Behaviour & Discipline (Therapeutic) Policy

Dee Point
Primary School

Delegate Function: FGB
Approved by Governors: October 2025
Updated: October 2025
Review date: Autumn 2026

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- To provide a framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school
- To create a therapeutic ethos in school whereby every member of staff responds to children's behaviour and emotions with insight and understanding based on neuroscience and trauma-informed techniques
- To create a nurturing, loving environment where children are not punished for having big feelings but instead are guided through them
- To develop self-aware, empathetic and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
- To support children through their difficult feelings and behaviour with the intention of teaching and guiding them through how to manage the same feelings/ situation differently next time
- To respond to children with connection and understanding rather than disconnection and rejection with the awareness that this will help create an opportunity to learn and for behaviours to change
- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- To develop positive mental health and wellbeing through this approach

Responsibilities

It is the responsibility of each staff member to respond and guide the children when dealing with a difficult behaviour or feeling. Ensuring all staff will use the appropriate therapeutic approach and will respond with connection and not disconnection to an incident. This will ensure children feel safe in the care of our adults and reduce the feeling of rejection. This approach considers the complexities that arise with attachment disorder and childhood trauma as well as child development, helping to maintain trust between our children and staff. We expect that the member of staff who is involved with the child(ren) when the behaviour is occurring to be the person to follow through our behaviour policy to further create a feeling of security and trust with the children.

Procedure

Our behaviour policy is based on scientific childhood-trauma, neuroscience and child development theory as well as the therapeutic teaching approach. It takes into account all of our children and their circumstances and is particularly sensitive to the needs of our more vulnerable children whom we recognise are more likely to struggle with their behaviour. This procedure aims to help children calm down, self-regulate and reflect on their feelings which in turn will then help them to manage their behaviour. We recognise that all behaviour is a result of a difficult feeling.

Rules

- All rules are communicated regularly to children and displayed in classrooms
- Rules are communicated through connective language and are aimed to build a relationship culture within the classroom/school
- Rules are framed positively to maintain connection such as “We look after each other”, “We respect each other”, “We listen to each other“, “We keep each other safe”
- We try to avoid as much as possible using or refrain from using the buzz words ‘no’, ‘don’t’, ‘can’t and ‘stop’ as a command because we are aware that these words can often shut down a child causing them to respond with defence and can result in their rational brain being unable to learn from the support given. For some children, especially those with complex SEND or social communication difficulties this may not always be the case.
- Children are taught that all actions have an outcome (positive and negative), this is reinforced through our SMSC teaching.

Class Charter

The class teacher discusses the school rules with each class. Following this they work as a class to develop a school charter which agrees everyone’s responsibilities, adults and children, and is displayed on the wall of the classroom. In this way, every child in the class knows the standard of behaviour that is expected in their classroom and how they can achieve this.

The class charter should follow this model but is bespoke and language appropriate to each year group. It must include the following:

- **A visual representation of each right and responsibility**
- **As children it is our responsibility to…**
- **As adults it is our responsibility to…**

The class charter will be referred to regularly as part of the reward system.

Class Charter Ideas & Examples:

As children / adults it is our responsibility to…

Respect others
Follow instructions
Understand that we are all different
Build positive relationships with peers

Support others to achieve goals
Work as a team
Listen to others
Use kind hands and feet

Listen to everyone’s opinion
Complete my learning in the appropriate time
Take pride in my work and care with the equipment that I have been given
Always complete my best work – every piece should be an improvement on the last
Be respectful towards your own and other’s equipment
Accept challenges and show resilience needed to have a go

Be respectful of differences and celebrate them
Take pride in learning
Take care of classroom environment and shared spaces
Be open and honest
Following clear instructions first time
Responsibility and respect for school equipment
Listening and not talking over each other

Together we expect: (This is not an exhaustive list but they are expectations we all have of each other in our school, agreed by children and adults alike for both inside and outside of the school building.)

Take care of and respect equipment/property
Don't expect to automatically receive things- items given to other children to assist them in behaviour/learning, treats
Tidy up after yourself
Manners
Keep off the grass when asked
Understand that stationary supplies are not endless and ask for things appropriately when needed
Ask for permission to leave classroom
Hand up to share ideas
Playtimes- stay outside, use toilet downstairs
Appropriate (non-violent) games at playtime (no play-fighting, rough play)
Stay seated in class unless asked to move

Walking in corridors
Sitting on a chair
Eating food properly with a knife and fork
Please and Thank You
Not arguing with adults – if you disagree, discuss this in a respectful way
General respect to their peers
Quiet in the corridors when learning is happening
Heads up and eyes at the front while teaching is happening to show that you're actually engaged

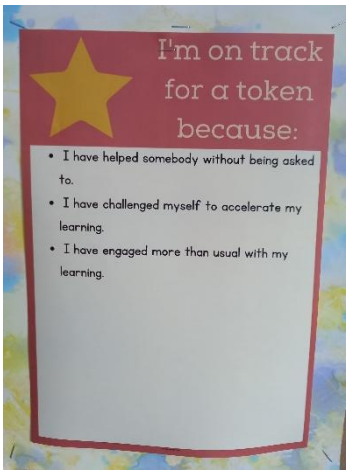
Walk on the left/general awareness of others that need to get by
Quiet in corridors when learning is going on in other classrooms
General respect in the way we speak to each other and adults

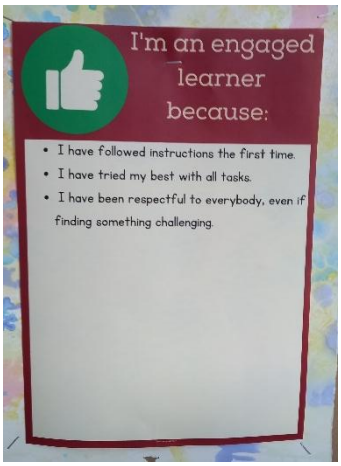
Correct uniform
Walking in corridors but also quietly during learning time.
Something about lining up for lunch with not climbing on the stage etc. It's just something I've noticed that isn't always stopped.

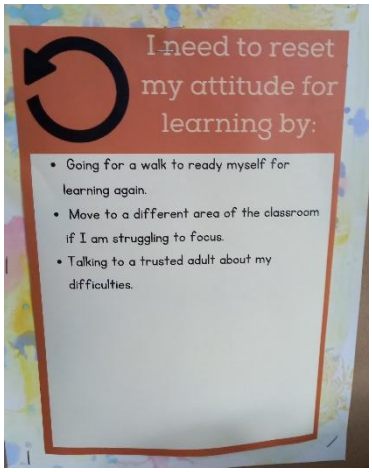
Walking in corridors
Sitting on a chair
Eating food properly with a knife and fork
Please and Thank You

3 prompts to reinforce expectations

This is written as a visual prompt and used in a similar way to the previous behaviour system. The 3 posters again are created by the children and adults using appropriate language but they are a reflection of the Steps 1, 2 & 3 that we had previously. This has been greatly emphasised in feedback that nothing is visible for the children to remind them. The final image is really the moment where you are giving a child a warning that their actions are going to have an outcome which is likely to be one of the consequences / outcomes listed. These must not be displayed in class but can be agreed between adults and children when writing the class charter.







Rewards

- Rewards are given in real-time in most situations, we avoid using rewards as a bargaining tool for behaviour. Instead, we offer real-time rewards using stickers, praise postcards and weekly tokens which accumulate to a 'Feel Good Friday' extra playtime.
- Stickers and individual class rewards can be given out as part of any quality first teaching system you have in class already for immediate praise and celebration.
- Praise Postcards can be sent home at any point in the school week to celebrate a specific achievement of a pupil at that point in time; these can be shared and celebrated with family.
- Tokens are collected on a Friday before lunch and all children whose name goes into the token jar will receive an additional 15 minute play time at lunchtime on Friday to celebrate their week.
- We acknowledge positive behaviour and working hard with reflection rather than reward to reinforce reflective thinkers who want to achieve for themselves and not for a reward.
  "Abdul you worked on that, even though it was a challenge for you at first."
- We use appreciative comments with the children which are specific to the child and creates a feeling of respect and value. Adam thank you for sitting calmly today"
- We acknowledge positive changes to behaviour, emotional intelligence skills and empathy and encourage peer to peer acknowledgment and support verbally in the classroom
- We recognise children who adhere to our school rules all of the time by sending praise postcards home to parents and carers each half term. We may also reward children who have made exceptional progress in improving their own behaviour and demonstrated social, emotional development.

Consequences / Outcomes

- Missed learning to be completed during their own time
- Removed from specific parts of the playground if behaviour is challenging i.e. no astro for a specific length of time.

- Children don't participate in the Feel Good Friday additional breaktime and will spend that time having a restorative conversation with their classteacher.
- Removed from playground if rough-play continues or is recurring daily
- Partner class or an alternative classroom / space for the next session
- Outcome given when not able to follow an instruction that is given more than 2-3 times/every playtime etc
- Possible removal from club for a period of time-1 week- if negative behaviours recurring
- Not representing the school in events/activities for more extreme behaviours
- Practise basic social skills/general expectations that are not followed (playtime)
- Complete learning during break times
- Removed from specific parts of the playground if behaviour is challenging i.e. no 'astro' for a specific length of time.
- Partner class or an alternative classroom / space for the next session
- Missing clubs if their behaviour is having a negative impact on their peers
- Clear number of warnings explicitly given – 1st (talking directly to the child) 2nd (reminder about strategies to remove the negative behaviour) 3rd (missing something – restorative chat/activity linked

Step 1: School Rules Reminder

In response to low level disruptive behaviour that break our school rules, staff will remind children of our agreed rules:

We listen to each other

We respect each other

We look after each other

We keep each other safe

Step 2: Therapeutic Response Given

Staff will respond to a child's difficult feeling or behaviour incident calmly using a therapeutic response. They will follow the above steps and help the child to understand how they are feeling. This will help the child feel understood, noticed and heard. We acknowledge that although the child may have made a mistake or done something wrong, we are aware that there was a trigger to make this happen and that is often an overwhelming feeling. We need to help the children to recognise and understand this before we focus on the behaviour incident.

Step 3: Offer an outcome

Children will be given offered an outcome if their behaviour continues. This ensures that the child understands what will happen if they continue the behaviour and that all actions have an outcome. Another teach statement may be given at this point. It is important before we get to this point that all staff reinforce the importance of recognising that every action has an outcome whether that is positive or not. Children will need to refer back to this regularly so they recognise they are responsible for the actions they take and how they impact on others both positively and negatively.

Step 4: Outcome

In response to difficult behaviour, we will put an outcome in place. This will either be in the form of a responsibility, whereby we ask the child to make amends for what they have done by picking up what they have broken and fixing it for example or helping put things right. Or a limitation will be put in place, where something they were going to get is taken away such as some playtime. We are aware that sometimes a child will need some calm time or thinking time (step 5) before they can fulfil the responsibility, we have asked them to do. This will take place at the earliest opportunity, usually the next playtime or at the end of the day when the child is ready and will be instigated by the member of staff who gave the outcome where possible. Crucially the child has to be in the receptive brain rather than reptilian brain to accept an outcome. So for example it might not be the next play it could be the following lunch time or afternoon break or even in some circumstances the following day If we feel a child is in their reptilian brain, in a heightened state of anxiety- the outcome will have no impact because they are not ready to receive it.

Step 5: Calm Time

We are aware that when children display difficult behaviour, they are often also experiencing overwhelming feelings. At Dee Point Primary School, we want to teach the children how to calm down and manage their big emotions. We may ask the children to have some calm time to help them to do this. Children will be able to listen to calming music, do some quiet reading or construction to help them learn to self-regulate and manage their emotions. We acknowledge that children need to feel calm enough before they can learn how to change their behaviour and react differently next time.

Calm Time – Break times

Within our school, break times are at the following times:

Mornings

Reception: 10.15 – 10.30am

Year 1: 10.40 – 10.55am

Year 2 & 3: 11- 11.15am

Years 4, 5 & 6: 11.15 – 11.30am

Afternoons

Year 1 & 2: 2.05 – 2.15pm (free play)

Year 3 & 4: 2.15 – 2.25pm (structured activity)

Year 5 & 6: 2.25 – 2.35pm (structured activity)

Step 6: Consistency

This approach will be followed by every member of staff in school and appropriate training will be given. Children at Dee Point Primary School deserve to feel safe and secure, especially when they find a situation or feeling hard for them in school. We aim to ensure our approach is consistent to communicate that we are here to support them both academically and emotionally. This is part of their PHSE development and will help them to develop positive wellbeing and mental health.

Suspension & Exclusion

Internal calm space (Suspension)

In some cases of exceptionally difficult behaviour, we will provide internal calm-time space for our children. This will provide them with an opportunity to self-regulate and reflect on their emotions within the school but away from the rest of their class. This is not a form of rejection but rather an acknowledgement that they are struggling more than usual and need more help to calm down. Our Calm Space will give them opportunities to reflect on their behaviour and focus on their wellbeing for a period of time which will be decided by the Head Teacher.

We have a number of designated calm spaces around the school: castle, bookcase, forest room, beach room, ship wreck but also there may be other specific spaces that have been agreed by the child and class teacher.

In the event of a child who is extremely overwhelmed, kicking, hurting others and very angry, we will help the child to calm down through using therapeutic thinking time. This replaces the conventional time out. Thinking time is where one of our members of staff will sit with the child until they believe they are calm. They stay with the child throughout this process to help them regulate their emotions. This is not a punishment whereby we reject the child and send them away, instead we sit with them and help them to manage the very overwhelming feelings. Whilst children will be expected to sit with the member of staff until they are calm this may not follow a specific pattern or routine and may happen quickly depending on the needs of the individual child. This will be identified in their IBP and is specific to each child. It is not a confrontational method and will respect that the child is already angry. When the child has calmed down, they will be offered some further calm-time before asking them to make amends for their behaviour through a limitation or responsibility (as mentioned above).

Out of school Suspension

On rare occasions a suspension, where a pupil is temporarily removed from the school, is set out below.

1. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

2. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

3. It is important that during a suspension, pupils still receive their education. At Dee Point we will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

4. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

5. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension 16 Paragraphs 6, 9 and 10 give guidance about section 51A Education Act 2002. 17 A 'fixed period' means that a suspension on disciplinary grounds can't be open ended but must have a defined end date that is fixed at the time when the suspension is first imposed. 18 https://www.thenational.academy/ 13 ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent exclusion

In extremely rare cases the school may have to permanently exclude a child. This process is set out below.

1. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

2. For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

Response to individual children's needs

In this section of the policy it is important that we identify the consistent approach we implement for any children who are experiencing high levels of anxiety and dysregulation. This would follow the same process as when you have concerns about any child in your class.

AS SOON AS YOU HAVE CONCERNS ABOUT A CHILD, THE CLASS TEACHER SHOULD BEGIN THE GRADUATED APPROACH

The system should follow four stages, often referred to as a 'cycle':

Assess, Plan, Do, Review.

Assess

The class teacher, working with the SENDCo/Pastoral Team (if appropriate), discusses the child's needs and creates a baseline assessment by which progress will be measured (this may be a Boxall profile, for example). Schools should also take seriously any concerns raised by parents. The assessment should be reviewed regularly, with specific dates set for the next review.

Plan

A plan of additional support is drawn up for a pupil, a record must be kept and the parents/carers MUST be informed, for example, this may be the introduction of an IBP. The school and parents/carers should agree what progress they hope will be made (outcomes), and by what date (deadlines).

Do

The pupil is given extra support, undertaken under the supervision of the class teacher.

Review

The SEND Code of Practice (2015) is not specific about the frequency of reviews, but termly would fit in with the requirement to meet parents/carers three times per year. Parents/carers should be fully involved.

IBP's are expected to be reviewed at least every 6 weeks and assess, plan, do, review cycle will be on going continuously, rather than termly. As part of the Graduated Response, we can call upon specialist support at any time.

There will need to be three cycles of Assess, Plan, Do, Review completed before an application for Top Up or an EHCP application can be made.

Staff are to continue to use the Connection and Regulation procedure, (Appendix 1) if the child is still dysregulated and cannot continue with the connection and regulation procedure (unable to access the calm space), learning mentors are to be called for. If the child continues to show higher levels of stress and anxiety and/or they become further dysregulated then a member of the Senior Leadership Team will be called. This is to help to keep them safe.

When the child is ready, staff who were involved in the initial incident will begin Step 4, helping to restore and repair the relationship; this will include the class team.

Behaviour Response Plan

The Behaviour Response Plan is the final stage of a tiered 'Engagement with Learning Plan'. It will be adopted after other tiers have been exhausted, such as Individual Behaviour Plans, classroom workstations, and Individual

Timetables. Because previous tiers will have been used previously, meetings with parents, Pastoral Team, Senco, Senior Leadership Team, Outside Agencies will have taken place and an EHCNA will be submitted if the child does not already have an EHCP. A child with a Behaviour Response plan is likely to pose a significant risk to themselves, other children or staff, so an Individual Risk Assessment is part of the document where Positive Handling is addressed.

The Behaviour Response Plan template was written in conjunction with Outreach Services and is linked directly to The Crisis Development Model. Within this model, children go through 5 stages:

1. Anxiety - Trigger/Antecedent
2. Escalation - Defensive Behaviours
3. Crisis Behaviours
4. De-Escalation - Risk Reduction
5. Stabilisation - Therapeutic Rapport

Within each stage, staff are trained to think about their verbal, para-verbal (tone, volume and rhythm), non-verbal and body language. There are also key phrases which staff will use to de-escalate situations - this repetitive nature ensures that children get the same message from all staff who are using de-escalation strategies. Being predictable means anxiety is reduced. **(Appendix 2 – Behaviour Response Plan example)**

Feel Good Fridays

At Dee Point Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We have developed Feel Good Fridays to help achieve these aims. On a Friday, children will be invited into school in non-uniform, we feel this enables children to celebrate their uniqueness. Children will also be able to have an additional 15 minute lunch break.

Additional Feel Good Friday Lunch Break

EYFS: 2.10 – 2.25pm

Y1 & Y2: 2.30 – 2.45pm
Y3: 1 – 1.15pm (line up as normal and then sent for extra break)
Y4,5 & 6: 1.15 – 1.30pm (line up as normal and then sent for extra break)

Alongside this we will play music in the playground as they come in on a Friday and the option of jam or chocolate spread will be available on bagels!!

On a Friday afternoon, each class will take part in a Feel Good Activity for half an hour. These activities are designed to support all children's well-being and no child will be excluded from taking part. They will include elements of team bonding, resilience, learning outside the classrooms, physical activity and creativity. Children will be taught how these activities may help their mental health and well-being.

Feel Good Friday Well being activities

Outdoor ideas - Den building - Gardening - Bubbles - Water fight - Play at the nature park - Go on a nature walk to identify plants/ trees - Story telling around the campfire - Orienteering	Physical ideas - Go to a local playground - Yoga (cosmic yoga) - Circuit training using playground - Parachute games
Art and craft ideas - Create nature art - Make a dream catcher - Junk modelling - Collage of favourite things - Design an outfit for … and look how unique they are - Draw a portrait of each other - Draw the other half of an animal - Decorate a biscuit - Photography session - Knitting/ sewing	Team building/ resilience ideas - Play board games - Make a 'fab file' a file where you can keep things you are proud of in - Origami - Sponsored event for charity - Learn a new skill as a class e.g. sign language - Treasure hunt - Escape room - Learn first aid - Set up a nightline - Create a human knot and get out of it
Mindfulness - Mindful colouring - Listen to nature - Share favourite music - Cloud shape watching - Massage - Listen to music	Building friendship ideas - Bring in your favourite toy and play with each other - Make friendship bracelets - Design a certificate for a friend telling them what they have done well at recently - Circle time - Visit a nursing home - Creating a kindness calendar Kindness and welbeing teaching resources (redcross.org.uk) - Play people bingo - Chat session

activities-and-games-health-and-well-being.pdf (naturalresources.wales)

Wellbeing activities booklet (education.qld.gov.au)

Friday Achievement Assembly
Reception – Year 4

Each Friday afternoon we will have achievement assembly in the main hall. Each class will nominate 2 children for their outstanding achiever. The timing of this is as follows:

- EYFS, Willow, Birch & Pine 1.40 – 2.10pm
- Year 1 & 2 – 2.10 – 2.30pm
- Years 3, 4 – 2.30 – 2.50pm
- Years 5 & 6 – these will be done in class

End of Term Rewards

Each class teacher will nominate 2 children to be their Outstanding Achievers of the Term.
The Headteacher and Well-Being Champions will choose an appropriate end of term celebration activity for the majority of children to participate in.

Appendix 1

Connection and Regulation Procedure

Step	Action	Reason	Example
1	Removal of approval Reminder of school rules & class charter Use judgement and if specific low level disruption continues after removal of approval (e.g. messing with laces) this can be addressed directly. Judgement whether step 2 is needed at this point is at Teacher discretion.	Constant reference to agreed school rules will ensure consistency and understanding. Some children find it difficult and are unaware of their actions (EYFS/KS1), and may just need a direct reminder of expectations.	Thank you Freya (ETC), I love that you are putting your hand up to answer a question. Thank you Harry, I love that you are listening to your peers. XX thank you for not making silly noises on the carpet. Remember we listen carefully to each other.
2	Therapeutic response given NAME FEELING BEHAVIOUR ENCOURAGE Offer a teach statement	Respond therapeutically with connection, empathy and insight into the brain. This will help shift a child's overwhelmed reptilian brain into rational brain which will help them think and reflect.	XX, I can see you are feeling really excited about our learning, and want to share your response, however, at the moment you are shouting out and not respecting your peers, maybe next time you could put up your hand. XX, why don't try writing your answer down on a whiteboard instead of shouting it out.
3	Offer an outcome	Create opportunities to take responsibility for their actions and learn through setting boundaries.	If you continue to shout out, you are stopping other children from learning and listening, and you will have to spend some of your playtime with me.
4	Carry out outcome (when ready) Children will lose some of their next play time. This could include a carrying out a restorative or repair activity	Offering the child an opportunity to restore and repair the relationship or situation. This demonstrates that every action positive or negative has an outcome which can impact on others or themselves	Have a reflective talk with said child/children, what went on, what were they feeling, what can we do next time. XX because you disturbed some of our learning time in the last lesson, you now need to help repair this by helping to get us ready for the next lesson by handing out the books.
5	If behaviour continues offer child calm time or thinking time	Re-define 'punishment' and create the opportunity to self-regulate and reflect instead.	XX, I think you might need some time to reflect on this, why don't you take 30 seconds in a calm space to do this.
6	Consistency	Create trust, reliability and security through consistency.	

Appendix 2

BEHAVIOUR RESPONSE PLAN		Name: XXX XXX
		Class: XXX
Date: XXX	Triggers: - - -	Medical Information: (that need taking into account before intervening)

My Sensory Profile:	
Things to Avoid	Things that help me
-	

Signs of Dysregulation & What this might mean		
Blue Zone =	Yellow Zone =	Red Zone =

Primary Strategies: Proactive work and teaching of skills.

I Like…	I am good at…
- - -	- - -

My Nurturing Learning Environment. Things I need all the time, and how to communicate with me.

Stage of Crisis	Describe the Behaviour what does it look and sound like? (Describe common behaviours/situations)	Preferred Supportive Intervention (Describe strategies that should / could be in place at each stage and by who)	Examples of Outcomes (Natural Consequences, Logical Consequences, Collaborative Consequences,
Level 1 **Anxiety**			
Level 2 **Defensive/Escalation**			
Level 3 **Risk Behaviour**		1.	
Tension Reduction and Recovery			
Therapeutic Rapport			1.

Additional Information/Preferred Strategies: (Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)

Notification Required: (in discussion with parents)

Plan agreed by:

Name (child)_____ **Signed**_____
If appropriate

Name (parent/carer)_____ **Signed**_____

Name (school staff)_____ **Signed**_____

CRISIS LEVELS AND STAFF RESPONSES	
PUPIL BEHAVIOUR LEVELS	**STAFF ATTITUDE/RESPONSES**
ANXIETY – A change in typical behaviour	**SUPPORTIVE** – An empathetic, non-judgmental approach
DEFENSIVE – Protecting oneself from real or perceived danger	**DIRECTIVE** – Providing clear direction or instruction

RISK BEHAVIOUR – Behaviour that presents an imminent risk to self or others	**SAFE INTERVENTION** – Non-Restrictive strategies to maximise safety and minimise harm
TENSION REDUCTION – Decrease in physical and emotional energy	**THERAPEUTIC RAPPORT** – Re-establish/restore the relationship

A	School	Pupil	School year	DOB
Dee Point Primary School		XXX	XXX	XXXX
B	What are the behavioural patterns that present health and safety hazards?			
XXX				
C	What risks do they pose and to whom?			Estimate Risk Level H/M/L
D	What measures have been taken to reduce the risks?			Risk Level Achieved H/M/L
E	What further action is needed to reduce the risk?			Remaining Risk
F	What activities cannot be reasonable safely managed without disproportionate costs?			

Step	Example- Being unkind to their peers	Example- Fidgeting with things during learning time.	Example- Passive Learning
1	Thank you for using kind words to your friend. Thank ~~you Poppy~~ for being so understanding of your friends. Thank ~~you Harry~~, I love that you are helping the person next to you.	Alisha, you are showing me you are ready to learn. Thank ~~you Oliver~~, for sitting so wonderfully on the carpet. Well done James, you are sat ready to listen.	Alisha, you are showing me you are ready to learn. Thank ~~you Oliver~~, you have really listened to instructions given. Well done James, you are sat ready to listen. Wow Fred, you've started your work beautifully.
2	I can see you are feeling frustrated/annoyed with your friends right now, and some of your words/actions are hurting others, ~~please remember~~ to use kind words to others. XX, why don't you come and sit over here next to	I can see you are feeling distracted and are not ready to listen at the moment. When you fiddle with your laces, you are stopping other children from listening too, please can you show me you are ready to learn. XX, would you like me to tie your laces for you? XX, why don't you sit next to.... to help remind you to listen.	I can see you are feeling disconnected and are not focusing on your task. To make sure we are ready for learning, we need to make sure we are listening to instructions. XX, would you like me help you start your work? XX, why don't you ask your partner to give a brief explanation of our task?
3	If you continue to use unkind language, you are making other children feel unsafe and uncomfortable, and you will have to spend some of your playtime with me.	If you continue to fiddle with xyz you are distracting other children from their ~~learning, and~~ you will have to spend some of your playtime with me.	If you have not started your work in X minutes, you will have to spend some playtime with me to complete the task.
4	Have a reflective talk with said child/children, what went on, what were they feeling, what can we do next time. "XX because you were unkind to others, you now need to help repair this by writing an apology. "XX because you were unkind to others, you now need to help repair this by thinking of a way we can show kindness to (who it is they've been unkind to)	Have a reflective talk with said child/children, what went on, what were they feeling, what can we do next time. "XX because you were distracting others from their learning, you now need to help repair this by helping get our learning ready for next lesson, so that everybody is ready to learn straight away.	Have a reflective talk with said child/children, what went on, what were they feeling, what can we do next time. "XX because you were distracted you didn't complete your work. We need to make sure we are focused, and try our best to get some work done now.
5	XX, I think you might need some time to reflect on, why don't you take 30 seconds in a calm space to do this.	XX, I think you might need some time to reflect on, why don't you take 30 seconds in a calm space to do this.	XX, I think you might need some time to reflect on, why don't you take 30 seconds in a calm space to do this.