy and its expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Peer Mediators – Playtimes/Lunchtimes

Children in Year 6 will help other children from class 1 and class 2 to resolve their differences when a low-level problem is developing or has already occurred at break times. The Year 6 children will receive training. The following rules apply:

- Children are only peer mediated if they want to be.
- Before taken off the playground, peer mediators must confirm its appropriate with the teaching staff on duty.

- The focus is on initiating play games.
- Any conflict forms must be passed to the class teacher.

BULLYING – STATEMENT OF INTENT & PROCEDURES

Bullying of any kind is unacceptable at our school and will not be tolerated. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Bullying can be physical, verbal or emotional by a single person or a gang. It can take the form of cyberbullying, be related to race, religion and culture, homophobic, bullying of pupils with SEN or disabilities. We regard bullying as particularly serious and take firm action against it. Pupils must be encouraged to work against it and to report any incidents of bullying. Methods used to help prevent bullying include:

- Circle time discussions about bullying and why it matters
- Writing a set of school rules – displayed in school
- Signing a behaviour contract – Home School Agreement
- Treat racist and sexist comments seriously, this includes homophobic bullying
- Give support to both the victim and the bully
- Follow up incidents to prevent reoccurrence
- Encourage pupils to report incidents
- Use peer pressure
- Help pupils see other points of view
- Build relationships and reward good behaviour
- PSHE

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. The following approach is used in responding to any bullying incidents that may occur:

Procedures

1. In cases of bullying, the incidents will be recorded by staff and records kept by the headteacher.
2. The bullying behaviour, or threats of bullying, must be investigated and the bullying stopped immediately.
3. Counselling and support for the victim of the bullying is provided.
4. An attempt will be made to help the bully (bullies) change their behaviour. Time is spent talking to the child who has bullied, explaining why the action of the child was wrong, and helping the child change their behaviour in future.
5. Parents should be informed and will be asked to come into school and a meeting will be held to discuss the problem
6. If necessary and appropriate, police will be consulted.

Bullying - Signs and Symptoms A child may indicate by signs or behaviour that he or she is being bullied. [Appendix 2](#) has a comprehensive list of the possible signs bullying is taking place.

The role of governors in responding to incidents of bullying

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Headteacher – Anti bullying

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. The headteacher ensures all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher – Anti bullying Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Records of all incidents that happen in their class are written up and given to the headteacher.

If teachers become aware of any bullying taking place between members of a class the issue is dealt with immediately. Initially the headteacher is informed. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

Screening, Searching and Confiscation

The school follows the Department of Education non-statutory guidance with regard the searching of pupils and the confiscation of items found during a search.

Confiscation

The law allows school staff to confiscate a pupil's property if it is inappropriate in school. The school will hand back any confiscated items to the parents of the child at the end of the day. Note – weapons and knives would be handed to the police.

Screening, Searching and Confiscation non statutory guidance: Advice for Head teachers, staff and Governors

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

CYBERBULLYING

Cyberbullying can take many forms and can go even further than face-to-face bullying by, for example, invading personal space and home life, and can target more than one person. It can take place across age groups and target pupils, staff and others, and may take place inside school or within the home.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will deal with it in the same way as set out in this policy.

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online and explaining how filtering and monitoring procedures work.

A cyberbullying incident may include different features to other forms of bullying e.g. the person being bullied might not know who the perpetrator is, the perpetrator might not realise their actions are bullying, and the 'anytime and

anywhere' nature of cyberbullying. The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy. All incidents will be reported using CPOMS.

Appendices

The Seven Bees of Behaviour

Bullying: Statement of Intent; Signs and Symptoms

Parent Meeting Record Sheet

Part A Behaviour Incident Sheet/

Part B Physical Interventions Recording Form

Whole School Coloured Behaviour System

Face-up-to-it forms

Ongoing Chronology

Roots and Fruits

Individual Risk Management Plan

Physical Intervention

RELEVANT POLICIES

To underpin the values and ethos of our school and our intent to ensure our children remain safe the following policies are included under our safeguarding umbrella:

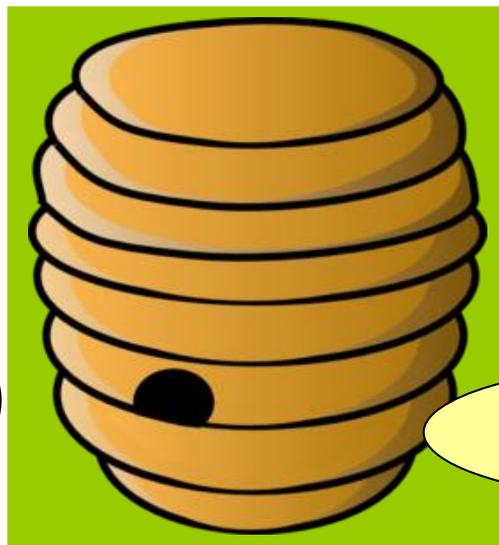
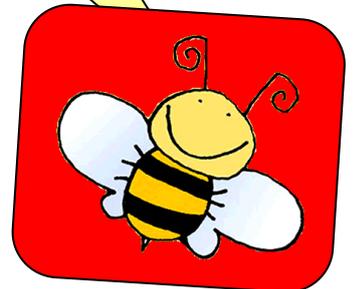
- Exclusions Policy
- Positive Handling
- RSE Policy



The Seven Bees of Behaviour

Be Ambitious (Do your best, Challenge Yourself, Aspire to Greatness)

Be Focused (Work hard, Show Resilience)



Be a Team Player
(Respect others, and be caring of their feelings)

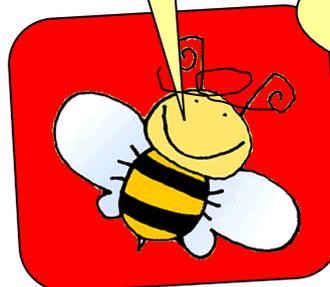
Be polite (Show respect. Don't be rude or interrupt)



Be Tidy (Take care of your books and equipment and the school)

Be Friendly
(Forgive others. Don't be unkind or hurtful)

Be Truthful & Honest
(Don't tell lies or keep a bad secret)



Wreningham VC Primary School

WHAT IS BULLYING

The Anti-bullying Alliance (ABA) defines bullying as: the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

Three characteristics of bullying are:

- **Deliberately hurtful** (including aggressive behaviour)
- **Repeated often over a period of time**
- **Involves an imbalance of power: it is difficult for the victim to defend themselves (perpetrator exploits their power - size, age, popularity, coolness, abusive language)**

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school.
- doesn't want to go on the school.
- begs to be driven to school.
- changes their usual routine.
- is unwilling to go to school (school phobic)
- begins to truant.
- becomes withdrawn anxious, or lacking in confidence.
- starts stammering.
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to do poorly in schoolwork.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money (to pay bully).
- has dinner or other monies continually "lost".
- has unexplained cuts or bruises.
- comes home hungry (money / lunch has been stolen).
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what's wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous & jumpy when a cyber message is received.

Factors to help determine if an incident constitutes bullying:

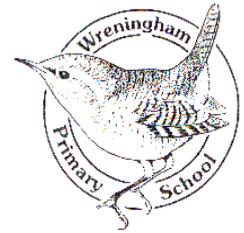
An incident is *not* bullying if it is:

- the first hurtful incident between these children.
- teasing between friends without intention to cause hurt (should not be repeated).
- Falling out between friends after an argument or misunderstanding.
- A conflict that got out of hand (should not be repeated).

We encourage children to speak to a trusted adult if they are bullied or see others being bullied.

Wreningham V.C. Primary school

Parent Meeting Record Sheet



Pupil's Name:

Date:

Name of Parents:

Class Teacher:

Year Group:

Person completing the form:

Summary (Parent Concerns):

Outcomes or Any Actions to be Taken/Date to re-meet (if appropriate):

Parent Signature

Date

Pupil Voice recorded over page if appropriate

PART A BEHAVIOUR INCIDENT SHEET

NAME OF CHILD:	
CLASS:	
STAFF NAME:	
DATE OF INCIDENT:	
TIME:	
ANTECEDENTS (<i>events leading up to the incident</i>)	
DESCRIPTION OF THE BEHAVIOR INCIDENT (<i>Include where the incident took place; reasons for any physical intervention</i>): (Bullet Pts.)	
CONSEQUENCES/OUTCOMES: (<i>How did the staff intervene, how did the child respond, how was the situation resolved</i>)	
NAMES OF WITNESSES:	
PARENT INFORMED (<i>any follow-up with parents</i>):	
TEACHER INFORMED:	
SIGNED (<i>Person completing the form</i>):	
DATE:	

Hand this form to the Headteacher

PART B NON ROUTINE/EMERGENCY PHYSICAL INTERVENTIONS *(to be completed if the use of "restraining" physical controls has occurred)*

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(tick the appropriate box below)

Defusing	<input type="checkbox"/>	Time out	<input type="checkbox"/>
Deflection	<input type="checkbox"/>	Changes of task	<input type="checkbox"/>
Distraction take up time	<input type="checkbox"/>	Choices	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Limits	<input type="checkbox"/>
Proximity control	<input type="checkbox"/>	Consequences	<input type="checkbox"/>
Hurdle help	<input type="checkbox"/>	Another member of staff	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>

JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:

(tick the appropriate box below)

To prevent/interrupt;	<input type="checkbox"/>
A criminal offence	<input type="checkbox"/>
Injury to pupil/staff/others	<input type="checkbox"/>
Serious damage to property	<input type="checkbox"/>
Disruptive behaviour	<input type="checkbox"/>
Pupil absconding	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>

NATURE OF PHYSICAL CONTROLS USED: *(include estimate of duration of use of physical controls)*
(please tick appropriate box)

Standing	<input type="checkbox"/>	Sitting/ Kneeling	<input type="checkbox"/>	Prone/lying	<input type="checkbox"/>	Duration (how long physical restraint was used)	<input type="text"/>
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DETAILS OF ANY RESULTING INJURY: *(injury to whom and action taken as a result, e.g. first aid, medical treatment)*

DETAILS OF ANY DAMAGE TO PROPERTY:

ANY OTHER RELEVANT INFORMATION:

- Details of any follow-up, including contact with the parents/carers of the pupil(s) involved
- Any other relevant details e.g., the involvement of any other agency, e.g. the Police

NAME OF SENIOR PERSON NOTIFIED:	<input type="text"/>	TIME/DATE	<input type="text"/>
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HEADTEACHERS COMMENTS:

SIGNATURE OF HEADTEACHER:	<input type="text"/>	DATE:	<input type="text"/>
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Together Everyone Achieves More
Wreningham VC Primary School
Face-Up To It

Name

Class



The Seven Bees of Behaviour

- Be Ambitious** (Do your best)
- Be Focused** (Work hard)
- Be polite** (Show respect. Don't be rude)
- Be Truthful & Honest** (Don't tell lies or keep a bad secret)
- Be Friendly** (Forgive others. Don't be unkind or hurtful)
- Be Tidy** (Take care of your things and the school grounds)
- Be a Team Player** (Respect others and be caring of their feelings)

What I did (What happened)

.....
.....

How were you feeling?

.....

What rule I broke against the Seven Bees school rules

.....
.....

Why I did it (*my explanation*) How big was the threat? Did you respond appropriately? What did the other children see or think about the behaviour?

.....
.....

What I think I should do to put it right - **think of 3 ways and choose (✓) at least 1**

- 1)
- 2)
- 3)

Adults Informed (Parent Meeting Record Sheet) Y/N
Teacher

Signed (pupil)

Date

Together Everyone Achieves More
Wreningham VC Primary School
Face-Up To It

Name

Class



The Seven Bees of Behaviour

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What I did

.....
.....

How I feel



How the other person feels



How my mum and dad would feel



How to put it right

1)

Signed(teacher)

Date

Adults Informed (Parent Meeting Record Sheet) Y/N

Ongoing Chronology of Behaviour Incidents

This information is gathered to provide a chronology of events and an overview of the nature of concerns and details of professional interventions.

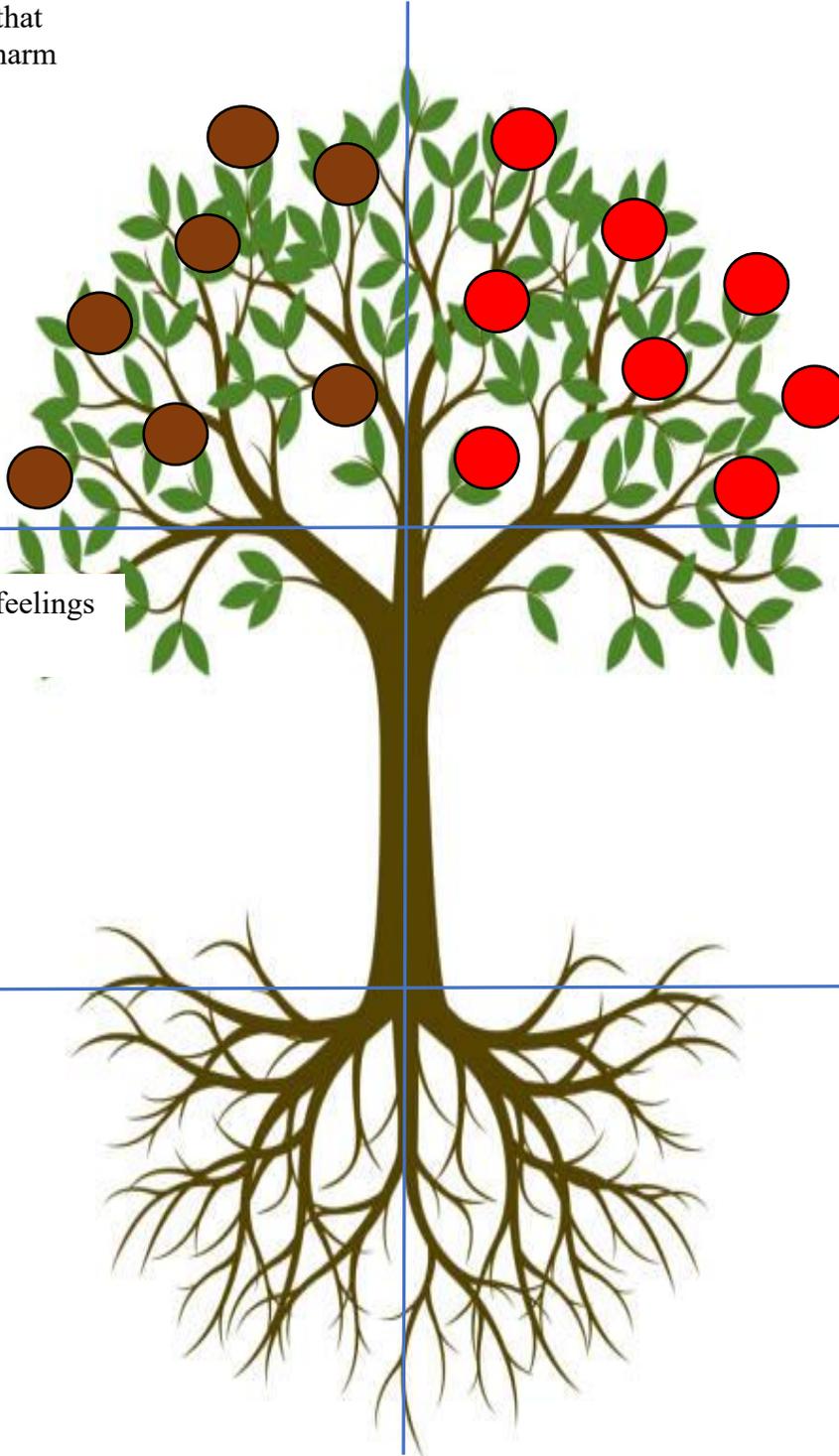
Date & Time	Name & Job title of staff member	Incident Name of pupil involved; When and where the incident occurred; Key events and actions taken in response; Names of staff/pupils who witnessed the event	Outcomes Any Actions to be Taken	Signature

Roots & Fruits Analysis

Name:	
Date of analysis:	
Date of review:	
Who contributed to this analysis?	

Behaviours that challenge or harm

Positive behaviour



Uncomfortable feelings

Comfortable feelings

Negative experiences

Positive experiences

Individual Risk Management Plan

Name	DOB	Date	Review Date:
Photo	<p>Potential Triggers</p> <ul style="list-style-type: none"> • • <p>Risk Reduction Measures</p> <ul style="list-style-type: none"> • • • 		
<p>What we want to see</p> <ul style="list-style-type: none"> • • 		<p>Strategies to maintain</p> <ul style="list-style-type: none"> • • • 	
<p>First signs that things are not going well</p> <ul style="list-style-type: none"> • • 		<p>Strategies to Support</p> <ul style="list-style-type: none"> • • • • • 	
<p>Where this behaviour leads next</p> <ul style="list-style-type: none"> • • • 		<p>Strategies needed (response depends on the situation and location)</p> <ul style="list-style-type: none"> • • • 	
<p>What we are trying to avoid</p> <ul style="list-style-type: none"> • • 		<p>Interventions Necessary</p> <ul style="list-style-type: none"> • • • 	

Physical Interventions

Physical interventions can be used to prevent pupils from hurting themselves, or others, from damaging property, or from causing disorder. Use of physical intervention must be reasonable, proportionate and necessary. Any physical intervention must be based on an assessment that intervention is likely to cause less harm than not intervening. When physical intervention is used regularly with a specific pupil, this will be added to their behaviour plan/one page profile. Below is our continuum of physical interventions. All staff (Jan 2026) have completed STEP ON training delivered by Bethany Furness and Lynsey Watkins. All of these physical interventions are non-restrictive and are meant for short periods of time (ie: reassurance or to remove harm) and if pupils drop to the floor then an adult will stay with them to ensure they are safe.

Hand holds:

Guided hand hold (closed hand) – EYFS/KS1

Guided alternative to hand hold (closed hand) – KS2

Shoulder hug / Guided shoulder hug (closed hand)

To remove arm movement: Arm hug / Guided arm hug (closed hand)

For immediate intervention/quick response

Open hand shape guided shoulder/arm hug

Stabilise and turn (open hand)

When more than one adult is required:

Paired guided arm hug (closed hand)