

# St Antony's Catholic Primary School



## BEHAVIOUR POLICY AND PROCEDURE

*Learning Together  
in  
God's Love*

## OUR MISSION STATEMENT:

**At St. Antony's Catholic Primary School we celebrate our special talents as children of God therefore:**

- We try to be like Jesus and always keep him in our hearts.
- We work together in our homes, school and parish to share our gifts and learn together.
- We understand that we are all different and we respect each other.
- We look after our world so that we may share it together in peace.

## **Our School's Behaviour Policy is heavily inspired by the words of Pope Francis and Our School's Mission and Vision Statements:**

*"Education is the conduit through which we guide direct, mould and influence young minds. Teachers have an almost divine responsibility handed down to them by the greatest teacher of all ....**Christ himself**. Teachers must consider that every time they speak and act they represent Christ in their every word and deed. **Their example is the greatest teacher of all** as their **'actions always speak more profoundly than their words'** (St Antony of Padua). Every child we have inspired by our example and teaching is left with an indelible mark on his/her heart and mind for the entirety of their lives. Let us ensure that the marks we leave please God and set them on a path for serving others humbly in terms of their behaviour, attitude and approach to life and all whom they encounter." Pope Francis*

## **Our Vision: St. Antony's Catholic Primary School**



Our vision at St Antony's has Christ central to all we do to inspire us. We see our school as an agent of change which engages all stakeholders: Governors, Teachers, Parents, Children, Church and Community; while inspiring all our children from Nursery to Year 6 (the next generation of our society and the future of our community) to work collaboratively with all relevant agencies to aspire to achieve their fullest potential. Our school will function as a centre of excellence and an axis of transformation and development within our community by enabling all under our care to aspire to achieve self-actualisation through: sound Spiritual, Moral, Social and Cultural formation while embedding effective behaviour for learning, solid personal and shared philosophies with a positive, progressive and professional approach to life and living while upholding our Christian and British Values- leading to the achievement of the highest academic, socio-economic and sustainable life goals.

**Our Behaviour Policy**  
**Has At Its Core Point of Reference**  
**Our School's Golden Rules:**

All St Antony's Staff, Pupils, Parents and Governors are asked to observe  
 The **GOLDEN RULES** of the school which state:






**GOLDEN RULES**

- 1. I will respect everybody and everything at all times**  
 (this includes all school and personal property)
- 2. I will keep myself and others safe at all times**  
 (through displaying appropriate behaviours within and outside of the classroom)
- 3. I will follow instructions the first time given at all times**  
 (school rules and regulations policies and procedures are to be followed on 1<sup>st</sup> instructions)
- 4. I will do my best at all times**  
 (All to maintain and promote the high standards of the school at all times)

**By following these rules we all work, live, play and learn together in God's Love**

**School Procedures & Regulations**

Each class across the school from Viridis/Nursery (our 2-3 year old provision) to Year 6 will have displayed (in a prominent place) our **School's Behaviour Chart** which features the three levels of behaviour /status of behaviour which may be evident at any given time based on pupils' presenting behaviours on any given day. Each morning all classes will display all pupils names listed under "ON TRACK"- as every day is an opportunity for a FRESH START. The policy is redemptive in its approach, therefore, with each new day there are new opportunities to display the desired behaviours required of all with staff actively motivating and encouraging pupils using Praise, House and Dojo points, Stickers and Stars. Children's names are only moved to **CAUTION** or **RED ALERT** based on undesirable behaviours exhibited repeatedly in class or around the school which are not in line with our Christian ethos and values. Along with the Behaviour Chart also displayed across the school in each class will be the school's **GOLDEN RULES**, **REWARDS** and **SANCTIONS** charts these act as points of reference for staff, parents and pupils alike:

 <b>ST ANTONY'S BEHAVIOUR CHART</b> 		
 <b>ON TRACK</b>	 <b>CAUTION...</b>	 <b>RED ALERT!</b>
Grace	Amber	
Goldie		
		Rudi

The Behaviour Chart, Golden Rules, Rewards and Sanctions are the same throughout the school from Nursery to Year 6 for consistency- so that the behaviour policy and procedures are reinforced and consolidated year on year from EYFS to Year 6.

The behaviour chart will inform and aid SLT, Inspectors, SIP/SIAs, and Governors visiting classes with assessing at a glance the level of compliance on the part of pupils in terms of their learning behaviour-without having to disrupt learning sessions.

The youngest pupils who are emergent readers, are able to link the colours on the chart to the attendant behaviours they represent and therefore they are aware that: to be on **Green = Good** and to be on **RED=Is Not Good.**

Positive behaviours are to be encouraged, reinforced and rewarded at all times at St Antony's. All children will begin each day **"ON TRACK"** and will be encouraged and motivated to stay on track by being rewarded with: praise, stickers, House/Dojo points, individual, group or table points, certificates and other tangible rewards both inside and outside of classes as well as at weekly Awards Assemblies and Annual Awards Ceremonies.

Children who are on track all term and year will be publically rewarded at special assemblies as well as at award ceremonies held at the end of year-they will receive a HEAD TEACHER AWARD at the End Of Year Award Ceremonies held for each phase group with staff, parents, Parish Priests their peers, invited guests and Governors present.

**Any member of staff (Class Teachers, TAs, HLTAs, Specialists, Mid-Days, and Dinner Ladies) may reward children at any time in accordance with promoting and embedding the school's behaviour policy and ethos. This makes the children aware that all the adults across the school are to be shown due respect and their respect for the staff and our golden rules will be rewarded tangibly. Conversely, any staff member may apply sanctions as and where appropriate, at any time needed: during class time, morning play and lunch times or during before and after school clubs, at dismissal time, lunch times, during PE sessions or on trips for consistency in promoting the desired behaviours required of all and the application of the policy across the school.**

Those children who fail to adhere to school rules will face the following consequences:

**A First warning** ~ Verbal reminder and a **'DOT' under 'CAUTION'** with a specific time frame given to the child to get **'BACK ON TRACK'** e.g. 'Amber, you have 1 minute to get back to work'.

**A Second warning:** Name moved to **Caution**- with another verbal caution and time frame given for the child to get **'BACK ON TRACK'** e.g. 'Amber, I've asked you to get back to work and stop talking....you have just 1 more minute to settle down'

**If a Third Warning has to be given:** The child's NAME IS MOVED ON TO RED **ALERT**- Depending on the infringement and the child's attitude and approach to being corrected this action may stop at the moving of the name on the behaviour chart especially if the child displays immediate compliance. Should the child present instead, with defiant and refusal behaviours a 'Time Out' should be applied in the class' time out corner/area/table or the time out may be served in another class where the CT/TA/HLTA must ensure pupils complete a Time out Sheet or have one filled out for children across EYFS/Reception. This form is to be completed by the child himself/herself across KS1 and KS2 while reflecting on their behaviour whether the TIME OUT is taken in their own class or in a partner class. Once the Time Out Sheet or the child's

**Behaviour Book** (in the case of a child with this type of intervention in place) is completed with an entry; the child should then continue with their class work in silence for the rest of the time out period until the time out is fully served.

**Time out sessions are for a fixed period of time depending on the infringement and the time needed for the child to reflect and recover.** A recommended time out session for children across EYFS would be for 3-5 minutes with teacher discretion applied one way or another. 5-10 minutes are recommended as a rule of thumb across the lower school (KS1) and 15-30 minutes across KS2. Staff may apply professional judgement and discretion regarding individual children who may need more time away from their class to fully settle down, cease being distracted or being the distractor and regain their composure. In the upper school a longer period for time out may be warranted depending on the infringement and the severity of the disruptive or undesirable behaviour and its overall impact on the class and other learners. While on an extended time out for a morning or an afternoon, the child in question is required to complete the same work being covered by their class to the same expected standard. Teaching staff will intermittently check to ensure the child is being fully compliant and meeting the expectations set.

### **PARTNER CLASSES ARE USUALLY AS FOLLOWS:**

Y6 ←→ 5 Y4 ←→ Y3 Y2 ←→ Y1 R ←→ N

Staff also have the flexibility to send a pupil to a member of SLT or a Cohort/Phase Lead in any area across the school as is appropriate for the infringement- some children may be sent to another Phase Group across the school, as some actions are more serious and may warrant the child being sent to a Phase Lead or a member of SLT in another part of the school in an effort to distance the child from their peer/year group. In the latter cases the child is usually escorted by the CT/HLTA/EA of the class with the intention of giving an explanation of the reason that the child has been brought to the member of the Leadership Team/Phase lead for their reflection /time out. For example: a child from KS1 may be sent to KS2 and a child from EYFS to KS1.

### **The Role of the Adult in Time Out situations is to:**

- Talk to the child in a calm manner
- Use child level eye contact, crouch down to their level and speak with pupil firmly
- Be specific with explaining about why they are in timeout if the child is in EYFS/KS1 or let them identify and clarify why they are in Time Out if they are in KS2
- Ensure communication is consistent and clear. All adults must use the same language and approach: e.g. 'You're in timeout because you have broken one or more of our School's Golden Rules...which rule(s) have you broken? How can you make things better? List specific steps you will take after this.... Or ....upon your return to make things better?
- Remain near the child to monitor as S/he fills in the Time Out/reflection form/Behaviour Book
- The same adult if possible should return after a short while and talk to the child at their eye contact level if appropriate to state: 'time out is finished you are now to return to..... I am expecting you to..... What will you do differently when you get back to class?
- Take them by the hand (if EYFS/KS1 or escort them back if KS2) and help them to re-engage/integrate back into the main class/ activity
- Reinforce that they are starting afresh and ....the incident is now over...it's time to begin again and to redeem themselves and follow the rules

**\*If the inappropriate behaviour persists: A Fourth Warning is given if this occurs**

The **child is sent to 'Reflect' to the** Phase/Shadow Leader's Office/ classroom or to the Learning Mentor for support or even to the Head Teacher if the presenting behaviour warrants it.

A Referral form/Entry in the child's behaviour Book must be completed as a matter of record **indicating why the child was sent to Reflect**. For serious incidents children can be sent straight to REFLECT with a member of SLT/SENCO/Phase Lead (if necessary or to the Head Teacher) immediately or if they fail to accept and follow previous sanctions given by Phase Leaders/SLT/Deputy or if they are being grossly disrespectful, disruptive, oppositional, difficult and uncooperative and not responding appropriately to CT/EA/HLTA's directives.

Phase Leaders / SLT will strictly supervise and manage those pupils on REFLECT on a daily basis. Learning and Behaviour Mentors may be deployed to work 1to1 with them if appropriate. **Parents may be called for pupils on this sanction level but only if warranted. The Learning Mentor and SENCO are to track those sent on REFLECT repeatedly and follow up by putting in place a Pastoral/ Behaviour Support Programme/Plan (PSP/BSP) with parents' involvement-this may involve pupils via their parents being referred to the School Therapist, Triple P, Stepping Stones, CAMHS or the LBN Behaviour Support Programme.**

If necessary a referral must be made to The School's Drama Therapist, CAMHS and or to the EARLY HELP programme with a view to supporting the family with management of challenging behaviours being presented by the child.

If children have repeatedly receive time outs for inappropriate behaviours Class Teachers, Cohort Leads, Phase Leads or the Head Teacher will formally meet with the parent/carer of the child. These meetings should be triangulated with the class teacher, Phase Leader or Head Teacher present with the parent to discuss the matter with a view to initiating actions to effectively address the presenting undesirable displays of behaviour. The meeting will be recorded and a copy of the notes provided to the parents should they request same.

### **Sanctions for Inappropriate/Undesirable Behaviours:**

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding all pupils inclusive of those with Special Educational Needs and Disabilities (SEND). The sanctions for inappropriate behaviours are listed below in accordance with the Department for Education's Guidance for all Head Teachers and School Staff [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools)

This document states that:

Teachers have the power to correct and discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

- The power to discipline applies to all paid staff of the school with responsibility for pupils, such as Head Teachers, SLT, CTs, HLTAs, Specialists and Teaching Assistants.
- Head Teachers, Trustees and Governing Bodies must ensure they have a strong behaviour policy to support staff with managing behaviour, including the use of rewards and sanctions as listed below in accordance with the DFE's Behaviour and Discipline in Schools' Document –Page 8.

When poor behaviour is portrayed, sanctions will be implemented consistently and fairly in line with the behaviour policy of the school. St Antony's Catholic Primary School has a range of

disciplinary measures clearly communicated to school staff, pupils and parents in line with DfE guidelines for all schools (Behaviour and Discipline in Schools- DfE document page 8).

These include:

- **A verbal reprimand**, warning or caution.
- **Extra work** or re-drafting unsatisfactory work until it meets the required standard.
- **The setting of written tasks** such as writing (in years 1 to 6) to explain why we should make good choices and follow the school's Golden Rules.
- **Loss of privileges** – for instance the loss of a prized responsibility such as representing the school in a competition or performance or not being able to participate in a non-uniform day or other planned whole school non-class based activity such as trips.
- **Missing break and play time (in part or in their entirety on any given day (s) of a week)**
- **Detention including during lunch-time and after school.**
- **Doing School based Community Service** or imposition of a task – such as picking up litter or weeding school gardens; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti-especially if the infringement by the pupil(s) in question included littering, vandalism or the destruction of school property.
- **Being placed “on report”** for behaviour monitoring such as having a Behaviour Book.
- In more extreme cases the school may apply a **temporary (fixed term) or permanent exclusion**. At St Antony's permanent exclusion of any form is always a last resort.

**At St Antony's staff in principle do not want any child to miss their break and lunch time play and will routinely apply the full tenets of the school's Behaviour Policy to encourage full compliance to prevent this.**

However, children who flagrantly break school rules and breach procedures, are disrespectful to staff and their peers, disruptive and pose a deliberate distraction to their own and the learning of others in class and place themselves or others at risk **will be kept in at playtimes and lunchtimes as a consequence for poor behaviour displayed in class and or on the playground** to secure their own learning, progress and safety and that of others.

All children must show that they are willing to fully comply with the school's rules and procedures and can be trusted to be respectful of themselves and others as well as play fairly and safely before they will be allowed out at playtimes. The intension is to have excellent behaviour standards displayed by all pupils across the school.

Pupils behaving aggressively, losing control or becoming very angry during lunch time play outside must be sent in for lunchtime *'Reflection' on the blue bench (KS2) or brown bench (KS1)*. This action must be recorded by the person on lunch time duty who sent them in or by the Class Teacher, Phase Leader or Learning Mentor to whom they may be formerly referred. The Learning/Behaviour Mentor must apply appropriate steps to restore calm by giving guidance and advice to the child/children in question.

**Children may not as a routine miss curriculum subject areas such as PE, Music, ICT or Art and DT as punishment unless their presenting inappropriate behaviour was displayed in those classes and warrants same**-then the Behaviour Management System and Sanction would apply as it would be in any other lesson.

**Children sent to a partner class on 'Time Out' must not be excluded from any part of their curriculum work when on 'time out' but must be given their class work to complete as normal**

**once they have completed their time out form/Behaviour Book with relevant staff.** When placed on 'Time Out'-**the work set by CT/HLTAs/Specialists must be of the same standard and value as would be done in class.** The same must be done for children who are excluded from trips, competitions, performances and any special school based or outside events as they have been asked to remain in school for the day or time of the event/trip. The quality of work and the quantity of work set must be at all times set at the same levels of expectation on these occasions.

The **class teacher should also keep a record of children reaching 'time out' sanction level on a regular basis.** Children who reach time out on 3 **occasions in one half term** must be referred to the SENCO/Behaviour/Learning Mentor for additional mentoring and behaviour support- If necessary the SENCO and School Drama Therapist must be co-opted to assess/address the issues and implement the needed support/provision.

**If an incident of extreme behaviour occurs (e.g. fighting, swearing, gross disrespect or disregard shown towards members of staff) either members of the SLT, SENCO, Learning Mentor, or Head Teacher (in that order) must be sent for immediately to intervene and assist with restoring order.**

All time outs, reflections, absences (from school or lessons without due notification or valid reasons ultimately leading to truancy) and habitual lateness (to school and classes morning noon or afternoon) must be reported firstly to parents as a cause for concern as well as ultimately in the pupil's termly or annual school reports. Parents being made aware beforehand of pupils' behaviour breaches and contraventions in a timely manner briefly at home time or morning times at drop off or over the phone or in scheduled meetings held prior to formal reporting, is done with a view to address and eradicate the inappropriate behaviour before more formal actions need to be taken.

Vigilance and consistency are viewed as pre-emptive and preventative measures to minimise the escalation of low level, disruptive behaviours to major proportions whether inside or outside of classes. The school will continually promote the VIRTUES OF CHRIST and OUR CORE CHRISTIAN VALUES in our day-to-day behaviour management and use Exclusions of any form (fixed term, managed move or permanent external expulsion) as an absolute last resort.

**All Parents will be held as supporters of the schools behaviour policy.** To this end all are invited by the Governors and Head Teacher to work in partnership with the leadership and staff to promote and maintain outstanding behaviour standards firstly `with their own child /children across the school at all levels via our Home/School Agreement which all parents are asked to sign-keeping a copy at home and the school retaining a copy as a point of reference on each child's file.

**As a school our aim is to use positive reinforcement at all times with fair consequences related to the individual needs of each child to which the policy has to be applied in an effort to safeguard and secure the individual child's, the other learners and the staff's needs as well as that of the needs and requirements of the school.**



## **Appendix 1**

### **Promoting Positive Behaviour**

#### **Creating A Supportive, Affirmative Learning Environment by:**

- Using positive, motivational language with all children for example: e.g. 'Great to see you sharing with your classmates... well done!'
- Using positive body language with all children such as gestures, thumbs up, and lots of smiling and affirmative facial expressions
- Having an on-going positive reward system using stickers, points, and praise throughout the day for many reasons e.g. Giving children stickers on their work to reward them for working well and producing good outcomes or giving a child points on the class/table or Dojo points chart
- Focusing on and targeting specific behaviours that we as a staff have identified need modifying or reinforcing as well as rewarding positive things that have happened during the day. This happens daily at the start of the day
- Hosting achievement and award assemblies weekly on Fridays and have reward times in class daily/weekly/termly at an appropriate time.
- Teaching children the language of co-operation by working alongside them and modelling specific language at the tables daily: "may I have a pencil please?" once gotten... 'thank you'
- Facilitating their interactions and modelling how they may talk to their peers appropriately e.g. Instruct the child to say; 'May I ride the bike after you please?' as well as instructing the other child to say; 'Yes you may, in 5 minutes when I've finished you can have your turn'
- Allow children time to adjust/ facilitate what's going to happen next by giving 3-5 minute windows before an activity changes especially if the current activity is a fun one or one which has their full engagement e.g. 'In 5 minutes it's going to be tidy up time' or 'In 5 minutes time it will be time for PE/Music/Writing etc.'

#### **At St Antony's We Have Established That implementing and Sustaining Positive Behaviours Is Best Done Through Modelling Good Example:**

When a pupil's behaviour is inappropriate staff will:

- **Model the desired behaviour** by working alongside a child, effectively demonstrating for them the appropriate behaviour or by highlighting or using other children's good example as a model
- **Continually Apply Praising Positive Behaviour** to effectively influence change in focus children's inappropriate and disruptive behaviour. For example staff will declare: 'I like the way the children sitting on that table are ready to learn, just look at their eyes so focused and ears alert- well done'

- **Use positive language** in response to redirect negative behaviour

For example: Can you demonstrate how you could have answered instead of....

## **Appendix 2**

### **Responsibilities In Relation To Mental Health and Wellbeing**

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

St Antony's has an important role to play in supporting the mental health and wellbeing of our pupils and staff, by developing approaches tailored to the particular needs of the pupils which will assist them with settling into school routines and complying with procedures which will by extension enable staff to continually maintain their professionalism and be calm, composed and able to efficiently and effectively get on with their work on a daily basis. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes. Full details are set out in **Keeping Children Safe in Education (KCSIE) statutory guidance3 (reviewed 2021)**- which staff are required to be conversant and compliant with as this information forms part of their annual review or induction as new staff.

Central to developing pupils' and staff mental health and wellbeing our school engage staff and pupils in experiences, programmes and activities which enable all to be resilient, self-reflective, and empathetic- supporting good mental health and wellbeing. Our school promotes good mental health and wellbeing for all via our school's RE, SMSC, PSHE and RSHE curriculum about forming and maintaining positive relationships with God and each other, ensuring self-care, self-esteem, mental and physical health which are important vehicles through which the philosophy of Healthy, Body, Mind and Spirit are taught.

St Antony's approach to good mental health and behaviour forms part of a consistent whole school approach to mental health and wellbeing. This involves providing a structured school environment with clear expectations of:

- **Positive Behaviour and Attitude** from all linked to our school's Golden Rules and Ethos
- **A willingness to make amends**, converse not confront and to seek help when needed
- **To apply the school's interventions** to secure restoration/balance using the following:
  1. **Early intervention to identify issues and provide effective support is crucial**  
Here the school's role in supporting and promoting mental health and wellbeing can be summarised as taking the necessary steps to address the presenting problems.
  2. **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and staff to be resilient so that they can manage the normal challenges of life effectively. This will include engaging pupils and staff in mental health and wellbeing activities through the curriculum and CPD reinforcing a positive ethos;
  3. **Identification:** recognising deeper emerging issues as early and accurately as possible;
  4. **Early support:** helping pupils and staff to access early support and interventions which are evidence based and to assist the pupil or staff to further
  5. **Access specialist support as needed:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

It is important to note that there is no requirement on schools by the DfE to have a standalone mental health policy, although some do choose to. However, schools are required to produce (and in some cases publish online) a range of policies which can be used to promote and support mental health and wellbeing, either as a statutory requirement or in line with good practice as recommended by the DfE. These policies need to be consistent with schools' duties under the Equality Act 2010.

## **Appendix 3**

### **Using Positive Handling**

#### **Addressing Pupils Posing A Danger To Themselves or Others:**

If the need arises and it becomes necessary to apply Positive Handling to a pupil who is being violent, throwing a tantrum or presenting with seriously inappropriate behaviours such as displaying: refusal, defiant, confrontational, oppositional, intimidating and disrespectful behaviours- staff are encouraged to follow the school's positive handling policy and procedures as shared and modelled /demonstrated in our whole staff insets annually as part of staff induction by the SENCO, School Therapist and Inclusion Team.

It is always advised to get another adult's support if the need for calming a child (who is throwing a tantrum, being aggressive, resistant, violent and disruptive-is posing possible harm to self or others) arises. Those to contact in this case are:

Miss Baptiste (SENCO)                      Mr Clinton Hodges (KS2)              Miss Robinson (KS1)  
Miss Julina Johnrose (KS1)              Ms Kristina Setakauske (KS1)      Miss Charlemagne (EYFS)

#### **Alternatives to Physical Controls:**

Before any physical intervention is used other strategies must be used to try to defuse the situation first and positive handling used only when absolutely necessary. The following strategies must be considered to help pre-empt any difficult and violent situations:

- Change the environment
- Alter routines as appropriate to the situation
- Focus on diversion, reassurance and communication
- Involve parents/carers
- Rewarding progress (you're really doing well keep it up...You've made the right decisions...)
- Addressing key behavioural difficulty and identifying the behaviour we want to see

**Staff may choose not to make a physical intervention but still take effective action to reduce risks.** They are advised to:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason e.g. 'I have seen you make a better choices'
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience to deescalate the situation or remove vulnerable pupils for safety
- Make the environment safer by moving furniture and removing objects which could be used as weapons while calming the child and encouraging them to listen to advice.
- Use positive touch to guide /escort/re-direct pupils to somewhere less pressured.
- Ensure that colleagues are alerted to what is happening and secure help from SLT/HT.

#### **Pre-emptive actions to avoid an incident:**

- Use a calm voice
- Use humour
- Use expectation reminders (we always)
- Use reassurance (I know you can...)
- Listening to the child
- Offer withdrawal
- Change the member of staff dealing with the situation
- Involve senior staff /SLT/HT

When faced with any child who has lost control, is angry and highly distressed staff members must remain calm and under control and try to stabilise the situation to prevent it from escalating. Every effort must be taken to diffuse the situation to prevent the child from becoming more aggressive and a danger to self or others including staff.

**The Governors and SLT expect all staff to use and apply the behaviour policy consistently and rigorously in all situations warranting it within or outside of class for the health safety and safeguarding of all children and staff.**

**Reviewed & Agreed by staff: September 2023**  
**Agreed by Governors: September 2023**  
**Review date: September 2024**