



**St. Mary's C of E Primary School**  
**Headteacher: Mrs M. Constantinou BEd**  
Littlegrove, East Barnet, Herts EN4 8SR  
t: 020 8449 5856  
e: [office@stmarysen4.barnetmail.net](mailto:office@stmarysen4.barnetmail.net)  
[www.stmarysen4-barnet.co.uk](http://www.stmarysen4-barnet.co.uk)

## **Behaviour Policy 2023**

### **VISION**

**At St Mary's, inspired by Christian values, we are excited by our learning, proud of our achievements, determined to be the best we can be and caring for all of God's creation.**

### **MISSION**

- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum
- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21st Century
- We will provide children with an understanding of local, national and global communities and faiths.

### **VISION**

#### **Safeguarding Statement of Intent**

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at to the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people through rigorous application of Safer Recruitment processes. All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

**Approved by:**

Full Governing Body

**Date:** 27 September 2023

**Last reviewed:**

October 2022

Next review: September 2024

## OUR 6 GOLDEN RULES HELP US TO LEARN TOGETHER

I will be kind and helpful	I will not hurt other people's feelings
I will be gentle	I will not hurt any body
I will look after property	I will not waste or damage things
I will listen to people and show respect	I will not interrupt or be rude
I will work hard	I will not waste yours or other people's time
I will be honest	I will not cover up the truth

## TEACHERS HAVE A RIGHT TO TEACH AND CHILDREN HAVE A RIGHT TO LEARN

### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and permanent exclusion guidance](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in school between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school golden rules
- Any form of bullying
- Vandalism
- Theft
- Verbally or physically aggressive behaviour
- Racist, sexist, homophobic or discriminatory behaviour

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, isolating, ostracising.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Gender related	Taunts about personal sexuality including male, female, lesbian, gay, bi or transsexual.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit or implicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or stereotypes, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can be:

- Ableist: Bullying based on another's attainment or perceived attainment
- Ageist: Bullying based on age or perceived maturity
- Disableist: Bullying based on another's special educational needs, illness or disability or perceived special educational needs, illness or disability
- Gender or gender identity based: Bullying based on another's gender, gender identity or perceived gender or gender identity
- Homophobic or Biphobic: Bullying based on another's sexuality or perceived sexuality
- Racist: Bullying based on another's ethnicity, nationality or skin colour or their perceived ethnicity, nationality or skin colour
- Religious: Bullying based on another's religion or perceived religious background
- Sexist: Bullying based on another's sex or sexist attitudes used to demean a sex
- Socio-economic: Bullying based on another's social status or perceived social status

Bullying can take place in person or online: through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **5. Roles and responsibilities**

### **5.1 The governing body**

St. Mary's governing body is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher and senior staff. St. Mary's governors will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher and the senior leadership team**

The headteacher and senior leaders are responsible for reviewing this behaviour policy in conjunction with the governing body.

The headteacher and senior leaders will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for providing opportunities for reconciliation and forgiveness by:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Working in partnership with children and parents/ carers as appropriate to support good behaviour
- Treating all children fairly and respectfully
- Creating a safe and pleasant environment
- Providing a challenging and interesting curriculum
- Recognising that each child is an individual
- Helping each child to do their best

The senior leadership team will support staff in responding to behaviour incidents as required.

### **5.4 Parents**

Parents are expected to:

- Support their child to understand the importance of reconciliation and forgiveness
- Support their child in adhering to expectations described in the 'Home School Agreement'
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work in partnership with school staff and their child to support good behaviour
- Make sure children arrive on time and ready to work
- Encourage respect for other people
- Help children realise the importance of education and praise them for their efforts and achievements
- Encourage children to talk about school and listen to what they have to say each day

## **6. Pupil code of conduct**

Pupils are expected to:

- To follow the Golden Rules to the best of their ability
- To work together with adults in the school to support good behaviour
- To treat all adults and other children with respect and politeness
- To help make school a clean and pleasant place to be
- To do what adults in our school ask

- To learn to take increasing responsibility for their own learning
- To explore how a resolution can be reached

## 7. Rewards and procedures to follow if rules are broken

### 7.1 Rewards:

Positive behaviour will be rewarded with:

- Praise: Our emphasis should constantly be on praise. Good behaviour should be publicly acknowledged.
- House points: These can be given to individuals or groups. Class teachers will have age appropriate systems for recording individual and house totals. Each class will have a weekly house winner which will be announced in worship, and the houses should be awarded 4, 3, 2 or 1 point in order of merit. The totals will accumulate over half a term so that there are 6 opportunities across the year for a winning house. Children can be given house points at any time of the school day and by any member of school staff.
- Letters, texts, emails or phone calls home to parents
- Special responsibilities/privileges

Staff should always aim to target good behaviour.

Children should be mentioned in Specials worship for any outstanding achievement.

Every week, staff are invited to nominate between 1 and 3 children in Specials worship.

Class teachers should note any children in their own class mentioned by other staff for their individual records.

### 7.2 Procedures to follow if rules are broken:

There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so. **A record is kept in the class behaviour file by class teachers of what level the child takes control of their own behaviour so that over time improvements can be seen.** The following level and warning system should be started afresh each morning. Warnings cannot be cancelled, but incentives and rewards can be used.

Any member of staff who works 1:1 or with groups of children should apply the behaviour policy and follow the procedures in the same way as class teachers.

Each classroom should have the golden rules clearly displayed near a time out table. Unacceptable behaviour should be made explicit and the child continuously encouraged to consider their choices.

#### ➤ **Level 1** - Strategies developed within the classroom.

Examples of things to say include:

Telling the child quietly/politely that the procedure has begun.

Saying "This is a warning, you need to stop."

#### **2 WARNINGS**

#### ➤ **Level 2** – The child is moved to another area (chair, table, time out space) and told: "This behaviour is unacceptable".

The child is given a Level 2 time out sheet to fill in and work to complete if appropriate.

Time out here should be 5 – 10 minutes maximum.

#### **2 WARNINGS**

The second warning given takes them to Level 3.

- **Level 3** – The child is sent to another class: “This behaviour is unacceptable. Here is the work I expect to be done”. The child should be sent with a Level 3 time out sheet with the message section for the receiving teacher completed by the class teacher. The Level 3 child should be accompanied by another sensible child or adult.

The child should remain out of their class which class teachers will arrange with a colleague for ONE session completing their Level 3 form and work set at the time out table. If work is not done when the class teacher collects the child, the class teacher should ensure the work is done at break time.

**It is the class teacher’s responsibility to let parents know after school on the same day that the child has missed a lesson from the class. Parents must be told about the behaviour that led to this and this contact with parents should be recorded in the class behaviour file.**

### 1 WARNING

This warning given takes them to Level 4.

- **Level 4** – Some behaviours e.g. deliberately violent, aggressive, racist or explicitly homophobic behaviours immediately go straight to level 4

Children who get to level 4 because of an isolated serious incident or because they have not responded at level 3 are still choosing not to try and manage their own behaviour will be sent to a member of the leadership team. They will stay with this member of staff who will investigate the incident and take appropriate action. The child’s parent will be told what has happened as soon as possible.

Class teachers should speak to the member of the senior leadership team to establish any outcomes from the incident and to agree on who will inform parents.

### Continuum of Behaviours

Behaviour	Sanctions
<ul style="list-style-type: none"> <li>• calling out</li> <li>• making noises deliberately</li> <li>• not listening to/following instructions</li> <li>• distracting others</li> <li>• disrespect to adults/peers</li> <li>• answering back</li> <li>• name calling</li> <li>• throwing things</li> <li>• deliberately damaging someone’s property</li> <li>• behaviour which stops others learning</li> </ul>	Warnings at levels 1-3 in accordance with the Behaviour Management Policy.
<b><i>A persistent combination of any of the above may lead to suspension or exclusion.</i></b>	
<ul style="list-style-type: none"> <li>• hurting others</li> <li>• leaving classroom/ school premises without permission</li> <li>• threatening aggression or violence</li> <li>• extreme aggression</li> <li>• swearing</li> <li>• verbal bullying (including use of racist, sexist or homophobic language)</li> <li>• Sustained bullying</li> </ul>	Warnings at level 4 in accordance with the Behaviour Management Policy  and/or  Suspension: This will be for any length of time from half a day to 5 days.

### **Child on Child Abuse:**

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical abuse; sexual violence; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; up-skirting; and initiation type violence and rituals.

The school deals with these issues very seriously and senior staff will act using a team approach, and without delay to investigate incidents thoroughly and minimise any risk of re-occurrence. Staff understand the importance of challenging inappropriate behaviours between children. They know that if they don't, it can create an unsafe environment and lead to a culture that normalizes abuse.

Notes will be recorded on CPOMS online system and actions taken will be dependent on context and severity. Victims, and perpetrators will be supported on an individual level as required, and we will work with parents to keep them informed of any investigations and outcomes. Children are frequently reminded about who they can speak to in order to report concerns.

**Where one child's behaviour has affected another child e.g. through physical/verbal aggression or racist/homophobic comments, both parents are contacted on the day of the incident.**

### **7.3 Managing persistent behaviour issues:**

***Following discussion with the Head teacher or senior staff, where a child continues with persistent, unacceptable behaviour and does not respond over a period of time to the warnings at level 1 and 2, a zero tolerance policy will be adopted and the following strategies may be employed.***

***a]*** Following discussion with senior staff, children should be identified as at risk of internal exclusion and the following process should be applied:

- 2 warnings at level 1 given. This may be in quick succession if necessary.
- Child receives 15 minute time out from lunch playtime to be supervised by senior staff.
- Teacher notifies senior staff member on duty.
- Additional 5 minutes added for any further warnings.
- Warnings should continue to level 4 if necessary and in this case the class teacher and senior staff should make an appointment to meet the parent/carer as soon as possible in accordance with policy.
- Children should not miss more than 30 minutes of lunch playtime.
- It is not expected that children will be kept in at morning or afternoon playtimes as they are unlikely to change their behaviour if they haven't had a break.
- Child reports to duty staff at 12.15 for juniors and after eating lunch for infants.
- Time out should be recorded in the behaviour log by senior staff.

***b]*** Managing persistent behaviour issues: issuing a classroom report or playground report.

*Having identified the behaviours:*

- The child, senior staff and class teacher will discuss appropriate targets.
- These will be written on a timetable for class report and monitored every session.
- The child should report to senior staff each lunch time.
- If the strategy is successful it should only be in place for a week, but can be extended if necessary.
- Parents should be informed if an extension is necessary and the child may take the timetable home each evening to enable parents/carers to support the child.



- *Playground report should have 2-3 targets. The child gives the report to a member of staff on duty and collects it at the end of playtime. The member of staff should write a brief comment or tick the targets. If kept. In some circumstances a child may miss play time, but this should be agreed with the Head or senior staff in advance.*

*These strategies should be maintained for as long as they are helping to modify behaviour, but should be discontinued as soon as the child shows that they are able to cope without being on report.*

***c] Further management of persistent behaviour issues: Short term internal time out***

- In some circumstances, a child identified by the class teacher and Head teacher or senior staff will be sent from the classroom or playground to the Head teacher or a member of the senior staff who will decide whether a period of up to ½ hour time out is necessary.*
- Prior to this, the class teacher and senior staff will have spoken to the child and made it clear what the inappropriate behaviours are and what the expectations are.*
- Where a child is sent out, staff must ensure that senior staff are fully informed about what the problem is in order to make an informed decision. Senior staff and/or class teachers will give them opportunity to reflect on their behaviour and the consequences for themselves and others.*
- The child will then work for the agreed time.*
- Parents will be informed if this strategy is adopted.*

*Usually it is expected that this strategy is employed for a short time only. However, if the behaviours persist, other aspects of the policy will be applied, and parents will be informed and invited to work together with staff and the child.*

***d] Suspension from school: Suspension is when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.***

*Suspensions may be agreed between any 2 members of the leadership team, one of whom will usually be the Head teacher. If the Head teacher is not in school, she will be contacted. The Chair of Governors will be informed. Suspension is always a last resort*

*The Head teacher and /or members of the Leadership team have the right to take immediate action in the case of any serious incident.*

*Where a child is experiencing exceptional difficulties, a support programme, will be implemented by the Head, SENCO, school staff and parents/carers e.g. a Behaviour Management Plan (see appendix 4)*

*Advice may be sought from the Local Authority, Educational Psychologist, or other agencies who may be invited to observe individual children. External staff may be invited to attend subsequent behaviour meetings to offer support and advice to school staff and parents on managing specific behavioural difficulties.*

***Permanent exclusion is when a pupil is removed from the school permanently and taken off the school roll. This is referred to as an 'exclusion'. See Appendix 1.***

## **8. Mental Health**

*Mental health problems can, in some cases, present in a child's behaviour. Only appropriately trained professionals will be asked to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. In this case, staff will work closely with the SENCO and senior leaders before further discussions are had with parents and any other*



agencies. Staff are trained in understanding that Adverse Childhood Experiences for example, may impact on a child's ability to regulate their feelings and behaviour.

## **9. Behaviour management**

### **9.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Golden Rules in addition to any additional classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **9.2 Physical restraint**

In some rare 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

### **9.3 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's senior leaders will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **10. Pupil transition**

To ensure a smooth transition to the next academic year, pupils have a 'meet the teacher' transition session with their new teacher(s). In addition, staff members hold transition meetings in the summer term to discuss individual pupils.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **11. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint where required, as part of their induction process. Behaviour management also forms part of continuing professional development. Where a pupil's behaviour is a result of an underlying special educational need, relevant training will be provided to support staff understanding of appropriate management.

### **12. Record Keeping and Monitoring**

Records will be kept in class of both house points and warnings. Where a child needs to be spoken to by a senior member of staff, they will make a confidential electronic note onto CPOMS, the school's confidential safeguarding system. This note will be logged and categorised according to the behaviour type and any actions noted. This is particularly important for our tracking of any child on child abuse incidents.

Electronic, centralised storage facilitates behaviour analysis of any trends i.e. in location of incident or behaviour type. It also enables SLT to track key children's behaviour which may lead to wider decisions and discussions. Where trends begin to appear with individual children, parents will become informed and involved to help bring about a change in behaviour.

### **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Equalities policy
- Safeguarding policy
- Special Educational Needs and Disabilities policy
- Anti-Bullying Policy
- Suspension and Exclusions Policy

### **APPENDICES**

1. Suspensions and Exclusions
2. Level 2 Proforma
3. Level 3 Proforma
4. Behaviour Management Plan

## **APPENDIX 1**

### **SUSPENSIONS AND EXCLUSIONS**

#### **DEFINITIONS:**

- Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.
- Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is referred to as an ‘exclusion’.
- Suspensions and permanent exclusions are however, both types of exclusion
- Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behavior.

In accordance with our Mission Statement Aims and Values, we at St Mary’s Church of England Primary school seek to avoid suspensions and exclusions. These measures remain part of the sanctions open to the school but only take place for very serious incidents or when other strategies have been tried over time and the child has not responded.

In most cases suspension/exclusion will be the last resort after a range of measures have been tried to improve the child’s behaviour in accordance with the Behaviour Management Policy. These strategies are in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and plan for the strategies to meet their individual needs, which could include working in partnership with other agencies such as the Local Authority Advisory staff and Educational Psychologist or CAMHs.

Suspensions and exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious single event, or a combination of events could by itself justify a pupil’s exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist/sexist/homophobic verbal abuse
- Sustained bullying (see Bullying Policy)
- Frequent levels of disruption to lessons
- Frequent levels of non-compliance
- Frequent levels of disrespect to all adults who work in school

#### **SUSPENSION PROCESS**

Each situation will be investigated by Senior staff to ascertain the seriousness. The views of children involved and staff either involved or witnessing will be carefully considered. Fixed term or permanent exclusions may be agreed between any 2 members of the leadership team, one of whom will usually be the Head teacher. If the Head teacher is not in school, she will be contacted. The Chair of Governors will be informed.

#### **Exclusion is a very serious matter.**

Only the Headteacher can permanently exclude a pupil (or the Deputy if the Headteacher is out of school) in accordance with Local Authority Policy. However, this decision would require the agreement

of other senior members of staff, including the Headteacher, the Chair of Governors and one other agreed member of the governing body.

***As a Church of England School and in accordance with our agreed Mission Statement, Aims and Values, we will seek to exhaust all possibilities to avoid exclusions.***

The Headteacher may decide to exclude a pupil only when she is sure that:

- the pupil has seriously breached the school's discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

**Further information can be found in our Suspension and Exclusion Policy on the school website.**

## APPENDIX 2

### LEVEL 2 TIME OUT

Name:

Date:

Time:

What happened?

Which golden rule did you break?

DO:

DO NOT:

Why was your behaviour unacceptable?

What should you have done?

What will you do to make it better NOW?

## APPENDIX 3

### LEVEL 3 TIME OUT

Name:

Date:

Time:

Class Sent To :

Task Set:

What happened?

Which golden rule did you break?

DO:

DO NOT:

Why was your behaviour unacceptable?

What should you have done?

What will you do to make it better NOW?

Comments:

Signed (Teacher):

## Behaviour Management Plan

PUPIL NAME: _____ CLASS: _____	
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
<b>Challenging behaviour</b> What does it look like?   What triggers it?	<b>Targets</b> What are we working towards?   How do we get there?
<b>Skills and Talents</b>	<b>Achievements</b>
<b>Likes</b>	<b>Dislikes</b>
<b>Strategies for positive behaviour</b> How do we maintain positive behavior? <ul style="list-style-type: none"> <li>Phrases to use:</li> <li>Rewards, motivators:</li> </ul>	<b>Early warning signs</b> How do we prevent an incident? <ul style="list-style-type: none"> <li>What to look out for:</li> <li>How to respond (reminders, alternative environment):</li> </ul>
<b>Reactive strategies</b> How do we diffuse the situation? <ul style="list-style-type: none"> <li>What to do and what not to do:</li> <li>Phrases to use:</li> <li>Calming techniques:</li> </ul> At what stage should another member of staff be informed? Who should this be?	<b>Support after an incident</b> How do we help the pupil reflect and learn from the incident?



**PUPIL NAME:**

**CLASS:**

**Agreement:**

Parent name

Staff name

Date

Date

Date of next review:

**Summary of CPOMS logged incidents before the BMP was issued:**

Date	Description of behaviour	Trigger for incident	Action taken

**BMP evaluation and next steps:**

How effective has the plan been?

Suggestions to be considered when this plan is reviewed:

**Review of CPOMS logged incidents after the BMP was issued:**

Date	Description of behaviour	Trigger for incident	Action taken