ST MARTIN'S SCHOOL

BEHAVIOUR AND RELATIONSHIPS POLICY

Autumn 2026

WHINLESS DOWN ACADEMY TRUST

PURPOSE

The purpose of this policy is to provide clear and consistent procedures for staff and learners that:
• Set high expectations for a culture of exceptionally good behaviour
• Recognise behavioural norms and positive, healthy relationships
• Positively reinforces behavioural norms and positive, healthy relationships
• Promotes self-esteem, self-discipline and motivation
• Teaches appropriate behaviour through positive interventions
• Provides clear guidance on how to manage cases of poor behaviour

WDAT VISION

At the Whinless Down Academy Trust, we believe that 'Learning Changes Lives'. Our vision is to provide an education that inspires and prepares children for life, whatever their background. We achieve this through the values of aspiration, courage, imagination, happiness, collaboration and empowerment.

OUR APPROACH

At St Martin's School, we are committed to creating a caring, inclusive and aspirational community where every child feels safe, valued and respected. We believe that positive relationships are at the heart of successful learning and that children thrive when they experience warmth, consistency, encouragement and high expectations from the adults around them.

We aim to develop lifelong learners who acquire the knowledge, skills and attitudes needed to lead happy, productive and fulfilling lives. We encourage children to embrace challenge with resilience, celebrate progress, take responsibility for their choices and develop curiosity about the world around them. We strive to nurture young people who make positive contributions to their school, their community and society, both now and in the future.

Our vision is:

"For children to be happy, successful and confident, with enquiring minds and a natural desire for learning"

To achieve this vision, we work in partnership with pupils, staff, parents and carers to promote a shared culture built upon our core values:

- **Happiness**
- **Respect**
- **Responsibility**
- **Motivation**
- **Courage**

These values are brought to life through our school value characters, helping children to understand what each value looks like in everyday school life:











We recognise that children learn behaviour over time and, through supportive relationships, consistent routines and explicit teaching, we help every child develop the self-regulation, confidence and personal responsibility needed to make positive choices.

Our school values are reflected in our school rules, which provide a simple and consistent framework for how we learn and work together each day:

Be a Happy Hippo – be positive and help others feel happy.
Be a Respectful Rhino - treat others and property with respect.
Be a Responsible Rabbit – be responsible for everything that you say and do.
Be a Motivated Monkey – aim high and always try your best.
Be a Courageous Cat - take risks and challenge yourself in your learning. Have moral courage, making the right choices, even when this is difficult.

ROLES AND RESPONSIBILITIES

At St Martin's School, we believe that positive behaviour grows from positive relationships, clear expectations and a shared commitment to our values. Everyone within our school community is expected to uphold the highest standards of behaviour and conduct, treating others with kindness, respect and dignity. All adults will consistently model our school values and reward pupils for following them. All staff will respond predictably, promptly and assertively to any misbehaviour.

The Headteacher is responsible for:

- Publicising the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
- Implementing the school's Behaviour and Relationship Policy consistently throughout the school, reporting to governors, when requested, on the effectiveness of the policy and sharing the data collated from this.
- Dealing with incidents of extremely serious misbehaviour, with the support of the Assistant Headteachers.
- Giving fixed-term suspensions to individual pupils for extremely serious misbehaviour. For repeated or for some acts of extremely serious misbehaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after consultation with the CEO of WDAT.

The Governors are responsible for:

- Approving the School's Behaviour and Relationship policy annually.
- Requesting, receiving and evaluating data about behaviour and the policy each year.
- Ensuring that the school's Behaviour and Relationship Policy supports staff and pupils.
- Working alongside the school leadership team to monitor the implementation of the Behaviour and Relationship Policy.

The Assistant Headteachers and wider leadership team are responsible for:

- Ensuring that all staff are implementing the behaviour policy consistently throughout the school.
- Ensuring that school rules are followed throughout the school and that all of our pupils are given the opportunities to feel safe and able to learn.
- Dealing with incidents of serious and deliberate misbehaviour, identifying which school rules have been broken and any required actions or outcomes.
- Support the Headteacher in dealing with incidents of extremely serious misbehaviour.

- Ensuring that parents are well-informed, as required, and support teachers with any parent meetings, as needed.
- Ensuring all stakeholders are informed about the progress of any behavioural investigation and its resolution.
- Supporting staff who may be in need of additional support to manage behaviour effectively.
- Monitor the recording of behaviour incidents on CPOMS, looking for patterns or issues arising; these issues can then be dealt with accordingly.

The Inclusion Team (including the SENCOs) is responsible for:

- Ensuring that the children's needs are identified, and are clearly communicated to the class teacher, with support strategies to help prevent misbehaviour.
- Planning for or providing support and intervention for pupils with additional needs where those needs might affect behaviour.
- Completing and monitoring whole school teacher training for Zones of Regulation teaching & learning strategies as well as on positive communication strategies with children.
- Providing support to dysregulated children and giving reparative support to those identified.
- Ensuring records, including PSPs and risk assessments, are maintained and effective by completing regular reviews of provisions in place with both the class teacher and parents.
- Liaising with external agencies when specialist support for behaviour is needed.

Teachers and support staff are responsible for:

- Recognising that well-planned lessons and challenging learning opportunities will prevent most cases of low-level disruption from occurring.
- Planning lessons/interventions that engage, challenge and meet the needs of all learners.
- Implementing the Behaviour and Relationship Policy and focusing daily on strong positive relationships that foster mutual respect and positive self-esteem of all pupils.
- Treating each child fairly and consistently with respect and dignity.
- Having high expectations of behaviour for all pupils.
- Ensuring that 'Classroom Management Strategies' are in place to support positive behaviour as directed in this policy.
- Fully investigating any behavioural incidents whilst a pupil is under their charge AND recording misbehaviour on CPOMS, ensuring accounts are accurate and detailed.
- Class teachers are responsible for communicating particularly good behaviours with parents so that their achievements can be celebrated at home too.
- The class teacher is responsible for communicating with parents regarding repeated instances of low-level disruption or challenging negative misbehaviour.
- Reminding pupils that property from home should not be brought into school.
- Liaising with senior leaders regarding repeated instances of misbehaviour, or for cases of serious and deliberate misbehaviour or extremely serious misbehaviour.
- Liaising with external agencies, as necessary, to support and guide the progress of each child and implement strategies devised by the agencies and agreed upon by the Inclusion Team.

Parents/Carers are responsible for:

- Encouraging pupils to follow the school values.
- Discussing with the child how their school manages pupils' behaviour, as described in this policy.
- Reinforcing the school behaviour system at home, talking with their child/ren to help them understand that there are set consequences for their actions.
- Monitoring the behaviour of their child/ren online and outside of school.
- Communicating with the class teacher if there are behaviour concerns.

- Attending meetings with staff regarding behavioural concerns the school has and agreeing on actions/next steps.
- Ensuring children wear the correct school uniform each day.

Pupils are responsible for:

- Following the school rules and demonstrating our school values at all times, whether at school, during before or after school clubs, at home, or online.
- Engaging in effective restorative conversations between adults and children when necessary.
- Seeking support from trusted adults when they feel unable to manage their emotions.
- Increasingly showing empathy and understanding to others.
- Wearing the correct school uniform at school.

WHOLE SCHOOL APPROACHES

At St Martin's School, we recognise that positive behaviour is built through strong relationships, consistent routines and the explicit teaching of emotional regulation and social skills. We believe that behaviour is a form of communication and that understanding the reasons behind a child's behaviour enables us to provide the most appropriate support while maintaining high expectations for all pupils.

To support this approach, staff receive PROACT SCIPr (Positive Range of Options to Avoid Crisis and use Therapy – Strategies for Crisis Intervention and Prevention) training. This provides staff with a consistent, child-centred approach to understanding behaviour, reducing anxiety and preventing escalation. Staff are trained to recognise possible triggers, identify early signs of distress and use proactive strategies to support pupils before behaviour escalates.

Our approach places a strong emphasis on prevention and de-escalation. Staff seek to build positive relationships, adapt the environment where appropriate, communicate calmly and respectfully, and use a range of supportive strategies, such as distraction, redirection, reassurance, offering choices and reducing demands where appropriate, to help pupils regain emotional regulation.
Alongside this, we use the Zones of Regulation to explicitly teach pupils how to recognise, understand and regulate their emotions. Through this approach, children develop an understanding that all emotions are normal and acceptable, while learning that they are responsible for choosing safe and appropriate behaviours. Pupils are supported to identify the emotional 'zone' they are experiencing, recognise the impact this may have on their behaviour and learning, and develop a range of personalised strategies to help them regulate their emotions and return to a state where they are ready to learn.

We recognise that self-regulation develops over time and that many children first require co-regulation from trusted adults. Staff therefore model calm, respectful interactions and work alongside pupils to help them understand and manage their emotions, gradually developing the confidence and independence to regulate themselves.

By embedding the principles of PROACT SCIPr and the Zones of Regulation throughout school life, we aim to create a calm, predictable and inclusive environment in which every child feels safe, respected and supported to succeed, while maintaining consistently high expectations for behaviour, relationships and personal responsibility.

Examples of positive behaviour, de-escalation and restorative scripts that staff may use to support this approach can be found in Appendix 1.

CLASSROOM MANAGEMENT STRATEGIES

To ensure consistency, all classes will:

- Display the school values and rules poster (Appendix 2).
- Reward positive behaviours in line with this policy (see 'Positive Praise and Rewards' section, below)
- Be clear and consistent in the use of sanctions, giving pupils clear reminders about what the consequences of their actions will be if they don't demonstrate our school values.
- Have their class 'Star Chart' (Appendix 6) clearly displayed and accessible to children (see 'Positive Praise and Rewards' section, below) and use this consistently.
- A visual timetable displayed and updated throughout the day;
- Well-organised stationery which is clearly labelled and accessible to all;
- Named pegs and, where used, trays for individual pupils;
- Meet and greet pupils at the start of the day and following break/lunchtime;
- Use learning breaks to reduce cognitive load;
- Use decompression time to aid transitions and to support emotional regulation;
- Make adjustments to routines for those with additional needs.

All classes will have clear routines, including:

- a lining-up order;
- predictable methods for stopping children and gaining their attention (i.e. counting down aloud and on their fingers);
- predictable routines for supporting movement around the classroom (i.e. on 1 – stand up, on 2- move to your desk/carpet space … etc);
- predictable routines for tidying up or lining up (this may include use of songs to support);
- carpet/desk spaces for children that are known and shared;

As with all teaching and learning, we want to ensure that classroom management strategies do not take a 'one-size-fits-all' approach. Staff will adjust routines where appropriate and reasonable, and ensure this is done proactively. For example, a pupil with ASD who finds transitions difficult may not be expected to line up in the class line at the end of a lesson, instead using the time to look through a visual timetable or 'now and next' board to aid them in transitioning calmly.

BEHAVIOUR EXPECTATIONS

At St Martin's School, we have high expectations for pupil behaviour at all times. Every child has the right to learn in a safe and calm environment. In order to ensure this, we have clear expectations for behaviour around the school.

Moving around the school

When children are moving through the corridors, they walk respectfully and responsibly; running is not acceptable. Pupils are quiet and do not disturb the learning of others. Our pupils are taught to show respect by holding the doors open for other children and adults.

When waiting outside a classroom, pupils are expected to line up quietly. Adults will stand at the door and greet children as they walk into class, ensuring all children are ready to learn.

Playtime
Children will walk respectfully up to the playground or field at breaktime, in their line order, behind an adult. They will walk quietly so they do not disturb the learning of others. At the end of play, children will walk back into the building quietly when their class is called, supported by our support staff and Year 6 Pupil Advocates.

Whilst out at play, children will behave responsibly and treat each other with respect at all times. Play fighting involving physical contact is not allowed. Name calling that hurts the feelings of others is not allowed. Children use respectful language towards each other at all times. Adults on duty run an active playground. The Higher Level Teaching Assistant (HLTA) will plan activities for children to engage in whilst on the playground and ensure adequate supervision is provided. The HLTA will share the rota for the active playground with their team each term.
Adults on duty will always treat children with the respect and dignity they deserve and will deal with any behavioural issues calmly. Any arguments between children will be managed with a restorative conversation, followed with any appropriate sanctions as outlined in this behaviour policy.

Classroom
Classrooms at St Martin's School are a calm, safe learning space. They are kept tidy and organised by both staff and pupils. All school property is treated respectfully.

Children have seating plans that are conducive to learning. When somebody is talking to the class, pupils are expected to listen well, being Respectful Rhinos. Children do not call out or speak over others. They follow adult instructions and strive to complete their learning tasks to the best of their abilities. They show themselves respect by ensuring that presentation of learning is always of the highest quality. All children use respectful language.

Adults ensure they treat all pupils with the respect and dignity they deserve. They maintain a calm and safe learning environment at all times. No adult should ever shout at a pupil and humiliation should never be used as a behaviour management strategy.

Dining hall
Eating lunch together in the dining hall is an opportunity for children to socialise with their friends whilst enjoying their meals. Children will sit on allocated tables and talk quietly and respectfully with each other.

All pupils will demonstrate excellent manners by saying please and thank you to all staff, as well as showing good table manners and keeping their table spaces tidy. Adults will remind children about maintaining good table manners and displaying the school values during lunch time. Adults may direct children to move to another space or table if they feel that a child needs some time to sit quietly for a time out or to better focus on eating.

Assembly
During assemblies, children sit quietly and listen respectfully. An adult from each class will accompany children to assembly. Staff are proactive in supporting behaviour and will provide quiet reminders to children not sitting and listening respectfully. Likewise, they will use rewards and praise to reinforce good behaviour.

Year 6 pupils sit on benches during most assemblies – this is a privilege and will only be in place if pupils are behaving respectfully.

Outside of school
Pupils and staff recognise that they represent our school outside of school hours, including at clubs. We all behave respectfully and responsibly outside of school, demonstrating our school values to others at all times.

Online
Pupils and staff recognise that they continue to represent our school when online. They will demonstrate our school values online, treating others respectfully and behaving responsibly.

POSITIVE PRAISE AND REWARDS

At St Martin's School, we have a system of rewards in place to promote the highest expectations of our pupils. We encourage, praise and reward good behaviour through a variety of rewards which run through the school.

Class Star Charts
In every classroom, there is a visual display to encourage children to follow our value-based rules. Each child has a name label or peg that attaches to this display. All children begin the day on 'Ready to Learn'. If a child consistently demonstrates our school values, their peg will be moved towards the top of the chart. Children who end the day at the top will be given a star sticker, which they can wear home so that their success can be shared with parents/carers.

Individual Rewards
At times, praise may be given individually, either verbally or in the form of a sticker.

Certificates and Celebration Assemblies
Every Friday, children attend a weekly Celebration Assembly. During this assembly, certificates are awarded to children who have demonstrated our school values over the course of the week. Certificates may also be given to recognise pupil effort and achievement in curriculum areas such as reading, writing, maths, times tables, sport and other areas.

At the end of every term, a Golden Book Assembly is held to celebrate excellence, achievement and progress in all areas of learning. Golden Book certificates and other awards will be given at this time.

Sharing Success with our Senior Leadership Team
Children consistently displaying exemplary behaviour, learning or work ethic over the week may be sent to share this with a member of the Senior Leadership Team by attending 'Hot Choc Friday', whereby they will – as part of a small group of children - enjoy a hot chocolate with the Headteacher, Assistant Headteacher or a member of the school Leadership Team. (Milkshake or sugar-free squash may be used in the summer months.)

Children may also visit members of the leadership team throughout the week to show them examples of excellent learning so that this can be celebrated in the moment.

House Points
There are four houses at St Martin's School: Rubies, Emeralds, Diamonds and Sapphires. Children can earn a house point by displaying the school values in their behaviour and conduct around the school. Sometimes there will be a 'Double Up' house point focus for the term, whereby pupils are set a learning or behaviour challenge that, when met, earns them doubled house points.

Points are collated and celebrated regularly during assemblies. Our Year 6 Advocates support the school by collating house points in assemblies and promoting positive behaviour, encouraging house teams to earn points.

To ensure a consistent approach to rewarding behaviour, staff will not provide additional prizes or rewards to pupils, or use additional behaviour programmes, that are not outlined in this policy, unless for extenuating circumstances where this has been discussed and agreed with the headteacher.

MANAGING MISBEHAVIOUR

At St Martin's School, we recognise that through providing engaging and challenging learning, most misbehaviour can be avoided. However, there are times, that misbehaviour will occur. It is our expectation that the strategies outlined below will be used to manage incidents of misbehaviour.

We also recognise that positive relationships and an environment routed in mutual respect is key to promoting good behaviour. We do not condone shouting or humiliation as a way of managing negative behaviour. In most cases, a discrete verbal warning where positive learning behaviours are re-established is enough to return behaviour back to a good standard.

There are times that negative behaviour can become disruptive to learning. We categorise these behaviours into four categories: low level disruptive behaviour, challenging negative misbehaviour, serious and deliberate misbehaviour, and extremely serious misbehaviour. The table below outlines how we manage cases of these behaviours and who is responsible. The behaviours listed are not exhaustive; there may be times when staff need to decide an appropriate action to behaviours not on this list.

Staff must record instances of misbehaviour on CPOMS, outlining an overview of any noted antecedent (or trigger) to the behaviour, what the behaviour was and any consequence or action that has been taken (including communicating this with senior leaders and parents, as appropriate). Recording of behaviour is important to allow for trends and patterns to be identified so that pupils are effectively supported.

Reflections
Where a child has not taken heed of warnings, they may be given a 'reflection'. This is an opportunity for a child to reflect on the behaviour and the impact it had. Adults will have restorative conversations during break or lunchtime play to reflect on the choices made and repair relationships.

Following a reflection, a restorative circle may be required if others have been impacted by the behaviour so that relationships can be repaired.

We acknowledge that all children will, at times, make mistakes and therefore, once a sanction has been implemented, the child will have the chance to move back up to 'Ready to Learn', should their behaviour show **significant** improvement.

Behaviour	Adult responsible	Actions and sanctions
Low-level disruptions Out of seat Calling out Silly noises/ faces Using equipment intentionally inappropriately/ incorrectly/unsafely Interrupting Running inside the building Pushing in line Not following instructions Not completing learning	Support staff Class teachers	*The staff member who witnesses or is made aware of any misbehaviour is responsible for **investigating** the incident before any sanction is implemented.* **1st instance** – a reminder: child will verbally be asked to modify their behaviour and reminded of school value rules **2nd instance** – a warning: the child's peg will move down on the Class Chart to 'Stop and Think'. A restorative conversation is held. **3rd instance** – break or lunchtime reflection (usually 10 minutes)*. Class teacher to speak with parent/carer to communicate behaviour. **4th instance** – see challenging negative behaviours
Challenging negative misbehaviour Persistent low-level disruptions Treating others disrespectfully Low-level name-calling Play fighting Refusal to complete work or follow instructions Leaving the classroom without permission Deliberately breaking school's or others' property Unintentionally hurting someone as a result of another negative action/ behaviour	Support staff Class teachers Inclusion team	*The staff member who witnesses or is made aware of any misbehaviour is responsible for **investigating** the incident before any sanction is implemented.* **1st instance** –a warning followed by a restorative conversation (as above) **2nd instance** – break or lunch reflection*. Class teacher to speak with parent/carer to communicate behaviour. **3rd instance –** see serious and deliberate behaviour Other appropriate actions may include: - Restorative conversation with all involved parties - Removal from class for a set period of time - Write an apology letter
Serious and deliberate misbehaviour Persistent challenging negative behaviour Swearing or using inappropriate language (including sexualised language) Graffiti Vandalism Stealing Intentionally hurting someone Verbal or physical threat Spitting at someone Inappropriate online behaviour	Assistant Headteachers Headteacher	*The staff member who witnesses or is made aware of any misbehaviour is responsible for **reporting** what has happened to a member of the leadership team who will then investigate the incident before any sanction is implemented.* Any serious or deliberate behaviour needs communicating with parents/carers by the Class teacher, Assistant Headteacher, or Headteacher if they are unavailable. Sanctions from the following will be decided: - Break or lunchtime reflection* - An extended break or lunchtime reflection (longer than 10 minutes) - Right the wrong (e.g. clean up graffiti) or 'community service' - Removal of a privilege (this cannot affect their access to a full curriculum) -Removal from class and/or the playground for a set period of time

		-Fixed-term suspension For repeated instances, see extremely serious behaviour.
Extremely serious misbehaviour Persistent serious and deliberate behaviour Leaving the school site Bullying, including online Discrimination (including all protected characteristics) and oppressive behaviour Sexual harassment and sexual violence Very serious challenge to adult Intentionally seriously hurting someone Serious inappropriate online behaviour	Assistant Headteachers Headteacher CEO	*A member of the Senior Leadership Team will investigate cases of extremely serious misbehaviour before any sanction is implemented.* Any extremely serious misbehaviour needs communicating with parents/carers by Assistant Headteachers or the Headteacher. Sanctions from the following will be decided: - Removal of a privilege (this cannot affect their access to a full curriculum) - Community Service - Removal from class and/or the playground for a set period of time - Fixed-term suspension - Permanent exclusion Repeats of extremely serious behaviour over time will lead to an escalation of sanctions.

* For children in Year R, reflections may be adapted to ensure that they are age and stage appropriate for the child.

Behaviour outside of school premises

Schools have the power to sanction pupils for behaviour outside of the school, including online, to such an extent as is reasonable, as set out in the DfE's 'Behaviour in Schools – advice for headteachers and school staff' (February 2024).

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school.

Leaving the school site

Leaving the school site is an **extremely serious misbehaviour.** If a child leaves the school site, staff are instructed to follow at a safe distance and never chase after the child. Adults need to alert another member of staff if they are following a child off site. They should maintain contact with the school via their radio or mobile phone. The office will immediately contact parents for them to support and the adult following the child will provide the office with regular updates on location. If a child acts dangerously or if the adult loses sight of the child, 999 must be called immediately so police can support.

Children removing themselves from school site represents a serious Health and Safety risk. For any pupil known to present this risk, a risk assessment will be drawn up by the school SENCO, in conjunction with parents.

For younger pupils, the use of restrictive intervention may be appropriate to prevent a child from leaving site (see below).

Suspensions and exclusions

In line with the DFE (2024) expectations, all schools within the Whinless Down Academy Trust have the ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil.

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as other strategies can manage their behaviour. However, if these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Persistent disruptive behaviour
- Damage to property
- Use, or threat of use, of an offensive weapon or prohibited item
- Persistent bullying
- Racist abuse, or abuse related to sexuality or disability

Suspensions can only be enforced by the Headteacher, in consultation with the CEO, and will usually take the form of a fixed number of days off site. However, suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Where deemed appropriate, a suspension may be served at an alternative school within the Whinless Down Academy Trust, rather than at the pupil's home. Any such arrangement will be considered on an individual basis, taking into account the circumstances of the suspension and the need to ensure appropriate supervision and support for the pupil.

Pupils at risk of suspension will have a Pastoral Support Plan (PSP) in place (see below), which outlines the extra provision in place to support the pupil, and how both the school and parents can support them. In the rare instance that a child without a PSP receives a suspension for a significant incident, then the implementation of a PSP will be discussed in the re-integration meeting.

Following a period of fixed term suspension, a reintegration meeting with a member of the SLT will always take place to support the pupil's return to school. At this point, the reasons for suspension will be discussed, as well as strategies for moving forward. Pastoral Support Plans may be discussed at this meeting. The pupil will be expected to attend all or part of this meeting, as hearing their thoughts and views (in an age-appropriate way) is paramount to forward planning.

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Off-site direction and Managed moves

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction may be used to arrange time limited placements at an alternative provision, such as one of the other schools in the Whinless Down Academy Trust.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

PUPILS WITH SEND

A school with a culture of exceptionally good behaviour and a calm environment will benefit all pupils, including those with SEND. We will always endeavour to make appropriate adaptations to anticipate and reduce likely triggers of misbehaviour and put in place support to prevent these. For example:

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of a teacher.
- Adjusting uniform requirements for a pupil with sensory issues or medical needs.
- Training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned (Behaviour in Schools, 2024).

At St Martin's School, we follow the guidance provided by the DfE in 'Behaviour in Schools – advice for headteachers and school staff' (February 2024) when it comes to managing the behaviour of pupils with SEND:

- A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.
- Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and school's guidance.
- The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.
- In 2018 an Upper Tribunal judgement found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. As is explained above, this does not necessarily mean that a disabled child will be exempt from sanction.

Where children are experiencing difficulties with regulating their behaviour due to an SEND, arrangements can be put in place to offer additional support. This may include - but is not limited to – a named staff member to monitor incidents, closer support in class, visual timetables and task planners, additional playtime support, small group lunchtime support, special arrangements for the beginning/end of the school day, learning breaks, bespoke reward systems, more regular liaison with parents, carrying out recommendations from outside professionals, and the use of a time out space. Such strategies will be outlined in a Pastoral Support Plan.

PASTORAL SUPPORT PLANS

If a child repeatedly demonstrates challenging negative behaviour, despite the sanctions in place as outlined in this behaviour policy, a Pastoral Support Plan (PSP) may be devised to outline further support the school can offer, behavioural expectations, and consequences to breaches of the school rules. If there is more than one incident of serious and deliberate or extremely serious behaviours, or a fixed term suspension, a PSP will also be considered.

The aim of a PSP is to prevent suspension or exclusion: it is a way of adapting to meet the needs of a pupil by clarifying what we as a school will do to support the pupil, and our expectations for all staff, parents/carers and the pupil.

PSPs will be written by the SENCO, in consultation with class teachers, and will be read and implemented by all members of staff who have dealings with the child. PSPs will be reviewed with parents when initially instated, and then reviewed on a termly basis. If the plan is not being successful, it may be reviewed more regularly.

RISK ASSESSMENTS

Risk assessments are carried out for any pupil whose behaviour may cause risk to themselves or others. Risks are minimised as much as possible.

RESTRICTIVE INTERVENTION (INCLUDING USE OF REASONABLE FORCE)

At St Martin's School, we are committed to creating a calm, safe and supportive environment where the need for restrictive intervention is minimised through positive relationships, proactive support and effective de-escalation strategies.

What is restrictive intervention?
Restrictive intervention includes any action that restricts a person's movement, liberty or freedom to act, whether physical or non-physical.

What is reasonable force?
Reasonable force is a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances (see below).

Who can use restrictive intervention?
Wherever practicable, only trained members of staff (who have completed the PROACT SCIPr Restrictive Intervention training) will lead any restrictive intervention. However, all members of staff have a legal power to use reasonable force where it is necessary, reasonable and proportionate to protect pupils or others from harm.

When might restrictive intervention or reasonable force be used?
In line with our PROACT SCIPr approach, staff will always seek to understand the reasons behind a pupil's behaviour and will use a range of preventative and de-escalation strategies before considering any form of restrictive intervention.

Restrictive intervention will only ever be used as a last resort, where it is reasonable, proportionate and necessary to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

(Restrictive interventions, including use of reasonable force, in schools: Guidance for schools in England, April 2026)

Any intervention will use the least restrictive option for the shortest possible time necessary to reduce the immediate risk. Staff will continually assess the situation and reduce or cease the intervention as soon as it is safe to do so.

The dignity, welfare and rights of the pupil will remain central throughout any intervention. Staff will always seek to preserve the pupil's privacy wherever possible and will continue to communicate calmly and respectfully throughout the incident.

Every incident will be recorded promptly on a Physical Intervention Record - Purple Form (Appendix 4) which will then be uploaded to CPOMS. Parents or carers will normally be informed as soon as practicable following any restrictive intervention and in writing on the same day of the use of restrictive intervention.

Following any restrictive intervention, appropriate debrief and restorative support will be provided for the pupil, staff involved and, where appropriate, other pupils affected by the incident. The purpose of the debrief is to promote learning, rebuild relationships and identify any changes that could help prevent similar situations arising in the future.

We will always try to avoid acting in a way that might cause injury, but in some cases it may not always be possible to avoid injuring a pupil, as recognised in DfE Guidelines Use of Reasonable Force (2013).

BANNED ITEMS

Schools/Academies have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, or any other item which might pose a serious risk to the safety of that pupil and/or others. If an adult believes a child is in possession of a

banned item, parents/carers may be contacted and they may need to attend the school site to support staff. Alternatively, parents or carers might be informed as soon as practicable following a search or where a prohibited item has been found, unless there is a safeguarding reason why doing so would not be appropriate.

St Martin's School will follow the guidance set out in the DfE's 'Behaviour for Schools – advice for headteachers and school staff' (February 2024) and 'Searching, Screening and Confiscation – Advice for schools' (July 2022). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects:
    - has been, or is likely to be, used to commit an offence; or
    - has been, or is likely to be, used to cause personal injury to, or damage to the property of, any person.
- tobacco and cigarette papers
- fireworks
- pornographic images

In addition, St Martin's School prohibits pupils from bringing the following items onto the school site and reserves the right to search for and confiscate them in accordance with this policy:

- vapes and e-cigarettes
- nicotine products
- energy drinks

MOBILE PHONES

Pupils in Years 5 and 6 (and younger pupils at the Headteacher's discretion) may bring a mobile phone to school where there is a genuine need, for example to support travel to and from school independently. Mobile phones must be switched off before entering the school site and handed to the class teacher immediately on arrival. Phones will be stored securely during the school day and returned to pupils at the end of the school day. Pupils must not use mobile phones anywhere on the school site during the school day, unless specifically authorised by a member of staff.

This approach supports the safety, wellbeing and learning of all pupils and helps minimise safeguarding risks associated with the use of personal devices, including online safety, inappropriate communication, photography and access to online content during the school day.

Any unauthorised use of a mobile phone during the school day may result in the device being confiscated and returned to a parent or carer, in accordance with the school's searching, screening and confiscation procedures.

BULLYING

The Whinless Down Academy Trust has a robust Anti-Bullying Policy which clearly outlines what bullying is, forms of bullying, and how we manage allegations of bullying. We recognise that bullying is repeated, negative behaviour that is intended to cause harm, whether physical or emotional. It can be verbal, indirect or physical. Bullying can take place in person or online, which is called cyberbullying.

We educate all pupils on what bullying is and how we respond to bullying behaviours. We teach our pupils to inform adults if they witness or experience bullying. All allegations of bullying are reported to the headteacher who will then decide how it will be investigated. If the allegation is founded, then parents of both parties will be informed. Bullying is an extremely serious behaviour and an appropriate sanction will be given to the perpetrator. Both the bully and the victim of bullying will be supported by staff following the incident to prevent the behaviour being repeated further. Restorative conversations and strategies will be implemented to restore relationships. A Pastoral Support Plan may be considered in some cases, along with a 'buddy' and a behaviour record.

Further information about how we deal with bullying incidents and how we aim to prevent bullying happening in the first place can be found in the Anti-bullying Policy.

CHILD-ON CHILD ABUSE

All staff are trained, as part of our safeguarding training, to recognise and respond to child-on-child abuse. We take the approach that abuse is abuse and should never be tolerated as 'banter', 'just having a laugh' or 'part of growing up'.

In line with our Child Protection and Safeguarding Policy, we know that child-on-child abuse is most likely to include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, jokes, remarks and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals

Pupils will be educated about child-on-child abuse at an age-related level through our RSE and PSHE Curriculum.

All cases of child-on-child abuse will be treated as extremely serious behaviour and sanctions for such behaviour will be as outlined in the Dealing with misbehaviour section of this policy.

DISCRIMINATORY BEHAVIOURS

St Martin's School is committed to creating a welcoming, inclusive and respectful environment where every member of the school community feels safe, valued and treated with dignity. We celebrate diversity and are committed to promoting equality, fostering positive relationships and preparing pupils to live respectfully within a diverse society.

Discrimination, harassment, victimisation or prejudice based on any protected characteristic, including age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, will not be tolerated. We also challenge prejudice relating to culture, ethnicity, language, family background or any other personal characteristic that makes an individual feel unsafe, excluded or discriminated against.

We will:

- promote equality of opportunity for all members of the school community;
- foster respect, understanding and positive relationships between people from all backgrounds;
- challenge and educate against prejudice, discrimination and stereotypes;
- respond promptly to all incidents of discriminatory behaviour;
- provide appropriate support, education and, where necessary, sanctions for those involved.

The school adopts the definition of a racist incident from the **Stephen Lawrence Inquiry Report**, which defines a racist incident as:

"Any incident which is perceived to be racist by the victim or any other person."

All reports of racist or discriminatory behaviour will be taken seriously and investigated promptly. Incidents will be recorded and monitored to identify any emerging patterns or trends and to inform any additional support, education or action that may be required.

Parents or carers of pupils involved will normally be informed, and the school will provide appropriate support for those affected. Alongside any appropriate sanctions, the school will seek to educate pupils about the impact of discriminatory behaviour, promote understanding and respect, and reduce the likelihood of future incidents.

SEXUAL HARRASSMENT OR SEXUAL VIOLENCE

Following any report of sexual harassment or sexual violence, we will follow the advice set out in Keeping Children Safe in Education. The school's Designated Safeguarding Lead (or deputy) will take the lead in investigating any incident of this kind.

The school is committed to promoting respectful relationships and challenging attitudes, language and behaviours that may normalise sexism, misogyny or gender-based prejudice. Whilst recognising that children's understanding develops with age, we will not dismiss inappropriate comments or behaviours as harmless, "just joking" or "part of growing up". Such behaviours will be addressed promptly through education, restorative conversations, age-appropriate consequences and, where appropriate, safeguarding procedures.

At St Martin's School, we are clear that sexual harassment and sexual violence are never acceptable from any member of our school community and that anybody demonstrating this behaviour will be sanctioned. Everyone within our school community has a responsibility to challenge and report sexual harassment, sexual violence, sexist language, misogynistic attitudes and any behaviour that makes others feel unsafe or disrespected. Concerns must be reported immediately in line with the Trust's Child Protection and Safeguarding Policy.

Where incidents occur, victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

The school will ensure that pupils who display harmful behaviour are helped to understand why their behaviour is unacceptable and the impact it has on others. Alongside appropriate sanctions, staff will consider the underlying causes of the behaviour and provide education, pastoral support and, where appropriate, targeted interventions to reduce the likelihood of recurrence.

STAFF INDUCTION AND TRAINING

All new staff are given training on behaviour management as part of their induction. Staff will also receive behaviour and relationships, Zones of Regulation and PROACT SCIPr training periodically in line with the school's ongoing Continued Professional Development (CPD).

For ECTs, behaviour is the primary focus for terms 1 and 2, in line with MyAmbition, our provider for ECT training. Mentors will support ECTs in developing high expectations of behaviour and consistency for dealing with behaviour. In cases where behaviour management is not effective by a member of staff, a more experienced colleague will provide support through mentoring and/or coaching.

WORKING WITH PARENTS/CARERS

At St Martin's School, we believe that strong partnerships between home and school are essential in promoting positive behaviour, wellbeing and successful learning. We work closely with parents and carers to support children in developing positive relationships and making responsible behaviour choices.

Children's behaviour is regularly shared with parents through parent consultation meetings, annual reports and, where appropriate, ongoing communication.

Where a child is finding it difficult to meet the school's behaviour expectations, or following a significant incident, parents or carers may be invited to meet with school staff. These meetings provide an opportunity to share information, discuss any underlying factors, reinforce the school's expectations and agree appropriate support and, where necessary, any sanctions.

Where appropriate, the school may also signpost families to external support services, such as Early Help, NELFT or other relevant agencies.

RECORD KEEPING

Clear, factual record keeping is vital to ensure that incidents are dealt with fairly. When any member of staff investigates or deals with a behavioural incident, this should be logged on CPOMS at their earliest convenience and no later than the next day (provided that all investigations, actions and sanctions have been discussed with senior leaders). Logging incidents should not prevent actions being taken to address misbehaviour. These need to record the date of the incident, the children involved, the adult investigating, and the consequence of the misbehaviour.

For staff members who do not access CPOMS, the incident may be recorded on an incident report form (Appendix 3) and can then be scanned and uploaded to CPOMS.

The behaviour tag will be used, along with any other tags that are relevant to the incident. Any follow up meeting with parents will be recorded on CPOMS. The child's class teacher, Key Stage Leader, the Inclusion team and the Senior Leadership Team will need alerting through CPOMS. **If the incident involves a safeguarding concern, only DSLs must be informed.**

Restrictive Intervention Log
Where reasonable force has been used on a pupil, a 'reasonable force' form must be completed and uploaded to CPOMS. Parents must always be informed in writing that reasonable force, in line with the DfE's guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026).

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Records of meetings
There will be times that misbehaviour needs reporting to parents. When a meeting takes place with a parent to discuss behaviour, the conversation will need logging on CPOMs. The key points discussed need recording, outlining any next steps for the parents, children and school.

Any meeting with professionals to support the behaviour of the child will be logged on CPOMS. The meeting can either be logged directly onto CPOMS or a 'meeting with professionals' form (Appendix 5) can be completed and uploaded.

OTHER POLICIES

This policy has been written in line with current DfE guidelines and should be read in conjunction with other school policies, such as:

- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- SEND Policy
- Anti-Bullying Policy
- Relationship and Health Education Policy
- RSE Policy
- Mobile Phone Policy
- Online Safety Policy
- Supporting Pupils with Medical Needs Policy
- Suspension and Exclusion Policy

APPENDICES LIST

Appendix 1 – Positive Behaviour and De-escalation Scripts
Appendix 2 – Class Rules Poster
Appendix 3 – Incident report form (for those without access to CPOMS)
Appendix 4 – Physical intervention (purple) form
Appendix 5 – Meeting with professionals form
Appendix 6 – Class Star Charts display

Appendix 1 – Positive Relationships, Behaviour and De-escalation Scripts

Building Positive Relationships
Use positive language that reinforces expectations, belonging and trusted relationships.

Examples include:
- *"I'm so glad to see you here today."*
- *"Thank you for making a good choice."*
- *"Let's work through this together."*
- *"You've shown real resilience."*

3-Part Praise
Use this format to structure praise:
1. **Name the child**
2. **Describe the positive behaviour**
3. **Praise or reward it**

Examples:
- *"Thomas, you are waiting in line quietly – thank you!"*
- *"Anna, you've tried your hardest with your handwriting today – well done!"*
- *"Sarah, you have cleared up so quickly– move your name up!"*

Giving Instructions and Redirecting Behaviour
Keep instructions calm, positive and specific. Redirect pupils towards the expected behaviour and reinforce positive choices using 3-part praise.

Examples:
Instead of:
✗ *Stop talking.*
✓*Say:*
- *"Thank you for showing me you're ready to listen."*
- *"Voices off in 5...4...3...2...1."*
- *"I need everyone looking this way."*

Instead of:
✗ *Don't run.*
✓*Say:*
- *"Walk safely, thank you."*

Also use prompts such as:
- *"Remember our school value of Respect."*
- *"Show me what Responsible Rabbit would do."*
- *"What's the expectation here?"*

When a Child is Becoming Dysregulated
Remain calm.
Reduce language.
Lower your voice.
Allow processing time.

Examples:
- "I can see something isn't right."
- "I'm here to help."

- "You're safe."
- "Let's take this one step at a time."

Avoid:

- lengthy discussions
- repeated questioning
- raised voices
- public confrontation

If behaviour escalates or is dangerous:

- Use basic hand signals alongside a clear instruction *(e.g. "Name, Stop!")*

Co-regulation

Help the child borrow your calm.

- "Let's slow our breathing together."
- "We'll sort this together."
- "Take your time."
- "I'm staying with you."

Supporting Emotional Regulation

Adults should:

- acknowledge emotions without judgement;
- model calm and co-regulate where needed;
- support pupils to identify their Zone (or name it for them);
- encourage regulation strategies before returning to learning.

Examples:

- *"I think today has been tricky."*
- *"It's ok to feel cross, everyone feels cross sometimes"*
- *"It's okay to feel angry; it's not okay to hurt people."*
- *"I wonder if you are in the XXX Zone at the moment."*
- *"What usually helps you in the Yellow Zone?"*
- *"When I am in the Red Zone, (doing some wall press-ups/squeezing a ball etc) helps me."*
- *"Let's do some breathing together."*
- *"I'm here to help you get back to Green."*

Offering Choices

Where appropriate:

- "You can finish it here or at the table."
- "Would you like to use a pencil or pen?"
- "Would you like to be at the front of the line with me, or the back with your TA?"

Restorative Conversation

When everyone is calm.

- What happened?
- How were you feeling?
- Who has been affected?
- How can we put this right?

Repairing Relationships

- "Everyone makes mistakes."
- "What matters now is how we move forward."
- "Tomorrow is a fresh start."
- "Let's work together."
- "We're all here to help you."

St Martin's School Behaviour Policy

Child Friendly Version

Our Rules:

Be a Happy Hippo – have a positive outlook and do what you can to make others feel happy.

Be a Respectful Rhino – treat others with respect and respect property.

Be a Courageous Cat – take risks in your learning to challenge yourself. Have moral courage, making the right choices, even when this is difficult.

Be a Responsible Rabbit – remember that you are responsible for everything that you say and do. Act with honesty and integrity.

Be a Motivated Monkey – aim high and always put your best into everything you do.



Our Star Chart:

Everyone starts the day with their name on 'Ready to Learn'.

If you show our value rules well, your name will move up the chart.

Children who finish the day on the star get a star sticker. They may be considered for Hot Choc Friday or a values award in assembly!

If you break our value rules, your name will move down the star chart.

You will have the chance to work your way back up the chart, but may need a lunchtime reflection or time out of your class to reflect on the rule you've broken and its impact on yourself and others.

House Points:

Children at St Martin's will be in either Rubies, Emeralds, Diamonds or Sapphires House. You can collect House Points for your team by displaying our school values, for good learning or for displaying good teamwork. The winning House are celebrated weekly in assembly.

Appendix 2 – Class Rules Poster

Appendix 3 – Incident report form (for those without access to CPOMS)

Behaviour Incident Report Form	
Name of Child:	**Class & Year Group:**
Date of Incident:	**Time of Incident:**
A – ANTECEDENT *What happened before the incident/led up to it? Did anything trigger the behaviour?*	
B – BEHAVIOUR *What actually happened? Describe the behaviour that occurred.*	
C – CONSEQUENCE *What happened after the behaviour occurred? Include details of where the child may have gone following the incident / who to / what the sanction was, as applicable.*	
Staff Name (completing the form): □ This has been discussed with the child's class teacher □ This has been discussed with the leadership team (for significant incidents)	
Parent/Carers informed if deemed a significant incident (as per policy): Telephone/Email/Letter/Planner/Verbal/not applicable (discuss this option with SLT)	

Appendix 4 – Physical intervention (purple) form

RESTRICTIVE INTERVENTION, INCLUDING USE OF REASONABLE FORCE

INCIDENT REPORT FORM

Adult managing intervention:			
Other adults involved/present:			
Child requiring intervention:			
SEN Status of child:	SEN Support / EHCP / Non-SEN		
Date:	**Time:**	**Location:**	**Approximate Duration:**

Why was the intervention used?

Please refer to the school behaviour policy and DfE guidance, 'Restrictive interventions, including use of reasonable force, in schools' (April 2026). **Tick any that apply:**

- ☐ To prevent a pupil at risk of harming themselves or others through physical outbursts
- ☐ To prevent a pupil from attacking a member of staff or another pupil
- ☐ To stop a fight in the playground
- ☐ To prevent a pupil leaving a classroom or supervised area where doing so would risk their safety or result in serious disruption to others
- ☐ To remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so
- ☐ To prevent a pupil causing significant damage to property
- ☐ To prevent a pupil behaving in a way that disrupts a school event or a school trip / visit

De-escalation and Prevention: Strategies/de-escalation used prior to intervention /Why these were unsuccessful /Why intervention was deemed necessary at this point

Type of Intervention Used:

Nature of intervention (please tick):

- Physical restraint
- Non-physical restraint (e.g. preventing child from leaving, blocking exits/entrances/ restriction of liberty)
- Seclusion

Description of the intervention used (type of holds and degree of force required):

Details of any injuries sustained as a result of intervention:

Details of any post- intervention support (e.g. first aid):
Follow Up Actions: • Debrief with staff • Debrief with pupil (if appropriate) • Changes to risk assessment / Pastoral Support Plan

The adult managing the intervention is responsible for informing parents/carers of the above information <u>in writing, no later than the same day.</u> Please detail how and when information about the physical intervention has been communicated to parents: **Signed:** **Date / time:**
Adult managing the intervention to discuss with Headteacher. **Entry made on CPOMS with copy of this form attached in the documents section.**
Signed (Adult Managing Intervention): **Signed (Headteacher):**

Appendix 5 – Meeting with professionals form

ST MARTIN'S SCHOOL

Name of Pupil:	Year Group:	Date of Meeting:	SEND:
Persons Present at Meeting :			
Summary of Discussion – key points:			
•			

Appendix 6 – Class Star Charts display









Take responsibility for your behaviour by having some time to...

Stop and Think



I'm forgetting our values and need some time for...

Reflection





I'm disrupting learning and need some...

Time Out of Class

