



Behaviour Policy

Updated: August 2024

Owner: Vice Principal



Ranches Primary School Behaviour Policy

At Ranches Primary School, we are dedicated to creating a positive learning environment, supported by leaders, teachers, parents, and students. By upholding high expectations for behaviour, we aim to provide a space where students feel safe, respected, and encouraged to grow both personally and academically.

The route to behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty at RPS.

At RPS we focus on establishing strong **relationships**, clear **routines** and consistent **responses**. Certainty in expectations and responses, rather than the severity of sanctions, creates a respectful and supportive environment. The PERMA model from positive psychology underpins our commitment to delivering quality first teaching, ensuring that both emotional wellbeing and academic success are at the heart of our practice.

Core Principle 1: Relationships

Building strong, supportive relationships with students is fundamental to creating a positive learning environment:

- **Engage in Meaningful Interactions:** Small acts of kindness, such as drawing smiley faces on work, attending extracurricular events, or showing general kindness, help build emotional connections with students. These interactions foster a positive and engaging learning environment.
- **Recognition Board:** Use a Recognition Board to highlight specific social or academic behaviours at the start of each lesson. Add students' names who demonstrate these behaviours to promote teamwork. Aim for every student to be recognised by the end of the lesson or day. Keep positive and negative consequences separate to maintain clarity in classroom management.
- **Building relationships:** Building strong relationships with students does not require sharing the same interests or hobbies. Genuine connection comes from showing appreciation for each student's individuality. For instance, sharing your own interests, like music, can help create a positive rapport. It is important that recognition is distributed fairly among all students. Focus on acknowledging and celebrating the efforts of all students, not just those who are the most vocal or attention-seeking. Pay attention to and reward students who consistently go above and beyond quietly and without fuss.

Strong relationships help build trust and respect, making it easier for students to engage with the learning process and adhere to behaviour expectations.

Core Principle 2: Routines

Establishing clear routines is essential for creating a structured and predictable environment. Key routines at Ranches Primary School include:

- **Freezing When the Whistle Is Blown:** Students should stop, look towards the adult, and wait for instructions when the whistle sounds.
- **Saying Hello to Adults and Peers:** Encourages polite greetings to promote respect and friendliness.
- **Keeping Hands and Feet to Themselves:** Reinforces personal space and prevents physical altercations or rough play.
- **Use of Inside Voices:** Ensures a calm and focused learning environment by maintaining appropriate indoor volume.
- **Respectful Transitions:** Students should move quietly and calmly during transitions between classrooms or assemblies.
- **Hand Up for Silence:** Staff use this signal to request everyone's attention and silence for important communication.



These routines help students understand respectful and orderly school environment.

what is expected of them and contribute to a

Core Principle 3: Responses

Visible consistency with visible kindness allows exceptional behaviour to flourish.

The Magic 5:1 Ratio: All staff should aim for five positive interactions for every negative one. Positive reinforcement through praise and recognition strengthens teacher-student relationships and encourages long-term behavioural change.

Positive Note or Phone call Home: Staff are encouraged to recognize one student each week who has demonstrated exceptional behaviour. This note, sent digitally or as a physical postcard, or phone call highlights the student's best behaviour, effort, or resilience, creating a meaningful connection with home.

In class awards: It is down to staff discretion to give extra rewards such as certificates, sticker charts, and reward activities/experiences such as visiting another class to showcase work, going to read with another class, extra play time, etc. Monetary rewards such as physical gifts are not to be given.

Restorative Conversations: Staff are trained on the use of restorative practice to ensure students have the best possible opportunity to get back on track after the incident has taken place. We endeavor to ensure that all staff:

- Have a 1:1 discussion with a child about their behaviour, in private.
- Ensure the conversation is level – judgement and heightened emotion are not present.
- Offer the student the opportunity to tell their side of the story and give their perspective, thoughts, and feelings.
- Ensure the student has the opportunity to understand the perspective of others and the impact of the behaviour in question on others.
- Provide the student with the space to think about how to prevent the reoccurrence of the behaviour.
- Provide the student with the opportunity to accept responsibility for harm caused, and understand the needs of others involved.
- Ensure the student has the opportunity to come up with a plan to move forward.
- Ensure relationships are not damaged through the dialogue, but repaired.

Restorative conversation tips Appendix A

Restorative conversation templates Appendix B

House Points: House points are awarded to students for demonstrating positive behaviours that go above and beyond the school behaviour expectation and the character compass traits. House points are never removed for poor behaviour.

Friday Assembly: Assembly offers the opportunity for children to receive recognition for their efforts pertaining to our character compass – Compassion, Courage, Creativity, Cooperation, Commitment, Curiosity.

Hot chocolate Fridays: Hot Chocolate Friday is a special weekly celebration designed to recognize and reward students who exemplify positive behaviours and contribute to our school community. Each week, selected students from across the school will be treated to a hot chocolate with the leadership team. To highlight their achievements, the group will be celebrated across our social media platforms, featured in the RPS review, and showcased through displays within the school. This initiative not only fosters a sense of belonging and community but also encourages all students to strive for positive behaviour, reinforcing the values we uphold at Ranches Primary School.



Effective responses ensure that positive behaviour is reinforced, and any issues are addressed constructively.

Following the 3 Rs, if students need additional support, staff should refer to the Behaviour Interventions Chart and Behaviour Risk Assessment

Behaviour Interventions Chart

Outlines interventions and communication procedures.

Appendix C

Student Support Team

Students who have additional needs and receive support, will follow a personalized flow chart or behaviour risk assessment.

If a student struggles to access their learning due to their behaviour, a referral to the Student Support Team will be made.

Behaviour Risk Assessment

It may be deemed appropriate by staff that a behaviour risk assessment is put in place, in a case where physical behaviour poses a risk to the safety of students, the student themselves or staff. A behaviour risk assessment will be put in place if a child is repeatedly hurting other students or staff.

In collaboration with the parents, a Behaviour Risk Assessment will be created with the Class Teacher, Head of Year, Assistant Principal for Student Support and Vice Principal responsible for Safeguarding and Wellbeing.

The risk assessment will include 3 stages:

- Stage one is to identify an inherent risk, such as a child running from class if upset (if that has occurred before).
- Stage two is identifying how to moderate that risk, such as through an individual plan for the pupil (e.g. identifying the cause, such as frustration at not understanding the work).
- Stage three is to identify the residual risk, e.g., the risk that remains after the moderating plan has been implemented.

Preventative and reactive strategies will be shared and agreed by the team around the child.

The Behaviour Risk Assessment will be reviewed regularly with the following schedule:

Monthly: This allows for timely adjustments based on the pupil's progress and any changes in behaviour.

After Significant Incidents: If a serious behavioural incident occurs, an immediate review is necessary to address the situation and adjust support strategies accordingly.

At the End of Term: A comprehensive review at the end of each term will help assess the overall effectiveness of the strategies in place and plan for the next term.

A Behaviour Risk Assessment Template can be found in Appendix D.



Creating a Whole-School Approach

RPS Quality First Teaching

P: Positive Emotion	E: Engagement	R: Relationships	M: Meaning	A: Achievement	H: Health
<p><i>What makes you feel good?</i></p> <p>What brings you joy and makes you feel happy in your daily life?</p>	<p><i>What are the things that help you lose track of time?</i></p>	<p><i>Who brings you joy, peace and support?</i></p>	<p><i>What things are meaningful and worthwhile to you?</i></p>	<p><i>What you do want to achieve and when?</i></p>	<p>How do you take care of your physical and mental health, and what practices support your wellbeing?</p>
<p>Celebrate Small Wins: Recognize daily achievements to promote positive emotions in the classroom (e.g., "Wow moments" board, praising effort and kindness).</p> <p>Use Positive Reinforcement: Focus on acknowledging good behaviour and academic success to build confidence and self-esteem.</p>	<p>Varied Learning Methods: Incorporate hands-on activities, group work, and individual challenges to maintain high engagement levels.</p> <p>Self-Assessment & Reflection: Encourage students to reflect on their learning and self-assess, like Seema's embedded routine of self-assessment.</p> <p>Use of Zones of Regulation: In KS2, help students regulate emotions, which keeps</p>	<p>RPS Star of Trust: As part of your wellbeing campaign, encourage every student and staff member to have a trusted adult they can turn to.</p> <p>Collaborative Learning: Foster teamwork and peer support with cooperative group activities.</p> <p>Hot Chocolate Friday: Build a sense of community by celebrating weekly achievements, both</p>	<p>Link Learning to Real-Life: Show students how their lessons connect to real-world issues and personal interests, fostering a sense of purpose.</p> <p>Holistic Education Focus: Encourage projects or topics that emphasize personal growth and global citizenship.</p> <p>Values-Based Teaching: Incorporate school values like Respect, Perseverance, and Success into daily lessons.</p>	<p>Set Clear, Achievable Personal Goals: Encourage students to set a GOAL on YouHQ app and regularly assess their progress.</p> <p>Feedback Loops: Provide timely and constructive feedback to promote continuous improvement.</p> <p>Differentiated Instruction: Challenge students at their appropriate level, with Lisa supporting high achievers as seen in your observation.</p>	<p>Physical Health: Safe and Active Play: Ensure students have opportunities to play and explore outside in the courtyards, pitch and roof court during the week. Ensure that there is active supervision during all outdoor play to promote safe and healthy interactions.</p> <p>Provide structured and inclusive activities during break times to encourage physical activity and positive peer engagement.</p>



<p>Incorporate Mindfulness Practices: Begin lessons with brief mindfulness activities to cultivate calmness and positivity in students.</p> <p>Gratitude journal What went well today</p> <p>Tools to support emotional intelligence</p> <p>The Colour Monster for EYFS: Use this as a tool to help children identify and express their emotions.</p> <p>Inside Out for KS1/KS2</p> <p>Zones of regulation</p>	<p>them engaged in learning despite challenges.</p> <p>Active Learning Tasks: Provide students with opportunities to take responsibility, make choices, and participate in their learning (e.g., project-based work).</p>	<p>academically and behaviourally.</p> <p>Inclusive Classroom Culture: Develop strong teacher-student relationships through consistent communication and mutual respect.</p>	<p>Growth Mindset Language: Teach the power of "yet" and support students in viewing mistakes as learning opportunities.</p>	<p>Celebrate Effort and Progress: Focus on growth over perfection by celebrating personal and collective milestones regularly.</p>	<p>Be Well Charter</p> <p>Teachers will incorporate the Be Well charter into daily routines and lessons. Student Wellbeing Leaders will lead assemblies focusing on the contributors throughout the year.</p>
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1. **Training for All Staff:** Behaviour management training is provided to all staff, including teachers, LSAs, TAs, and CRAs, by both internal and external professionals. This ensures consistency in routines and responses across the school.
2. **Shared Responsibility:** Behaviour management is a collective effort involving teachers, leaders, parents, and students. Everyone plays a role in promoting positive behaviour and upholding expectations throughout the school community.
3. **Consistency in Expectations:** To ensure smooth transitions and maintain a positive environment, staff monitor corridors, playgrounds, and communal spaces to ensure calm and respectful movement. Student leaders also model and praise positive behaviour.



4. **Positive Notes from Visitors:** To increase the emphasis on positive recognition of children's behaviour, a stack of positive notes will be in reception. When visitors sign in, they are given three positive notes and ask them to watch out for any students whose behaviour is over and above. At the end of the visit, they return the notes to reception who will pass them onto the class teacher.
5. **Student Leaders:** Instead of creating tinpot police officers on the lookout for poor behaviour, student leaders will have positive notes that can be placed in a box and read out during connect time in classes. They can also give verbal feedback on students meeting the behaviour expectations.

Measuring Impact

- **Regular Monitoring:** Behaviour patterns will be reviewed at fortnightly student support meetings to identify areas for improvement.
 - **Feedback Loops:** Gathering feedback from teachers, parents, and students to refine the behaviour policy.
 - **Whole-School Engagement:** Foster a culture of high expectations and consistency with visible leadership.
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Further reading:

- Restorative Practice – Mark Finnis
 - When the Adults Change, Everything Changes – Paul Dix
 - EEF – [Improving Behaviour in Schools](#)
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Accountability

The Head of Safeguarding and Wellbeing is responsible for the strategic improvement plans and ensure time is invested in monitoring and evaluating processes.

Head of Safeguarding DSL and Wellbeing – Amy Carroll

Wellbeing lead teacher- Jenna Tayfield



Appendix A

Restorative Conversation Tips

Key Tips for Restorative Conversations

1. Create a Safe Environment

- Ensure the setting is private and free from distractions.
- Use a calm tone and body language to help the child feel safe and supported.

2. Use Open-Ended Questions

- Encourage the child to express themselves by asking questions that require more than yes/no answers.
- Examples: "What happened?" or "How did that make you feel?"

3. Listen Actively

- Give the child your full attention.
- Show empathy and validate their feelings, even if you don't agree with their actions.

4. Encourage Reflection

- Prompt the child to think about their actions and the impact on others.
- Use questions like, "How do you think your friend felt?" to guide their reflection.

5. Focus on Solutions

- Shift the conversation towards making amends and repairing relationships.
- Discuss what the child can do to make the situation better and prevent it from happening again.

6. Be Patient

- Allow the child to process their thoughts and feelings.
- Don't rush the conversation; give them time to articulate their responses.

7. Model Language and Behaviour

- Demonstrate respectful communication and conflict resolution strategies.
- Use language that promotes understanding and encourages the child to express their feelings.

8. Follow Up

- Check in with the child after the conversation to see how they are doing and if they have followed through on any agreements made.
- Reinforce positive behaviour and progress.

9. Stay Neutral and Non-Punitive

- Avoid assigning blame or using a punitive approach.
- Focus on understanding and healing rather than punishment.

10. Involve Others When Appropriate

- If the situation involves multiple students, consider bringing them together for a group restorative conversation, ensuring everyone has a chance to speak and be heard.



Appendix B
Restorative Conversation Templates

Restorative Conversation Template for EYFS	Restorative Conversation Template for KS1	Restorative Conversation Template for KS2
<p>Child's Name: Date: Teacher's Name:</p> <p>1. What happened?</p> <ul style="list-style-type: none"> • Can you tell me what you did? • What were you feeling when that happened? <p>2. How did it make others feel?</p> <ul style="list-style-type: none"> • How do you think your friends felt when that happened? • How do you think it made the teacher feel? <p>3. What can we do to make it better?</p> <ul style="list-style-type: none"> • What can you say to your friend to help? • Is there something you can do to show you're sorry? <p>4. What will you do next time?</p> <ul style="list-style-type: none"> • If you feel like doing something like that again, what could you do instead? • Who can you ask for help if you need it? 	<p>Child's Name: Date: Teacher's Name:</p> <p>1. Can you explain what happened?</p> <ul style="list-style-type: none"> • What were you doing? • What were you thinking at that moment? <p>2. How did your actions affect others?</p> <ul style="list-style-type: none"> • How do you think your classmates felt when that happened? • Was anyone hurt or upset? <p>3. What could you do to make things right?</p> <ul style="list-style-type: none"> • What can you say to the person you hurt? • How can you help fix the situation? <p>4. How can you handle this differently in the future?</p> <ul style="list-style-type: none"> • What will you do if you feel like acting that way again? • Who can you talk to if you feel upset or angry? 	<p>Child's Name: Date: Teacher's Name:</p> <p>1. Describe the incident.</p> <ul style="list-style-type: none"> • What happened from your perspective? • What were your thoughts and feelings during the incident? <p>2. Consider the impact on others.</p> <ul style="list-style-type: none"> • How do you think your actions affected your classmates? • Can you identify any specific feelings they may have experienced? <p>3. What steps can you take to make amends?</p> <ul style="list-style-type: none"> • What do you think you should say to the person affected? • What actions can you take to show you are sorry? <p>4. Reflect on future choices.</p> <ul style="list-style-type: none"> • If a similar situation arises, how might you respond differently? • What strategies can you use to manage your feelings in the future?



Appendix C

Stages	Behaviour	Examples	Response/ Intervention	Who?	CPOMS Action	Communication to parents
Level 1	Low level behaviour	<p>Disturbing the learning of others</p> <p>Unsafe behaviours indoors or outdoors, including Running in corridors, running on stairs, climbing furniture, not lining up correctly</p> <p>Not following instructions of an adult/ refusal to complete their work to the best of their ability</p> <p>Engaged in inappropriate conversations with staff or peers (not safeguarding related)</p> <p>Inappropriate use of ipad such as searching for content not related to the lesson.</p>	<p><u>RPS First Quality Teaching Strategies continue to be embedded</u></p> <p><u>Restore and Maintain strong and meaningful teacher/ pupil relationships</u></p> <ul style="list-style-type: none"> • 2 x 10 model: 2 minutes with 10 pupils per day, non school related conversation • Teacher to talk to child, one to one, using restorative questions prompts <p><u>Rules and routines</u></p> <ul style="list-style-type: none"> • Consider providing the child with a job in the classroom to increase their sense of belonging. • Consider the child's seating position in the classroom- are they sat around positive roles models, where they are unable to distract others? • Consider walking beside the child during transitions to role model fantastic walking. • Create a cool down corner or fidget basket, where child can take a moment to regroup when they feel overwhelmed or frustrated. • Use non-verbal cues (like hand signals or gestures) to redirect child without interrupting the flow of the lesson. • Incorporate short movement breaks or brain breaks to help the child release pent-up energy and refocus. <p><u>Monitor</u></p> <ul style="list-style-type: none"> • Encourage child to do a daily check in using the colour monster soft toys, Inside out characters, Zones of regulation wither verbally or on YouHQ app. Review the mood tracker daily. • Encourage child to use a journal or the online Journal tool on the YouHQ app where they can express their 	Class teacher or Specialist teacher	Restorative worksheet or conversation to be uploaded to CPOMS using the Behaviour tag	Level 1 behaviours are communicated to parents either face to face or on seesaw on the same day.



			thoughts and feelings about their behaviour and interactions with peers.			
Level 2	Frequently repeated Level 1 behaviours * 3 a week Or One mid level behaviour incident	Deliberately damaging property/ somebody's work/ the classroom Hurting others emotionally or physically, using bad language Defiance or refusal to do a task	<p>RPS First Quality Teaching Strategies continue to be embedded</p> <p><u>Restore and Maintain strong and meaningful teacher/ pupil relationships</u></p> <ul style="list-style-type: none"> • Restorative practice to be carried out- with the child and the teacher • HoY or HoD to talk to the child on a one on one basis, in a restorative way about their behaviour • Re-engagement and self esteem building strategies are used over consequences • Child to have a one to one session with Wellbeing lead. <p><u>Rules and Routines</u></p> <p>Child is praised liberally for following the rules and routines</p> <p><u>Clear, high expectations and strategies- personalized</u></p> <ul style="list-style-type: none"> • HoY/HoD may consider introducing a reward chart for the child with a clear target (maximum 3 targets) • HoY/HoD may consider using social stories and photographs to support positive behaviour choices and coping strategies • HoY/HoD may consider frequently checking in with the child after the incident, again, positive restorative conversations. • HoY/HoD may consider observing the child in lesson/ lunch/ play time to observe triggers for misbehaviour. ABC tracker may be implemented as a strategy to track antecedent (what happened in the seconds before the behaviour) behaviour (what the child did) consequence (what happened in the seconds after the behaviour) This should be used for 2 weeks before moving onto an ADPR with an additional referral. 	Class teacher Specialist teacher HoY HoD	<p>Restorative worksheet or conversation to be uploaded to CPOMS using the Behaviour tag</p> <p>Assign incident to HoY/ HoD and Wellbeing lead so they are aware and can follow up actions as required</p> <p>Alert Vice Principal Safeguarding and Wellbeing</p>	Head of Year or Head of Department will contact the parents to inform them that they are now involved and the actions being taken, including notes from observations they have made of the child. Arrange a follow up meeting within 2 weeks if this is in relation to frequent behaviours.



			<ul style="list-style-type: none"> • HoY to discuss the child's case at the fortnightly student support meeting • If a child is exhibiting unsafe behaviour towards themselves or others, they will be removed from the class for internal exclusion to ensure the safety and well-being of all students and staff, and to provide an opportunity for the child to reflect and regulate in a supportive environment. • Colour Monster, Inside Out and Zones of regulation may be used to help the student to self regulate. <p>Monitor</p> <ul style="list-style-type: none"> • Child to continue to use YouHQ for daily wellbeing check ins. • Individual wellbeing survey created for the child to find out if there are any triggers, worries, challenges that they are facing. • Child to set a social behaviour goal on the YouHQ app with Wellbeing lead. 			
Level 3	<p>Frequently repeated Level 2 behaviours * 3 a week</p> <p>Or</p> <p>Frequently repeated Level 1 behaviours *Daily/Twice a week</p>	<p>Violent behaviour</p> <p>Racism</p> <p>Verbal abuse of staff</p> <p>Bullying</p>	<p>RPS First Quality Teaching Strategies continue to be embedded</p> <p><u>Restore and Maintain strong and meaningful teacher/ pupil relationships</u></p> <ul style="list-style-type: none"> • Resorative practice to be carried out- with the child and the teacher • HoY or HoD to talk to the child on a one on one basis, in a restorative way about their behaviour • Re-engagement and self esteem building strategies are used over consequences • Child to have a weekly one to one session with Wellbeing lead. • Class teachers are responsible for fostering a positive and inclusive classroom environment that promotes relationships, tolerance, empathy, forgiveness, and understanding of individual needs. Regularly include activities in the 	<p>Class teacher</p> <p>Specialist teacher</p> <p>HoY</p> <p>HoD</p>	<p>Restorative worksheet or conversation to be uploaded to CPOMS using the Behaviour tag</p> <p>Assign incident to Vice Principal so they are aware and can follow up actions as required</p> <p>Alert HoY/ HoD and Wellbeing Lead</p>	<p>Parents to be invited for a face to face meeting with Vice Principal or Principal.</p> <p>Follow up meeting for 2 weeks time.</p>



	One serious behaviour incident		<p>curriculum that promote understanding of different perspectives, such as role-playing, collaborative group work, or reading stories focused on kindness and inclusion.</p> <p><u>Rules and Routines</u> Child is praised liberally for following the rules and routines</p> <p><u>Clear, high expectations and strategies- personalized- the strategies below could be used:</u></p> <ul style="list-style-type: none"> • ELT to observe the child in a lesson/ several lessons to identify triggers and suggest strategies. ABC tracker may be implemented as a strategy to track antecedent (what happened in the seconds before the behaviour) behaviour (what the child did) consequence (what happened in the seconds after the behaviour) This should be used for 2 weeks before moving onto an ADPR with an additional referral. • ADPR may be put in place, with a 3 week review window. • Weekly check ins with wellbeing lead. • Team around the child meeting will be held to discuss strategies and share insights with all teachers supporting the child, including specialist teachers, CRAs and TAs. <p><u>Monitor and communicate</u></p> <ul style="list-style-type: none"> • Child to continue to use YouHQ for daily wellbeing check ins. • Individual wellbeing survey created for the child to find out if there are any triggers, worries, challenges that they are facing. • Child to set a social behaviour goal on the YouHQ app with Wellbeing lead. • After classroom observations of the child and the completion of a restorative conversation, Vice Principal 			
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			<p>to write and communicate behaviour risk assessment or behaviour plan to all concerned adults.</p> <ul style="list-style-type: none"> • Vice Principal and HoY to discuss and monitor the progress in fortnightly student support meetings. 			
Internal Exclusion	<p>Internal exclusion, where children complete their work away from their classroom, is used as part of our behaviour policy when necessary. It allows students time to reflect on their actions in a supervised setting while continuing their learning, ensuring that they remain part of the school community but outside their usual classroom environment for a period.</p> <p>At Ranches Primary School, internal exclusion is considered a serious measure but is employed to prevent further disruption to learning and ensure a safe environment for all students. It is used only when other in-class interventions have been unsuccessful or when a student's behaviour poses a significant disruption to the learning or safety of others.</p> <p>We are committed to providing a safe, inclusive, and nurturing environment where every student can learn, grow, and thrive. Our aim is to support children in understanding the impact of their actions, learning from their mistakes, and making positive choices going forward.</p> <p>The goal of internal exclusion is to offer a space for reflection and to work on strategies that will enable the child to return to class ready to participate positively. We strive to ensure that every child has the opportunity to be an active and valued member of our school community.</p>					
External Exclusion	<p>External exclusion at Ranches Primary School is extremely rare and considered a last resort within our behaviour policy. It is only implemented when absolutely necessary and when it is determined that the school setting cannot adequately meet the needs of a child, despite all efforts made.</p> <p>We are committed to providing a safe, inclusive, and nurturing environment where every student can learn, grow, and thrive. However, when a student's behaviour consistently creates an unsafe environment for themselves and others, external exclusion may be considered. This decision is made only after exhausting all other avenues for support and intervention.</p> <p>Our primary focus is on helping all children understand their actions, learn from their mistakes, and make positive choices. We aim to ensure that every child has the opportunity to be an active and valued member of our school community.</p>					
EYFS Behaviour management strategies	<p>As part of our approach to supporting our younger children with managing their behaviour, when a child is struggling to maintain safe behaviours, staff will first attempt to de-escalate the situation through strategies such as changing the staff member supporting the child, offering a redirection activity, or changing the environment to provide a fresh focus. However, if the situation continues to escalate and the child is no longer showing safe behaviours towards themselves or others, the leadership team may deem it necessary for the child to go home for the remainder of the day. This decision is made with the aim of breaking the cycle and giving the child time to reset, with the expectation that they will return the following day ready to re-engage in a positive and safe manner.</p>					



Appendix D

Risk Assessment of Children's Behaviour

Child's Name:	Age:	Class:
Context:		
<i>Explanation of current situation, and why the team around the child feels a Risk Assessment is a necessary measure:</i>		

It is essential that staff understand that risk can only ever be reduced, it can never be completely removed. All planning and recorded on the templates provided should be within the concept that all risk assessments involve three simple stages.

- Stage one is to identify what is an inherent risk, i.e. a child running from class if upset (if that has occurred before).
- Stage two, identifying how to moderate that risk such as through an individual plan for the pupil (e.g. identifying the cause such as frustration at not understanding the work).
- Stage three is to identify the residual risk, e.g. the risk which remains after the moderating plan has been implemented.

It is essential that all planning is proportionate to the risk identified.

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing	e.g. Pupils, Staff, self, property	e.g. V, L, U	e.g. Mild, Moderate, extreme
Verbal			



Kicking			
Hitting			
Biting			
Tripping people up			
Pushing			
Damaging Property			
Defacing own or other 's work			
Running Off			
Refusing to Move			
Refusal to follow instructions			
Fighting			
Throwing items			
Things in the mouth			
Climbing on furniture			
Deliberate behaviour to repel others – spitting, licking, faeces on fingers			

Explanation of table headings:

Target of Behaviour: Who is it directed towards (self, other pupils, staff, property etc)

Likelihood of Behaviour:

V – Very Likely – Evidence suggests more likely than not to occur. **L** – Likely – There is a possibility that the behaviour will occur again. **U** – Unlikely – The context has changed or can be changed to make it unlikely to happen again.

Seriousness of Behaviour:

Extreme – Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption. **Moderate** – Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines. **Mild** – No physical injury or damage to property; minor distress or disruption.



Risk Assessment Summary

Challenging behaviour risk assessment summary for:		<u>Completed by:</u>		<u>Completed on:</u>	
		<u>Updated by:</u>		<u>Updated on:</u>	
Behaviour(s) Causing Concern (i.e. inherent risk)	Seriousness (Mi, Mo or E)	Key preventative strategies (i.e. moderating action)	Key Reactive strategies and residual risk remaining		
<i>A list of previously observed behaviours</i>			<i>It is important that parents are aware and supportive of all strategies</i>		

Signed:

Name:

Role:

Date:

Moderated with:

School Senior Leader

NB: Following initial meeting with parents, set a follow up date to review and make sure the review is reported back to parents