



Positive Behaviour Policy

Policy details

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1. Policy Statement and Purpose

We want our school to be a place where all children and adults feel safe, happy and successful. We know that the consistent application of this policy is key to this. Through this policy, we will set out our high expectations of adults' and pupils' behaviour and will define unacceptable behaviours, including bullying. We will clarify the roles and responsibilities of different people within the academy community. We will also outline the rewards and sanctions which are to be used consistently by all staff.

We want to celebrate the individuality of every child in a positive and caring environment, where everyone takes responsibility for themselves and each other. The positive atmosphere and firm boundaries nurture children's social, moral and emotional development, rewarding their desire to make good choices, through the Co-op Ways of Being. We aim to support children to understand the positive and negative consequences of their actions and choices beyond the school gates and into adulthood. By working together, child, parent and teacher, every child will achieve their full potential.

This policy should be read in conjunction with the following policies (available on the [Co-op Academy Trust](#) website and the Co-op Academy Nightingale website):

- Anti Bullying
- Equality Statement and Objectives
- Health and Safety
- Positive Handling
- Safeguarding and Child Protection
- Special Educational Needs
- Mental Health and Well-Being
- Exclusions

This policy is underpinned by the following legislation and guidance:

2. Rules and Ways of Being

Our expectations are underpinned by the Co-op’s ‘Ways of Being’.

Being Co-op is about creating an environment that celebrates difference. Somewhere both pupils and colleagues feel responsible, valued, empowered and trusted to do the right thing for each other and our community.

The four Ways of Being Co-op guide our future – no matter what we do, they’re how we do it. They are:

Our Pupil Behaviours help us define and explore each ‘Ways of Being’.



**Show you
care**

Inclusive

I can be friends with anyone and treat everyone with respect.

Co-operation

I work co-operatively with others. I share my ideas and listen to others.

Driving innovation

I am confident using technology in a safe and sensible way.

Speaking up

I know my words can help others to be better. I speak up when I see bullying or poor behaviour.

**Succeed
together**

Being a good friend and learner

I develop good friendships and work with my teachers, in order to understand and support others.

Championing Co-op

I represent my academy through my behaviour and my actions and I attend school...All day, everyday.

Helping others

I support the learning of others to promote a positive learning environment.

3. Rights and Responsibilities

The Academy Governing Body:

The academy governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher:

The headteacher is responsible for reviewing and approving this behaviour policy.

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

Members of Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

Parents/carers:

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

4. Developing Positive Behaviour

To encourage positive behaviour, all members of staff will:

- Build positive relationships with all pupils and parents/carers
- Be positive and notice/recognise good behaviour
- Be an exemplary role model in every aspect of their work and communication
- Always model good manners and insist that pupils show these too
- Remain calm in all situations
- Ensure all rewards and sanctions earned are delivered
- Be early to collect or receive pupils
- Be well prepared for all lessons to reduce transition times
- Ensure that work is matched to pupils' needs and levels of attainment
- Have clear routines which are adhered to consistently
- Ensure pupils line up smartly and move through the school in a calm and orderly way
- Insist that all pupils demonstrate active listening when adults or peers are speaking
- Investigate reports of misbehaviour fairly and thoroughly

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development at least on a termly basis. We recognise that all staff manage pupils' play and lunchtime behaviour at the least structured point in the day. Therefore, intensive training is provided for this group of staff as well as the headteacher, pupil premium, attendance and SENDCo team to review provision as well as enrichment opportunities.

A staff training log can be found in the appendix.

Embedding the approach

It is vital that all members of the academy community understand and support the implementation of the policy. To this end, we ensure the following strategies are in place:

- the use of 'Talk Types' to give pupils and staff a shared language for discussing communication

- the Pupil Code of Conduct is displayed in all rooms of the academy, in the playground and adults have a copy on their lanyards
- the tariff for rewards and sanctions are displayed in all rooms of the academy
- assemblies to celebrate and to reinforce pupils' knowledge of behaviour and consequences (including through well chosen stories, parables etc)
- the use of widget/pictorial dual coded communication boards to support social interaction, peer mediation and restorative conversation toolkits.

Meditation

Pupils have two opportunities each day to practise meditation, after play time and after dinner. The purpose of this practice is to teach children self-regulation and self-mastery. This is a time of stillness and silence so it is vital that all those in the classroom give the meditation session their full attention. Recorded, guided meditation sessions are used in all classes.

In Reception we follow the school Golden Rules

To support these rules, we spend time teaching these expectations and provide visual prompts to help the children remember them. Unacceptable behaviour will always be addressed.

Staff should make every effort to act as a good role model to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another, encouraging parents and carers to join us with this partnership.

Early Years aim to support the behaviour policy followed by the whole school community, parents, teachers and children, based on our sense of community and shared values. With a particular focus on:

- Creating a caring family atmosphere, where teaching and learning can take place in a safe and happy environment
- Teaching through the Early Years Foundation Stage values, Co-op values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage children's respect for themselves, for other people and property.

Leadership Opportunities

Class teachers ensure that 'monitor' roles (classroom leaders) are assigned within the classroom and are on a rota basis so that all pupils are a monitor (classroom leader) at some point during the year. For pupils with SEND who have a specific need, it may be appropriate for them to have a monitor role throughout the year. This will be identified in their pupil support plans.

There are also leadership roles which give pupils the opportunity to make a contribution beyond their classroom:

Classroom Buddies - Pupils look out and support pupils who may be new to school or lonely, sad or on their own at breaktime.

Classroom monitors- pupils who work to look after and organise a tidy classroom environment.

Book monitors - pupils who look after and keep tidy classroom books

Play young leaders - pupils from Y3 and Y5 are trained to lead games and activities at break and lunch times.

Lunchtime Ambassadors - support serving to pupils and in the dinner hall expectations

Reading young leaders - pupils from Y5 and Y4 are trained to read with younger pupils at break and lunch times.

Assembly young leaders - pupils from Y5 ensure the hall is set up for assembly and the certificates/prizes are ready to be distributed.

Behaviour champions - 1 pupil per week from each class are selected as young role models within the classroom.

Peer mediators - pupils in y6 will use restorative conversation scripts. They are trained using educational psychology (EP) interventions to intervene in lower level play time disagreements. They mentor individual younger pupils who are struggling to manage their own behaviour. They monitor lining up and movement around school, supporting this and providing feedback to class teachers.

Co-op positive points/dojos and/or golden tickets will be awarded for pupils taking on leadership roles and fulfilling their responsibilities.

Early Years leadership roles include:

Tidy up monitors - helping each other to care for our classroom and resources

Visual timetable monitors - keeping track of our day and what comes next

Lunchtime helper - setting the lunch tables and ensuring all the children have the correct utensils to enjoy their meals

Line leaders - being responsible to lead the class when transitioning to the hall and outside area

Guidance for restorative conversations

If possible, talk to pupils involved separately initially.

This conversation should take place with the adult who witnessed or received the information about misbehaviour.

1	Question: What happened? Purpose: Discuss the unacceptable behaviour - give the opportunity for them to say how they feel aggrieved/justified in their behaviour <u>Acknowledge</u>: how they must have felt (without putting words in their mouth eg. that must have made you angry) "I'm sorry that must have been really hard for you" "I'm sorry, that sounds tricky, it must have been difficult when..." "I'm sorry you felt that way"
2	<u>Boundaries: Link & accountability</u> Question: What did <i>you</i> do? How did you feel when that happened? Purpose: Ensure the pupil takes responsibility for their own behaviour
3	<u>Coaching: Plan</u> Question: Looking back on it, what could you have done differently? Purpose: To explore their thoughts after their time of reflection. Support child to plan for next time: how will they respond in a better way (a more socially acceptable way) Eg. If they said instead of hitting someone next time they might shout or clench their fist, this behaviour should be praised when seen not sanctioned again "What could we do next time you feel that way" "Can you tell me other things you could have done that would have been more appropriate?"
4	Question: Who has been affected by what you have done?

	Purpose: Understand the impact on self and others and the responsibility they have towards others.
5	Question: What do you think you need to do to make things right? Purpose: Ask what could be done to help the pupil.

Talk Types

We define positive and negative communication using the labels below. This complements the shared language staff and pupils use to discuss behaviour. Members of staff consistently refer to the Talk Types when discussing pupils' behaviour with them. Similarly, staff identify other opportunities in the curriculum to reinforce pupils' understanding. For example, Talk Types are identified when analysing a character's behaviour in a book or text. Scenarios in PSHE lessons also provide an ideal opportunity to consolidate and extend pupils' understanding of their own behaviour and that of others.

Positive	Negative
Team talk	Junk talk
Wow talk	Interfering talk
Friendly talk	Fighting talk
Problem solving talk	Blame talk
Reflective talk	Time-wasting talk

At all stages of this, children will be supported and their improvements will be recognised to give children the best possible chance of again meeting Co-op Academy Nightingale's whole school expectations.

5. Emotion Coaching Framework

Core Philosophy & Perspective Shift

Our behaviour policy is grounded in a trauma-informed shift in perspective. Rather than asking "What is wrong with this child?", staff must ask "What happened to this child?" and "What is this behaviour communicating?"

Visible challenging behaviours (e.g., defiance, aggression, disruption) are often the tip of an iceberg; they may be driven by hidden root causes such as Adverse Childhood Experiences (ACEs), insecure attachments, communication barriers, or unmet learning needs. Emotion Coaching helps children to regulate, understand, and safely express their emotions in a pro-social way.

The Biological Basis: The "Regulate, Relate, Reason" Hierarchy

To support self-regulation, interventions must follow the brain's natural processing sequence from the bottom up:

- **Regulate (Brain Stem):** The brain stem controls survival instincts and life support (fight/flight/freeze); a dysregulated child cannot process effectively. Staff must first establish physical and emotional safety.
- **Relate (Limbic System):** The limbic system processes emotions, attachment, and relationships; staff must actively validate and name the child's feelings to foster connection and calm the emotional centre.
- **Reason (Cortex):** The cortex handles logic, planning, and consequences. Cognitive problem-solving can *only* occur once the child is fully regulated and connected.

Implementation: The Three-Step Approach

Step 1: Regulate

- **Objective:** Lower arousal and transition the child out of a survival state.
- **Strategies:** Create a low-stimulation or safe space, use a calm vocal tone, offer rhythmic actions (e.g., walking), use sensory tools, or breathing exercises.

Step 2: Relate

- **Objective:** Notice, name, and validate the child's feelings.
- **Strategies:** State what is observed instead of asking interrogative questions.
- **Scripting:** *"I can see you are feeling frustrated right now. It is okay to feel frustrated; I have felt that way before too."*

Step 3: Reason

- **Objective:** Set clear behavioural boundaries and collaboratively solve the problem.
- **Strategies:** Explicitly separate the emotion from the behaviour. Scaffold alternative ways to handle the situation for next time
- **Scripting:** *"When your friend took your equipment, you felt angry, it's ok to feel angry but it's not ok to hurt/ shout at your friend. What could you do next time? You might want to ask your teacher for some equipment. How can we put things right with your friend?"*

Key Implementation Guidelines for Staff

- **Self-Regulation First:** Staff must recognise their own emotional response and ensure they are entirely calm before attempting to co-regulate with a pupil.
- **Maintain Neutrality:** Remain calm, non-confrontational, and non-judgemental throughout the process.
- **Universal Application:** Emotion coaching is a universal approach, beneficial to all children, not just those with identified trauma or SEMH needs.

- Boundary Clarification: Validating an emotion does not mean approving of unsafe or disruptive behaviour. All emotions are acceptable, but not all behaviours are.

ABC of Emotion Coaching

this is effectively adaptive support and social scaffolding

Acknowledge – validate, empathise and label

- *'I can see that you are angry.'* / *'It's normal to feel that.'* / *'I can see you're frowning and I'm wondering if you're feeling anxious.'*

Connection before correction ('connection-needing' vs 'attention-seeking'?)

Boundaries – set limits

- *'It's not okay to behave like that.'* / *'There are rules that we have to follow.'* / *'You need to be in a safe place.'*

Rapport before reason

Coaching – problem solving with the child or young person

- *'What feelings led to the behaviour?'* / *'What might help you calm down next time you feel like this?'* / *'Can you think of what you might have done differently to have a better outcome?'*

6. Recognition

All rewards are recorded on Class Dojo and then transferred to Arbor once thresholds have been met.
e.g 20 dojo's = 20 Positive Points

Arbor will then communicate to parents. Once these reward thresholds have been met.

All rewards are equivalent to 1 class dojo Awards are given for:

- pupils fulfilling their leadership responsibilities (see section above)
- showing the four 'Ways of Being'
- Following the Golden rules consistently
- being a 'Super Learner'. Showing skills builder skills. These tokens are awarded to pupils showing the attributes of a skilled learner (not simply those who attain highly), such as perseverance, team work, problem solving, showing initiative, communication skills, practice, independence, progress etc.

Extra reward

- Five Class Dojo points for being on time and attending every day in a week Every child in a teachers class should aim to receive 2 -3 positive points each day with the aim of a maximum of 350 -450 points for the class each week.

Early Years also receive Class Dojo's, receiving a prize for every 50 points they receive and visiting the head teacher for a special prize and certificate once they have received 150 points.

Class attendance certificates are given weekly and stickers and praise are given throughout the day for positive behaviour, good work and participation during the day.

Weekly Rewards Individual Awards

At Co-op Academy Nightingale we know how important it is to recognise children's efforts, outcomes and behaviour. Accordingly, a range of incentives are in place to celebrate children's successes.

- Star of the day certificates [The highest scorer of positive points in each class will receive a class based certificate from their teacher, this will be tracked across the terms.](#)
- Weekly Young Leader Trainee/Teacher modelling good behaviour in each class - every child in every class should have an opportunity to earn this leadership role.
- Star of the week pupils will receive a certificate and wear a medal in school the following week.
- Always Children & Behaviour Stars Every other week children will be chosen and invited to a celebration at the end of the day on a Friday.
- Pupils will be rewarded for meeting positive Arbor reward thresholds (transferred into positive points from their dojos). For each threshold children will receive certificates in Friday's assembly in line with the following breakdown: 50 green/team Nightingale, 100 bronze 200 silver, 300 gold, 400 platinum 500 diamond.
- Pupils with the most Co-op Positive Points during the week will be celebrated in Friday celebration through the above thresholds and tracked.
- Golden Tickets will be awarded to Pupils in Year 2-6 by teachers and teaching assistants for recognition of effort, good work or significant improvements seen. Multiple golden tickets can be given in a day - this will also be recorded on Arbor. Students receiving the golden ticket will go into a prize draw each week which will be pulled from a hat in Friday Assembly.
- (Pupils in yr R) will aim towards a gold award in a day and will receive incentives/stickers/certificates for reaching this. Additionally there will be a class draw for each day. 10 positive points = changing the monster, 50 prizes (every 50 positive points), every 150 points will be visited and awarded a special ticket by the Headteacher.
- Pupils in all year groups will aim to 'Get to gold' within their classrooms, any children who gets to gold will be given a golden ticket and be in the draw to receive a prize in assembly.

Team awards

- When 90% of the class hit a reward threshold the class can have a celebratory event together e.g
- Green/Team Nightingale 2100 class points = golden time activity on a Friday afternoon (playing board games/planned by the class teacher).
- Bronze 4200 class points = PJ theme Day outfits provided
- Silver 6300 class points = Baking, cooking event, visit from Pizza express/making pizzas
- Gold 8400 class points = Experience in class such as music or animal experience
- Platinum 10,500 class points = Sports Event or class team building activity
- Diamond 12,600 class points = Music & class party
- [For positive points, once all of your class reach each threshold \(e.g everyone gets to Bronze - 100 positive points\), that class will be awarded with a certificate to display from Miss Lewis & Mr Parker.](#)

- Pupil will have needed to achieved a minimum of 2 dojo points per day, 120 positive points per threshold to be able to take part in the behaviour award, have not had 2 or more behaviour meetings with the headteacher and parents/carers in a half term(see consequences of 3 x detentions = 1 headteacher meeting) or worked on improving their behaviour since the meeting. This will be reviewed alongside the classteacher, safeguarding, pastoral and/or SENDCo inclusion team.

Termly Rewards

Attendance Rewards

- The Arrive on Time Riders/Bus will target and support improving pupil attendance and punctuality - these children will be celebrated regularly.
- Weekly 100% Attendance: Each week 2 children will be chosen in each class to receive a 100% certificate by Miss Lewis the Headteacher and Mr Ingle the attendance lead. Children can receive this on multiple occasions.
- 100% attendance will be celebrated each day by receiving a positive dojo point and/or stickers.
- Every Monday, the pupil attendance leads will update class attendance competitions and added to class displays. Attendance displays will be updated regularly by adults in classes.
- Each week on a Monday at 3pm - 3.15/3.30pm Children with 100% attendance and/or most improved will be invited (on a Friday) to attend the following Monday. Parents and/or carers will also be invited to attend where appropriate.

Team Rewards for Attendance

- October Half term - Harvest Festival disco outfits provided - last day of term.
- December Autumn 2 Half Term - movie & popcorn in class.
- February Spring 1 half Term - games such as board games in the hall
- April Spring 2 Half Term - Pantomime
- May Summer 2 Half Term - Disco
- July Summer 2 Half Term - Bouncy Castle

Celebration Boards

- The pastoral and attendance team will lead a pupil pioneer celebration board by the dinner hall to celebrate individual and class improvements in behaviour and attendance as identified above.

Parental Celebrations

- Parents and/or carers will be invited to attend special lunch or afternoon lessons with their child and Miss Lewis the headteacher to celebrate individual improvements in behaviour and/or attendance.

Annual Rewards - Nightingale Pupil Recognition Event alongside Community Council Members (CCMs)

- Attendance and punctuality 97%+
- Super Learning of the Year
- Ways of Being Advocate
- Highest positive points girl and boy, most improved positive points girl and boy
- Overall Positive Points Champions

- 100% attendance club for R - KS1 and KS2 - positive points, most improved behaviour 15 pupils from each key stage will win a trip out such as picnic, visiting local parks such as Roundhay, adventure areas or going to the zoo

7. Classroom Expectations

All pupils within the academy will demonstrate the pupil code of conduct: Should a student fail to meet the expectations of the classroom, the teacher will implement the four step plan (See below)

1. We MUST stay in our seat or carpet spot - an adult comes to me.
2. Show active listening.
3. We follow instructions from all adults, the first time we are asked.
4. Our transitions are silent using 1, 2 and 3.
5. We start our work positively, quickly and take pride in our work.
6. We always use kind words, kind hands and kind feet.
7. We treat everyone and everything in school with respect, fairness and equality.

8. Expectations Around the Academy

The code of conduct explains clearly to pupils how they should behave both in the classroom and around school. In addition, at Co-op Academy Nightingale we expect pupils to:

- Line up quietly and walk in line when transitioning from one room or activity to another
- Move to lines immediately after lunch when the 'silent stop' whistle is blown
- Respect that there is always learning happening and therefore use quiet voices inside the building
- Ensure they put all litter in the bin and behave responsibly in all inside and outside spaces
- Queue respectfully for dinner and always tidy away their tray once they have finished their meal
- Speak politely to all adults, including lunchtime supervisors, site staff and any visitors

9. Expectations outside of School

We are proud of our community and want our community to be proud of us. Our pupils are our ambassadors when identifiable and in our uniform and so we expect behaviour walking to and from school, in the community, to reflect the high standards we have for them inside of the building.

We ask that parents and carers monitor behaviour of children immediately outside the school gates and whilst walking too and from school to ensure they are safe on the busy roads and that they are not causing blocks to the walkways for other pedestrians.

10. Consequences

Members of staff always try to intervene with low-level misbehaviour at the earliest point in the most subtle way. For example, this could be through making eye contact with the pupil, a gesture, facial expression or standing near to the child. The adult will then notice when the pupil makes good choices. The adult will acknowledge this - through subtle (e.g. smile, nod) or explicit (e.g. verbal praise, Coop Coins) means. If this approach is not appropriate for the situation, or if such strategies fail, the following approach is followed.

In challenging misbehaviour, members of staff will follow these steps:

Step 1: Member of staff says to the pupil: "This is your reminder to make the right choice."

If the misbehaviour continues:

Step 2: Member of staff says to the pupil: "I'm giving you an instruction to ..."

If the misbehaviour continues:

Step 3: Member of staff says to the pupil: "You are choosing not to follow rule number x and have ... minutes time out at break time"

If the misbehaviour continues:

Step 4: Remind the pupil at 5 minute intervals how much time they are accruing.

If pupils (Years 1 - 6) do not adhere to the Pupil Code of Conduct (see earlier definition of 'misbehaviour') and reach Step 3, they will have 'time out' during the next play and/or lunchtime (see below for duration). For misbehaviour occurring at play or lunch time, pupils will be escorted to 'The Hub' to start their time out immediately. If pupils are absent from school, their time out will be carried over until they return.

In instances of serious misbehaviour (see earlier definition), the member of staff will move straight to Step 3 without issuing warning.

Time out takes place in 'The Hub' and is led by the Learning Mentor or a member of the senior leadership team. The leader will speak to each pupil about their behaviour, ensuring that:

- all incidents have been investigated and dealt with fairly, in line with this policy
- sanctions issued are correct
- pupils take responsibility for their actions
- pupils reflect on how they could behave differently in future to avoid sanctions
- time out is conducted in silence and any time lost due to misbehaviour is added on

Class teachers must keep a record of any pupil needing time out (including that issued by other members of staff). The class teacher or a teaching assistant will escort any pupils needing time out to The Hub at the next play or lunch time.

If a student exhibits behaviour which is unsafe including physically hurting themselves or others, leaving the classroom without permission or if they display significant dangerous behaviour, this is a high level incident. A referral should be called for immediately, through use of school phone systems (This must only be used for high level incidents if pupils are safe and do not pose a risk to themselves or others the consequences system below must be followed) and a member of the pastoral or SLT will support. The decision to remove a pupil from class must be made by a member of the SLT or Pastoral team. Only pupils who are dysregulated will be asked to leave the classroom, all other behaviours will lead to time missed at break and lunch. Our priority remains ensuring pupils are regulated, socially included and involved in learning. Lost learning will therefore be made up at break and lunch - this is tracked by our behaviour and pastoral leads..

Early Years

Children in the early years who breach the Code of Conduct will have their time out immediately after an incident within the early years setting. The length of time out will be determined by the teacher.

Recording

The member of staff who investigated or witnessed the incident will record it on Arbor. Class teachers must keep a record of any pupil needing time out (including that issued by other members of staff). The class teacher will inform parents at the end of the day if a time out has been given and the parent will receive a notification by email through ARBOR by the detention lead. If a pupil has three timeouts in half a term a phone call home and/or meeting will be made by SLT to home. Further incidents will trigger a meeting with SLT and parents. For serious misbehaviour, the behaviour mentors will consult with the SLT, make a telephone call to parents and will record this on Arbor. If sexually harmful behaviour occurs, this is recorded on CPOMs (Not Arbor) as a safeguarding concern. Appropriate actions will be taken, inline with this policy and the Safeguarding & Child Protection policy.

Following a high level incident teachers / support staff must complete an Antecedent, Behaviour, Consequence (ABC) chart. These will be used to consider whether a child needs an individual support plan and to update Risk Assessment where appropriate.

Early Years

Golden Rules and behaviour policy will be adapted so it is age appropriate and accessible for the children. Children in the early years children who breach the golden rules will have their time out immediately after an incident within the early years setting. The length of time out will be determined by the teacher. Where a pupil has had time out parents will be informed.

Carpet time is used to reinforce good behaviour or any issues which may have arisen where bad behaviour choices were made. Children need to discover the bounds of acceptable behaviour lie, as this is part of growing up.

Minor behaviour challenges are dealt with by the class teacher or TA in a caring, supportive way with some flexibility regarding the age of the child. Each case is treated individually and children are made aware that they are responsible for their own actions and breaking the rules will lead to sanctions as detailed below:

Fantastic behaviour to be rewarded with Dojo's. For every 50 Dojo's child can pick from the class prize box All children start on green.	Gold
Remind the child of the class rules and golden rules when needed	Green
When making the wrong choice, remind the children why you are speaking to them, ask them why you have stopped them in the classroom, remind them of the class rules. Be gentle when speaking and help them remember the class rules. Refer to the widgets on the board/classroom	Remind

If stopping the children again for the wrong choice, sit with the child and ask them why you have stopped them, remind them that they have just made the wrong choice again. Ask them how we can make the right choice? Explain that if they repeat the behaviour they will have 1 minute time out.	Warning
If behaviour repeats following the warning, explain they will be having a 1 minute time out. Once the time out has finished, chat with the child about what happened, right and wrong choices. Remind them that they lost their play time and what is the best choice to make. Children can go back to provision once time out has finished.	1 minute thinking time
If behaviour repeats following the 1 minute time out, explain they will be having a longer time out – 3 minutes this time. Once the time out has finished, chat with the child about what happened, right and wrong choices. Remind them that they lost their play time and what is the best choice to make. Children can go back to provision once time out has finished.	3 minute thinking time
If behaviour continues, remove the child from the classroom, placing them in the other class. Ask them to sit next to a teacher until a short period of time passes (no more than 5 minutes) inform the child that you will be speaking with their grown up on collection, explaining what has happened and what you will be telling their grown up. Ask the children how we can improve their behaviour and explain the outcome and what we have decided to parents.	Red

There will be frequent resets/fresh starts throughout the day to help the children focus on their choices and behaviour and the scales of sanctions will start again on green.

Biting

Some children bite due to teething, exploring their environment using their senses, for quick attention or out of frustration because they don't have the vocabulary to express themselves.

The Teacher/TA will work with you and the child to discover why your child is biting. The incident may be isolated but we will monitor the behaviour using Arbour. If we identify a possible trigger for the biting incident we will make changes to reduce or remove the cause. For example increased supervision of a child that is biting, so that support can be given in helping them to find alternative ways to express themselves.

We may encourage your child to part in activities which help release frustration such as play dough or other physical activities

What can you do about biting?

- We know that if your child has been bitten or has bitten someone, this can be distressing but please speak with Reception staff about any concerns you have in a calm manner
- Please remember that staff cannot give you any information about any other children in Reception and will not disclose who has bitten your child or who your child has bitten
- To help put a stop to challenging behaviour is a partnership between Co-op Nightingale and Parents. Work with the EYFS staff to support any behaviour management techniques and use them at home as well as at school.

- If a child's recurring behaviour is having a negative impact on your children's experience at school, we will work closely with all involved to reduce and eliminate the issue

What happens if my child has been bitten?

- Your child will be comforted and reassured
- The bite wound will be washed and cleaned with an antiseptic wipe
- If the bite has broken or bruised the skin, you will be contacted by telephone so that you are aware that your child has been bitten.
- When you collect your child there will be an incident form completed with all the information about the biting incident and any treatment given.

Each of the following consequences will be given at the end of stage 3. (eg three warnings) These consequences could be repeated within a session e.g three incidents of talking when others are would result in 15 min of lost break.

	Reception	Time out Y1 - 3	Time out Y4 - 6	Where?
Talking when others are talking	1-3	5mins	5 mins	classroom
Leaving seat or carpet space without permission	1-3	5mins	5mins	classroom
Using unkind words or actions to members of the class	1-3	5	5	classroom
Not following the quiet transition.	1-3	5	5	classroom
Low level disruption to pupils learning	1-3	5	5	classroom
Wearing jewellery/make-up (failure to remove on request)	1-3	5	5	Classroom
Chewing gum/eating	1-3	5	5	Classroom
Refusal to complete work	1-3	5	5	Classroom
Running or talking in the corridor	1-3	5	5	Classroom
Not using the toilet pass	N/a	5	5	Classroom

Absconding from class	1-3	5	5	Classroom
Poor response, tone, disrespectful	1-3	10	10	Classroom
Swearing or verbal abuse. leaving the class without permission, repeated refusal to complete work,	1-3	15	15	Detention
Intentional damage to school property	1-3	15	15	Detention
Inappropriate use of social media or online technology/school computers including mobile phone use in school	1-3	15	15	Detention
Play Fighting	5	45	45	Pastoral
Fighting	5	45	45	Pastoral
Serious breaches of Health and Safety	5	45	45	Pastoral
Biting / spitting	10	45	45	Pastoral
Hurting another person intentionally	10	45	45	Pastoral
Repeated leaving of the classroom without permission	N/a	half day internal suspension	half internal suspension	pastoral room (ticket home)
Repeated threatening each other and/or staff with physical violence	N/a	half day internal suspension	half internal suspension	half day internal suspension
Bullying (1st incident only)	Pastoral chat/ SLT	half day internal suspension	half day internal suspension	half day internal suspension
Bullying (Beyond 1st incident)	Pastoral chat / SLT	Internal suspension full day/ fixed term suspension	Internal suspension full day/ fixed term suspension	Internal suspension full day/ fixed term suspension
Racist language (1st incident only) be dealt with via hate incident racial support (HIRS)	Pastoral chat / SLT	rest of the school day	rest of the school day	Pastoral room (Call to parents)

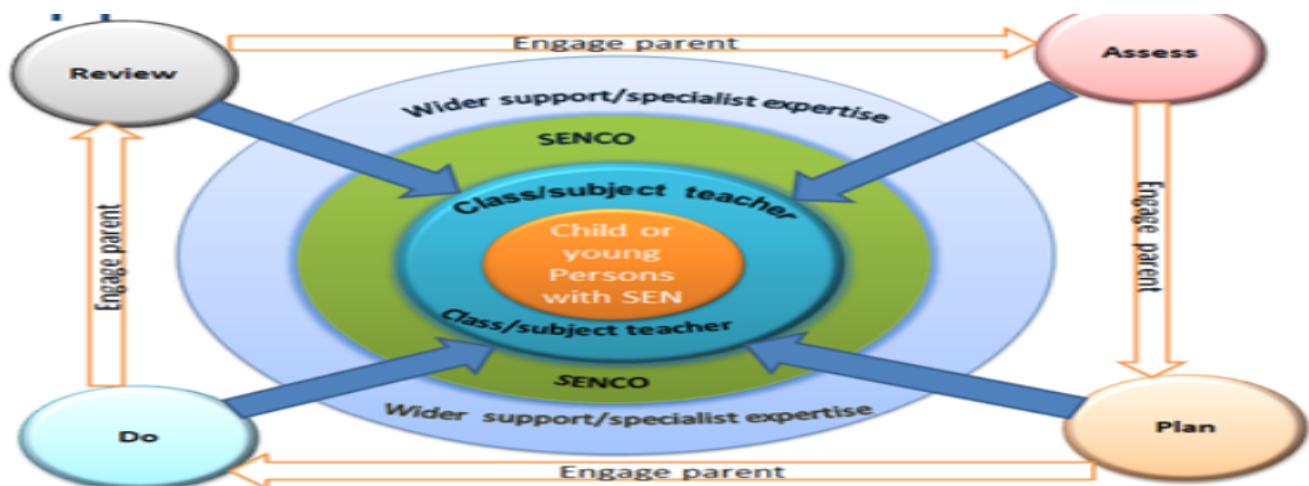
Homophobic language (1st incident only) - as above	Pastoral chat /SLT	rest of the school day	rest of the school day	Pastoral room (Call to parents)
Racist language (beyond 1 incident) - further incidents will be dealt with suspensions and potential management move from the class as well as under anti-bullying policy - could result in being removed to another school if persistent.	Pastoral chat /SLT	Internal suspension/ fixed term suspension	Internal suspension/ fixed term suspension	Heads Office.
Homophobic language (beyond 1 incident) - further incidents will be dealt with suspensions and potential management move from the class as well as under anti-bullying policy - could result in being removed to another school if persistent.	Pastoral chat /SLT	Internal suspension/ fixed term suspension	Internal suspension /fixed term suspension	Heads Office.
Discriminatory language against protected characteristics (1st incident only) - as above	Pastoral chat /SLT	rest of the school day	rest of the school day	Pastoral room (Call to parents)
Discriminatory language against protected characteristics (beyond 1st incident) - as above	Pastoral chat /SLT	Internal suspension/ fixed term suspension	Internal suspension/ fixed term suspension	Heads Office.

11. Further Intervention and Support

Coop Academy Nightingale is aware of the links between the SEND Code of Practice, our SEND processes and the whole school behaviour system outlined in this policy. Some special educational needs may pose a barrier or difficulty when applying the requirements of this policy, and require suitable adaptations, for example pupils with social, emotional, mental health difficulties and diagnosis such as Autism. We recognise our legal duty under the Equality Act (2010) to ensure reasonable adjustments are made that are personalised to the pupil's strengths and needs, and regularly reviewed.

Reasonable adjustments can take the form of how the behaviour policy expectations are explained to children with SEND, alongside parent/carers so that they understand what they should and should not do.

In conjunction with the class teacher, the SENDCo, parent/carer will evaluate a pupil who exhibits challenging behaviour to determine whether there is a possibility of the pupil having underlying needs that are not currently being met.



Where required, strategies will be put into place to address and support, and reviewed using the graduated approach of assess, plan, do, review cycle. Liaison with external agencies will take place where necessary. Where appropriate, pupils who struggle to manage their own behaviour will be given specific, measurable targets (e.g. I will remain in my seat during lessons; I will put my hand up to speak; I will use only kind words). Some pupils will have an individual reward chart which acknowledges positive behaviour over short periods of time (e.g. 5 or 10 mins). These rewards will then accumulate for pupils to earn the Co-op positive points in line with their peers.

Where pupils display behaviours which could put themselves, others or the order of the academy at risk, positive handling plans and individual risk assessments will be put in place. Any restrictive physical intervention will be recorded via online reporting system and communicated to parents/carers.

Adapting approaches depending on the age and stage of a pupil/ cohort (please include or delete as appropriate to your setting/ age range).

Example: Early Years Foundation Stage Behaviour Provision

In the early years, positive behaviour management is deeply rooted in trauma-informed research and the EYFS framework, specifically supporting the prime area of Personal, Social, and Emotional Development and the Characteristics of Effective Learning.

Central to our approach is Emotion Coaching, where practitioners validate and name children's feelings while maintaining clear boundaries, teaching them that all emotions are acceptable even when certain actions are not.

Through the 'Regulate, Relate, Reason' model, staff co-regulate with children to calm their physiological 'fight, flight, freeze' responses, building the vital emotional literacy needed for self-regulation. To ensure proactive, early intervention, all academies implement the Highfield Resilience Tracker. Based on Edith Grotberg's 'I am, I have, I can' framework, this tool allows practitioners to precisely identify emotional

needs and provide targeted support through high-quality adult interactions and strong parental engagement.

When behavioural boundaries are crossed, practitioners utilise logical consequences that are developmentally appropriate, helping children understand the impact of their actions.

This early years approach directly aligns with the Trust Behaviour Setplay, ensuring a positive foundation that empowers children to progress from co-regulation to independent self-regulation as they transition through school.

Graduated Response

1st detention - teachers will discuss with parents/and or carers.

2nd detention - the detention leader will call and/or meet with all parents involved

3rd detention - will require a meeting with headteacher or a member of the senior leadership team (SLT)
In addition, detention communication will be shared through a communication of arbor to parents and/or carers.

We work closely with our community police officers (PCSO)s where ongoing, persistently challenging and repeated behaviours are present despite early intervention. We facilitate 1:1, targeted group support and/or whole school intervention such as assemblies or workshops to ensure your child and other children are safe as well as minimal lost learning is reduced. On rare occasions, the PCSOs may log more formal intervention required where they speak with the same child about the same anti-social behaviours on three or more occasions. This intervention is to support community cohesion, relationships and educational support as well as effective transition to secondary school alongside parental partnerships.

Emotional Wellbeing

Co-op Academy Nightingale is dedicated to fostering the social, emotional, and mental wellbeing of every pupil. It is our priority to ensure that all pupils receive the necessary support to thrive and realise their full potential.

We acknowledge that some pupils may require additional assistance to feel safe and secure. We recognise that behavior can be an indication of unmet needs and a form of communication for some pupils. Therefore, we aim to develop a positive environment by employing restorative approaches and nurturing strategies to promote positive behavior and emotional well-being. We also collaborate closely with external agencies to provide appropriate support and intervention to ensure our pupils get the right support at the right time.

Below are some of the strategies and pathways we employ:

- Zones of Regulation
- Drawing and Talking
- SEMH Talkabout
- Boxall Profile
- Play Therapy
- Counselling
- MindMate Single Point of Access
- CAMHS

12. Child on Child Abuse

Co-op Academy Nightingale is committed to ensuring a climate of safety for all students by challenging inappropriate behaviour between peers. We have a zero tolerance approach of all forms of child on child abuse including (but not limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as 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 physical abuse)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- Consensual and non-consensual sharing of nudes and semi nude images and / or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, 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 (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where there are any reports of child on child abuse, including sexual violence and sexual harassment, we will follow the guidance set out in Keeping Children Safe in Education. The Academy maintains a zero tolerance approach to all forms of child on child abuse and always maintain the attitude 'it could happen here'. We will always take any reports or disclosures seriously. Any sanctions for child on child abuse will be proportionate, considered, supportive and will be decided on a case by case basis. Sanctions could include managing the incident internally, referring to early help, referring to children's social care or reporting the incident to the police. Serious incidents could result in permanent exclusion. The Academy will not tolerate behaviour of this nature, whilst also not demonising anyone – we will support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

For more information on how we deal with child on child abuse please see:

Co-op Academy Nightingale's Anti Bullying Policy.
Co-op Academy Nightingale's Child Protection Policy.
Keeping Children Safe in Education

13. Suspensions

This policy links with our [exclusions policy](#). Internal exclusions, fixed term exclusions and permanent exclusions are only used as a last resort to address serious misbehaviour and/or when the sanctions in this policy have not been effective.

14. Permanent Exclusion

Permanent exclusion is a last resort. A Headteacher may decide to permanently exclude a student for persistent disruptive behaviour, where despite the school's best effort, a student insists on breaching the school's behaviour policy. A permanent exclusion could also be the consequence for a first 'one off' offence, based on the severity of the behaviour. One off offences may include:

- Serious actual or threatened violence against another student or member of staff (including online threats or abuse)
- Assault on a student or member of staff
- Sexual abuse or assault
- Supplying or using an illegal drug
- Carrying an offensive weapon (including any article made or adapted for causing injury)
- Serious one off incidents including 'Hate' incidents / crime or bullying

Further information on permanent exclusions can be found in the Trust's Exclusion policy.

15. Searching, Screening and Confiscation

The Headteacher has statutory power to search pupils and possessions if there are reasonable grounds to suspect pupils have prohibited items. Searches may also be carried out by members of staff and contractors authorised by the Headteacher. All authorised staff will be up to date with screening and searching procedures as laid out in government guidance . When conducting searches, the Headteacher will consider the age and ability of students and make reasonable adjustments where necessary. Where possible searches will be conducted with the student present and away from other students (unless there is reason to believe that significant harm could happen if we wait).

The school can search a student for any item with their consent and in their presence (e.g. turning out pockets / looking in bags). Staff have the power to search (without consent) if they have reason to believe a student possesses any of the following items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- cigarettes
- e-cigarettes
- lighters and matches
- fireworks
- pornographic images
- anything that has been or is likely to be used to commit an offence, cause injury, damage property

Wherever possible, searches will be carried out by two authorised members of staff, or contractor by staff members of the same gender as the student, and with the student present as a witness. Searches that require physical contact or use of force will always be a last resort. Where the risk is considered significant, they will be conducted by a trained member of staff of the same sex as the pupil, or, if possible, and preferably, by a family member. If this is not possible (due to urgency of the situation) searches will be conducted by a permanent member of staff, with the appropriate training, of the same sex and an appropriate adult (of the same sex). In all cases, only outer clothing will be searched (pockets, bags, shoes etc). No member of the school community will conduct a search that reveals a student's underwear or skin (beyond shirt sleeves).

Staff will confiscate and retain a student's property if it is a banned item or any item being used to cause harm to self or others, damage to property, or disruption to the maintaining of a purposeful learning environment. For any confiscated item that is not deemed to be dangerous or potentially / known to be illegal, the confiscating staff member is required to make a proportionate and fair decision about what happens next with the item, for example:

- returning the item to the student at the end of that lesson
- returning the item to the student at the end of that day
- escalating the issue to a member of the year team / senior leadership team
- discussing with the student's family about how best to return or dispose of the item

Retention of, damage to or disposal of a student's personal property should not be used as a sanction and confiscation, including how the confiscation is followed up, should only be used to ensure the maintenance of a safe and purposeful learning environment.

Screening

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the student's absence will be treated as unauthorised. The student should comply with the rules and attend.

The academy follows all DfE guidance for searching, screening and confiscation which can be found here: Reference: [Searching, screening and confiscation in schools - GOV.UK](#)

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The academy follows all DfE guidance for Restrictive interventions, including use of reasonable force, in schools which can be found here:

[Use of reasonable force and other restrictive interventions guidance](#)

Please also see the Co-op Academies Trust Positive Handling Policy for the process of searching and screening and use of reasonable force (available on the school website).

Mobile Phones / Devices

- Co-op Academy Nightingale is mobile phone-free environments by default.
- The default position is that pupils are not allowed to bring their mobile phones to school - for their own safety and security and for the comfort and peace of mind of others.

If there are exceptions to the ban of mobile phones for primary schools in upper Key Stage 2 the following applies (please use or delete as necessary):

- Phones and other devices (e.g. tablets, Airpods and Smart watches) must not be seen or heard on the school site between 8.00am and 3.30pm
- Mobile phones / devices must never be seen or heard inside the school building
- All staff should consistently enforce the school's policy on the use of mobile phones.
- Staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day.
- For sanctions involving a breach of the above, see consequences table in appendix i
- In exceptional and necessary circumstances a pupil may be allowed access to their mobile phone during the school day, where it is necessary due to the nature of their disability. This may be considered a reasonable adjustment supporting the specific needs of the pupil (e.g. Medical). This exception will be rare and will be regularly monitored and reviewed and where reasonable alternatives can be found they should be considered.
- Co-op Academy xxxx will set out and communicate with staff, pupils and parent/carers how they wish to manage the use of mobile phones by pupils on residential trips or trips outside of the normal school day. This will ensure that pupils' educational experience on a school trip is not disrupted by the presence of mobile phones and should consider prohibiting or restricting their use.

Reference: [Mobile phones in schools - GOV.UK](#)

Audio and video recording wearables

- In addition to the guidance around mobile phones and smart devices (including tablets and watches) and to meet modern safeguarding and security challenges, Co-op Academy Nightingale's behavior policy enforces a zero-tolerance, "not seen, not heard, not worn" policy for all audio and video recording wearables across the school site.
- This comprehensive ban specifically targets smartwatches (including children's tracking models with remote audio activation), AI-enabled earbuds (e.g. AirPods Pro 2 capable of live translation or phone-streaming), smart glasses (e.g. Ray-Ban Metas), and clip-on AI badge pins. All such devices must be turned off and stored securely in bags upon arrival at school by students and parents attending for a meeting or school event.

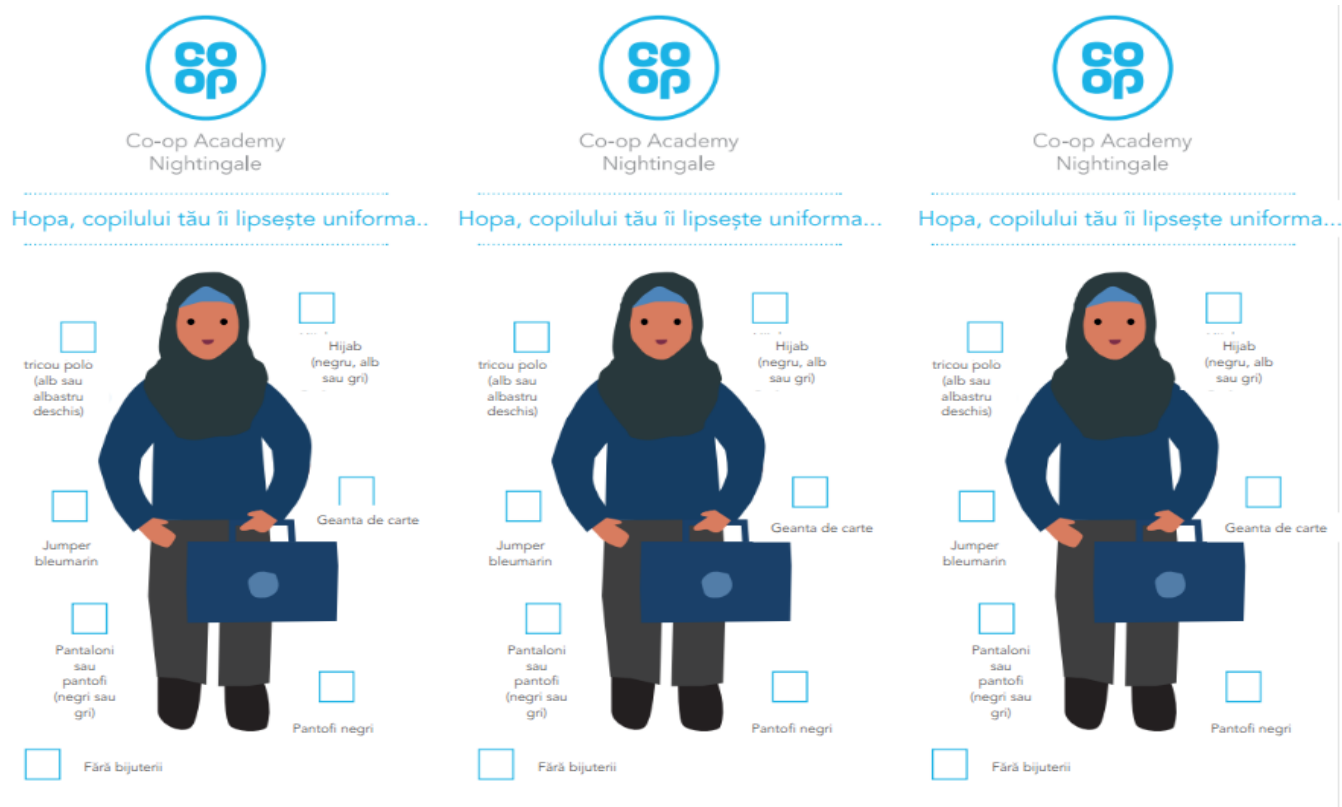
Furthermore, to protect the confidentiality of sensitive discussions and ensure lesson integrity, the school enforces the following protocols:

- **Enforcement:** Any broadcast, live-stream, or unauthorised capture of a lesson or school environment will result in immediate device confiscation, parent contact, and significant behavioral sanctions in alignment with the academy's disciplinary procedures.

- **Consent & Broadcasting:** Capturing audio or video of staff or pupils without explicit consent is strictly handled as a safeguarding breach rather than a minor technology misuse.
- **Wearable-Free Zones:** All meeting spaces including the SENCO room, Headteacher's office, and safeguarding meeting spaces are designated strict wearable-free zones for all staff, pupils, parents, and visitors to prevent unauthorized covert recordings.

Appendix

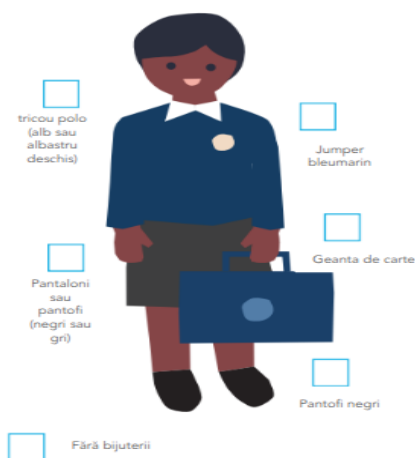
Uniform expectation pics / images etc. Uniform Slips - we translate into the appropriate language for accessibility. Below is an example translated in Romanian





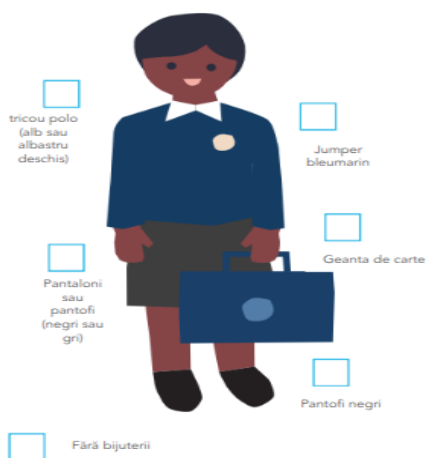
Co-op Academy
Nightingale

Hopa, copilului tău îi lipsește uniforma...



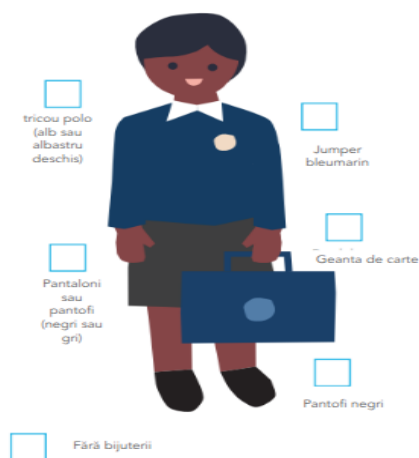
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Nightingale

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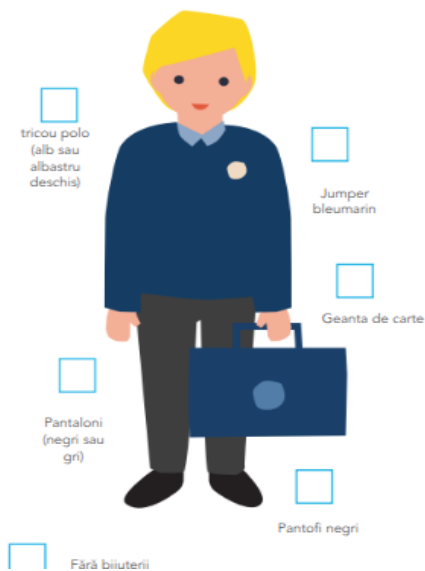
Co-op Academy
Nightingale

Hopa, copilului tău îi lipsește uniforma.



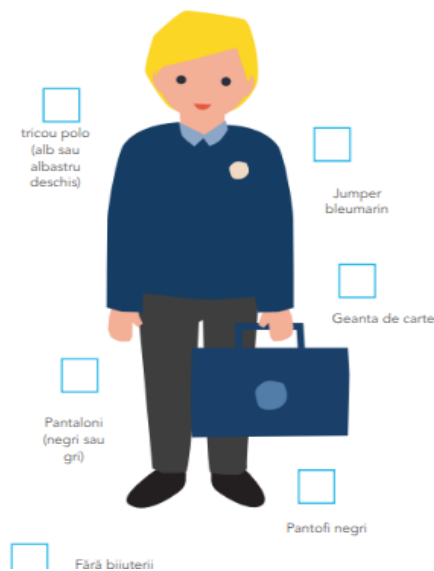
Co-op Academy
Nightingale

Hopa, copilului tău îi lipsește uniforma...



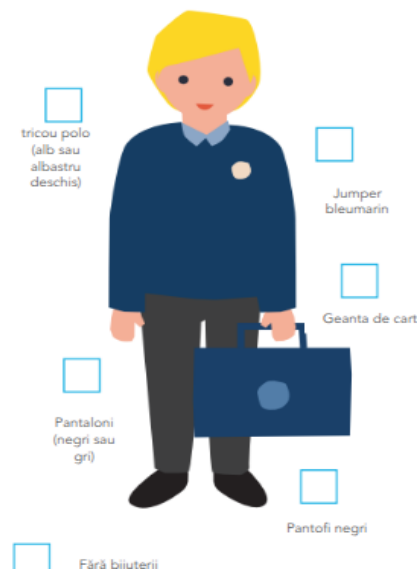
Co-op Academy
Nightingale

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Co-op Academy
Nightingale

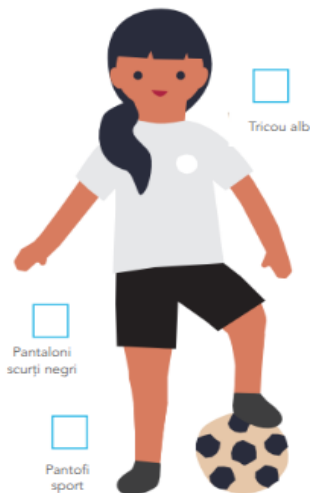
Hopa, copilului tău îi lipsește uniforma.





Co-op Academy
Nightingale

Hopa, copilului tău îi lipsește uniforma...



☐ Fără bijuterii ☐ Jumper de iarnă PE, (albastru, negru sau gri)



Co-op Academy
Nightingale

Hopa, copilului tău îi lipsește uniforma...

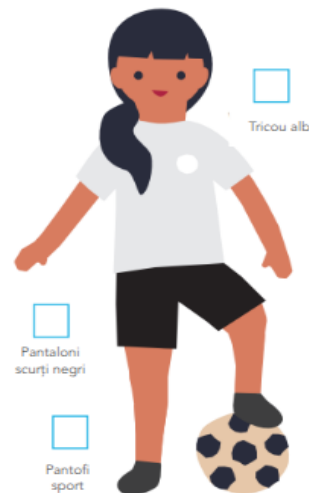


☐ Fără bijuterii ☐ Jumper de iarnă PE, (albastru, negru sau gri)



Co-op Academy
Nightingale

Hopa, copilului tău îi lipsește uniforma.

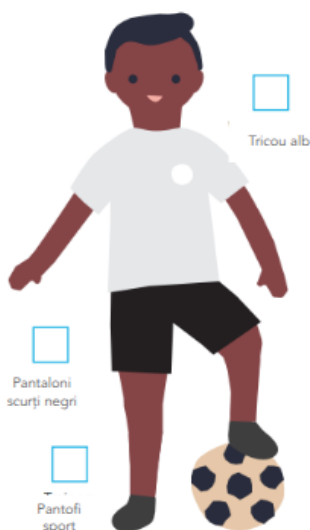


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Nightingale

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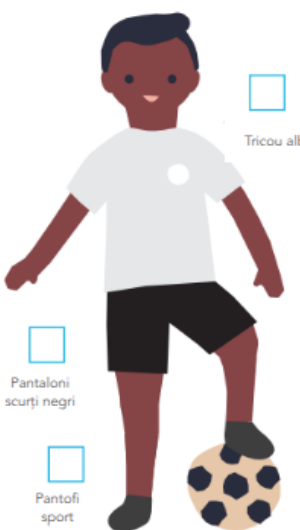


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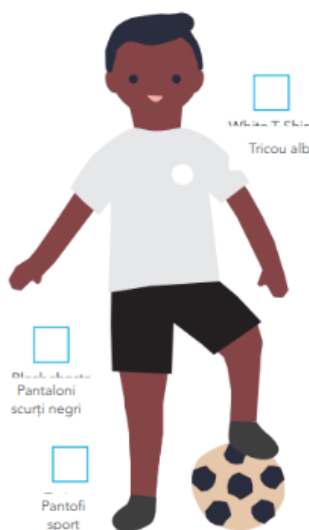


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Co-op Academy
Nightingale

Hopa, copilului tău îi lipsește uniforma...



☐ Fără bijuterii ☐ Jumper de iarnă PE, (albastru, negru sau gri)

[Pupil Code of Conduct linked to the Co-op Ways of Being](#)



Pupil Code of Conduct



Vision and values

I care about the school and what we stand for. I show the values inside and outside of the academy.



Future focussed

I think about the future. I want to do well, and I want others to do well.



School improvement

I make sure that we all get better together. I know that my behaviour and actions have an impact on others.



Improving myself

I focus on getting better. I improve how much I can learn.



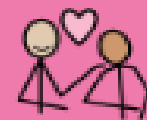
My words

I talk openly and honestly and know how my words help or hurt others.



Inclusive

I can be friends with anyone and treat everyone with respect.



Co-op Academy
Nightingale

Do what
matters most

Be yourself,
always

Succeed
together

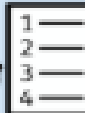
Show you
care



Co-op Academy
Nightingale



Pupil Code of Conduct



Co-operation

I work co-operatively with others. I share my ideas and listen to others.



Driving innovation

I am confident using technology in a safe and sensible way.



Speaking up

I know my words can help others to be better. I speak up when I see bullying or poor behaviour.



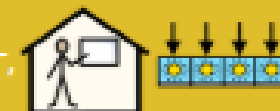
Being a good friend and learner

I develop good friendships and work with my teachers, in order to understand and support others.



Championing Co-op

I represent my academy through my behaviour, my actions and I attend school... All day, everyday.



Helping others

I support the learning of others to promote a positive learning environment.



Co-op Academy
Nightingale

Do what
matters most

Be yourself,
always

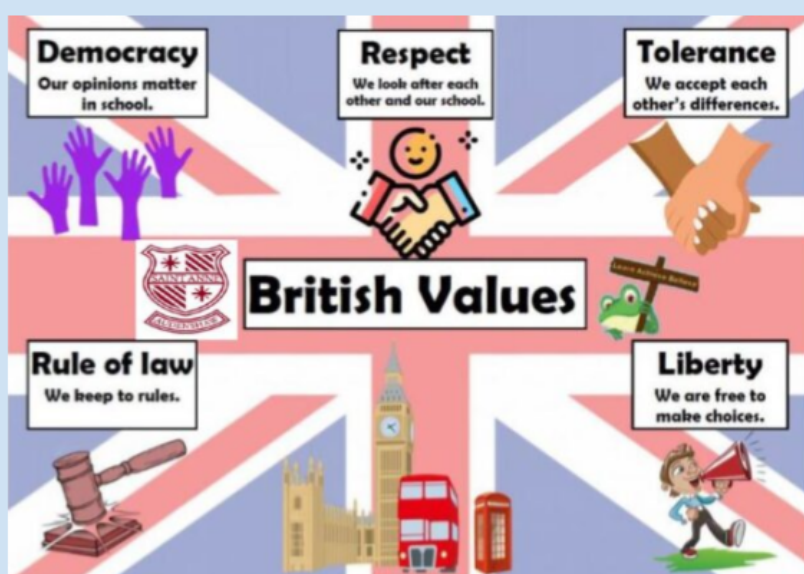
Succeed
together

Show you
care



Co-op Academy
Nightingale

British Values



7 GOLDEN RULES

1. We **MUST** stay in our seat or carpet spot—an adult comes to me.
2. We show active listening.
3. We follow instructions from all adults, the first time we are asked.
4. Our transitions are silent using 1, 2 & 3.
5. We start our learning positively, quickly and take pride in our work.
6. We always use kind words, kind hands and kind feet.
7. We treat everyone in school with respect, fairness and equality.

Transitions, Stairs & Hallways



	W	<u>Walk Silently:</u> Walk without talking and walk calmly.
	A	<u>Always Face Forward:</u> Look ahead and stay in line.
	L	<u>Leave Space:</u> Keep your hands to yourself and behind your back.
	K	<u>Keep to the Left:</u> Stay on the left hand side of the hallway and stairs.


Co-op Academy Nightingale


Do what matters most


Be yourself, always


Succeed together


Show you care


Co-op Academy Nightingale

	S	Stop what you are doing
	T	Take some deep breaths
	O	Observe your feelings and needs
	P	Plan and proceed

Bullying happens...

S	Several
T	Times
O	On
P	Purpose

What to do...

S	Start
T	Telling
O	Other
P	People

Together we can STOP it!

Before we write, we need to SPOT:

Sit up straight



Pick up your pencil correctly



One hand flat on the book or table



Two feet flat on the floor



Sit up straight



Listen



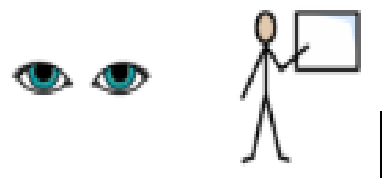
Arms crossed

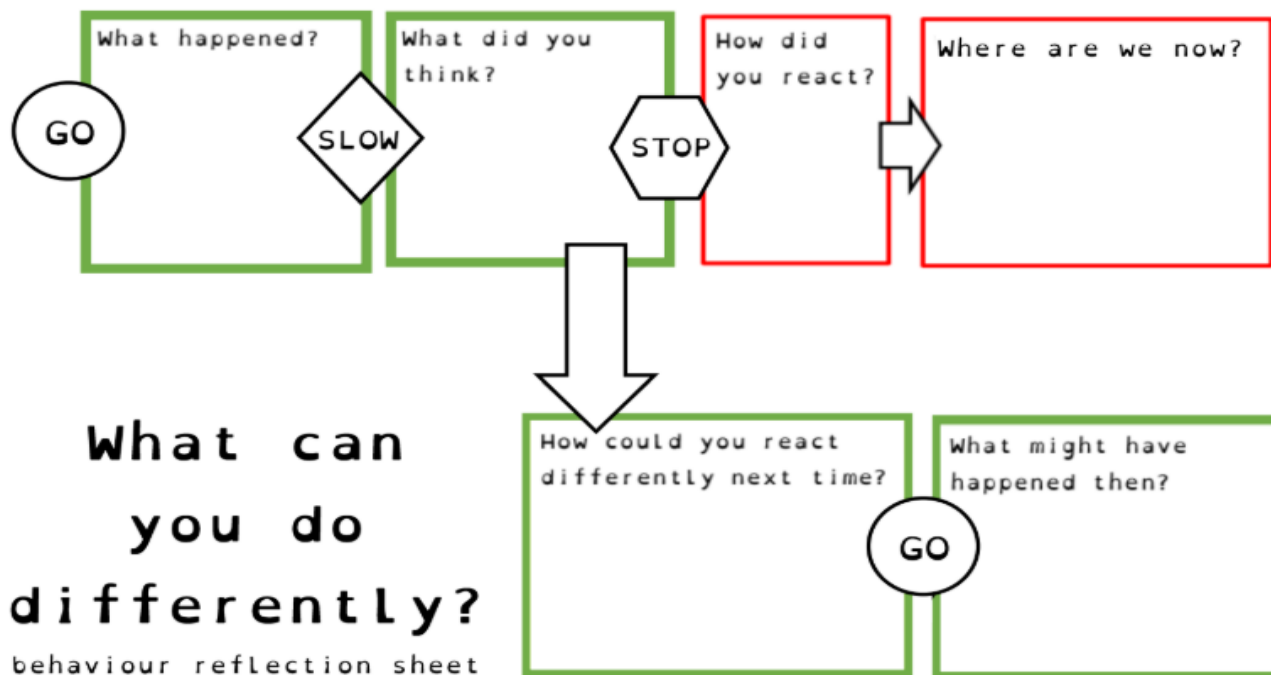


Nothing in hands



Track the teacher





? What happened?				How were you feeling?			
shouting	told something unkind	pushed	left out of a game	worried	tired	something else	bored
kicked	damaged	tore	hit	upset	lonely	angry	frustrated
Other				Other			

How did you react?				Where are we now?			
Fighting	Absconding	Swearing	Throwing	Detentions	Target Card	SLT Office	Parents called
Shouting	Arguing	Rude	Refusal	Suspension	Pastoral Room	Safeguarding Office	Meeting with Parents
Other				Other			

What can we do next time?				How can we make it right?			
walk away	use my words	count to three	tell an adult	time away	say sorry	shake hands	ask an adult to help
do 5 star jumps	go to a quiet place	take 5 deep breaths	use a fidget toy	play together	cool down	repair damage	have a hug
Other				Other			

[Reflective Sheets Detention](#) [Reflective sheets with visuals](#)

Classroom Communication Using PACE

P - Playfulness - Use a lighthearted tone like you are joking/telling a story. Smile, try to get down on their level. Make the instruction into a game.
'I wonder how fast you can... (go to your chair, tidy your table etc.) Shall I set a timer?'
'It looks like you're feeling wiggly, shall we shake out all our wiggles?'

A - Acceptance - Make it clear in your language that you are criticising a behaviour, and not the child themselves.
'You might think I don't care about what you want, I do, but it is also important we work together as a team in our class so you can all learn.'
'It seemed like you left the classroom because you felt angry with me, is that right?'
'I can hear what you are saying, and I understand I am not your favourite person, but I will still be here when you need me.'
'I'm disappointed by what you did, but I know you were trying to show me... It doesn't change how much I care about you.'

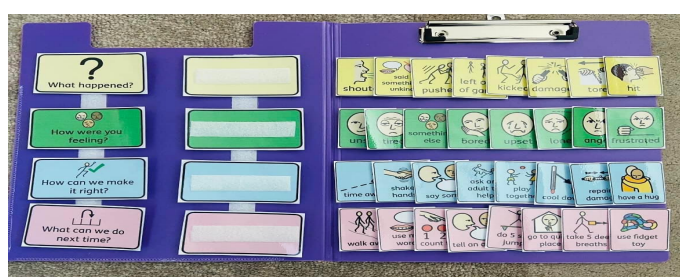
C - Curiosity - Children usually know their behaviour was not ok, but they either don't know why they did it or think their reason is more important than the reason not to. When we ask why, we are not judging the behaviour or the child, we are just being curious, and trying to help them behave appropriately.
'I'm wondering if you are out of your seat because you are finding the work tricky?'
'I notice you're using a loud voice, is that because your question is important? I will make sure I answer you when I have finished doing this.'
'I'm a bit confused, usually you join in really well when we are doing... is something upsetting you?'

E - Empathy - Behaviour is communicating an unmet need. An empathetic approach recognises that what the child is going through is difficult, even though their behaviour is unacceptable.
'It looks like it made you feel really angry when I asked you to sit down, what can we do to help you feel less angry?'
'You were really upset when xx said xx to you. That must have been a really hard playtime.'
'Me saying 'no' has made you angry. I can see why you don't want to talk to me right now.'



[PACE behaviour script for staff](#)

Zones of Regulation & Visuals to Support Communication included Makaton



Now

Next



In the classroom today is



Adults



Our Tolerance Contract

We will all aim to...

- 1. Positive facial expressions or ignoring each other.**
- 2. Talk positively (kind words) about ourselves and each other to other children or don't say anything at all.**
- 3. If we talk to each other, only say something nice.**
- 4. We will both be kind and respectful with one another outside (no fighting).**
- 5. Not getting other children involved or asking them to argue or not talk to each other.**

Name/Signature: _____

Name/Signature: _____

Name/Signature: _____

Breach of Contract will result in...

Sit outside or move for- 5mins ONLY to calm down so we don't retaliate.

Speak to a trusted adult(s) outlined below.

Will miss playtime or lunchtime depending on the seriousness.

Take responsibility own actions and apologise

More serious breaches would mean spending half a day out that day or following day either am or pm or moving class.

Speak to parents.

Any more breaches could lead a suspended if continued.

Trusted adults to speak to if there is a breach of contract

Miss Lewis, Mrs Thompson, Mrs Packer





Name's Star Chart

Date: _____

Coming in 	Morning task 	Pre teach Maths 	English 	Playtime 	Maths 	Going to lunch 
						
Lunch time 	Coming in 	Afternoon Lesson 1 	Afternoon Lesson 2 	Reward 	Story Time 	Home time 
						

If I earn ____/14 green stars, I can have my reward before story time.

Who can help me reach my targets? In my class: Teacher/Adults In my school: Pastoral Names At home:		Gold Green Remind Warning 5 mins 10 mins 15 mins																
Emotion Mood Face Chart <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Excited</td> <td>Sad</td> <td>Angry</td> <td>Sick</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Surprised</td> <td>Happy</td> <td>Unhappy</td> <td>Bored</td> </tr> </table>							Excited	Sad	Angry	Sick					Surprised	Happy	Unhappy	Bored
Excited	Sad	Angry	Sick															
Surprised	Happy	Unhappy	Bored															
I'm ok and know what I am doing I am struggling or not sure what to do		SLT: _____ Date: _____ Parent/Carer: _____ Date: _____																

1. _____ 2. _____ 3. _____ 1 = Superstar 2 = Good effort 3 = Unacceptable 4 = Intervention required								<table border="1"> <tr> <th></th> <th>Lesson 1</th> <th>Lesson 2</th> <th>Break</th> <th>Lesson 3</th> <th>Lunch</th> <th>Lesson 4</th> <th>Lesson 5</th> </tr> <tr> <td>Target 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Target 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Target 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>									Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Target 1								Target 2								Target 3																																							
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Co-op Academy
Nightingale

Home-School Agreement

Child's Name:

Parent/Carer Name:

Co-op Academy Nightingale (School)



Principles of the home school agreement.

Every child has the right to an education to prepare them for their futures and the right to be safe in school.

Our staff have the right to come to work to carry out their duties and to ensure the children receive a good education and to ensure the safety of our children. They do not come to work to be threatened or verbally abused.

We expect pupils, parents, carers and staff to be respectful to themselves and each other. When issues arise, we expect them to be managed and resolved in partnership with each other (child, parent/carer and staff).

To ensure this, we agree on the following:

Name of child will

- Come to school and go to class quickly and positively.
- Complete his/her work first time every time.
- Follow Co-operative Values:
 - Use his kind hand and words
 - -Be yourself always
 - -Do what matters most
 - -Succeed together
 - -Show you care
- Follow our Careers Related Learning and Skills Builder targets of:
 - -Listening
 - -Speaking (when appropriate)
 - -Problem solving
 - -Creativity
 - -Staying positive
 - -Aiming high
 - -Leadership
 - -Teamwork
- Consistently follow our 7 Golden School rules at all times:
 1. We MUST stay in our seat or carpet spot - an adult comes to me.
 2. We show active listening.
 3. We follow instructions from all adults the first time we are asked.
 4. Our transitions are silent using 1, 2 & 3.
 5. We start our learning positively, quickly and take pride in our learning.
 6. We always use kind words, kind hands and kind feet.
 7. We treat everyone and everything with respect, fairness and equality.
- Be respectful to all adults and children.
- Use respectful language, do not shout and do not swear, use offensive or inappropriate language.
- Not threaten children and/or adults.
- Not hold grudges against children and/or adults.
- Do not take other children or adults possessions and keep these.

- Accept consequences when any of the above are not followed.
- Take responsibility when things go wrong, talking about incidents with school and his/her family.
- Speak to trusted adults when outside or inside incidents impact on him in a calm and respectful manner.
- Inform an adult when he needs space or calming down time to prevent him from being verbally or physically abusive.

To achieve this our staff will:

- Have high expectations of Name in his work and behaviour.
- Be respectful of Name and his needs.
- Be fair.
- Listen to Name when he is respectful and calm and remain calm ourselves.
- Have time or days away if Name has been disrespectful to them - be open for reintegration if and when needed.
- If Name doesn't complete his work to the best of his capabilities, it will be completed after school or at home and will be checked by staff.
- Have target card and targets that are regularly checked - personalised to him
- Have clear communication with Name's carers
- Support and encourage Name to work hard.
- Support Name by adapting strategies to manage his needs where appropriate
- To have reward time at the end of the day.
- Support and encourage Name to follow the school rules
- Chromebook time 5 mins after reading plus before break, lunch at the end of the day - staff will ensure Name child appropriate websites and only if completing to a Y6 standard.

Carers will:

- Support the school
- Ensure Name adheres to the above and completes consequences as arranged
- Be contactable when school needs to get in contact
- Ensure that Name attends school on time, every day
- Share any worries or concerns involving Name so that school can support
- Be respectful

I have read and understood the contents of the agreements/permissions as listed above and agree to the terms of the Home Academy Agreement.

Carer Signature _____ Date _____

Carer name in BLOCK CAPITALS _____

Name Signature _____ Date _____

Name name in BLOCK CAPITALS _____

School Signature _____ Date _____

Name in BLOCK CAPITALS _____

Thank you for taking time to complete the home-school agreement.

Who can help me reach my targets?		Gold		
In my class:			Green	
In my school:				
At home:				
Emotion Mood Face Chart		Remind		
 Excited	 Sad	 Angry	 Sick	Warning
 Surprised	 Happy	 Unhappy	 Bored	5 mins
				10 mins
				15 mins
I'm ok and know what I am doing		I am struggling or not sure what to do		
				
SLT: _____		Date: _____		
Parent/Carer: _____		Date: _____		

My Fresh Start

Name: _____ Date: _____

What does a good day look like?

My Worries

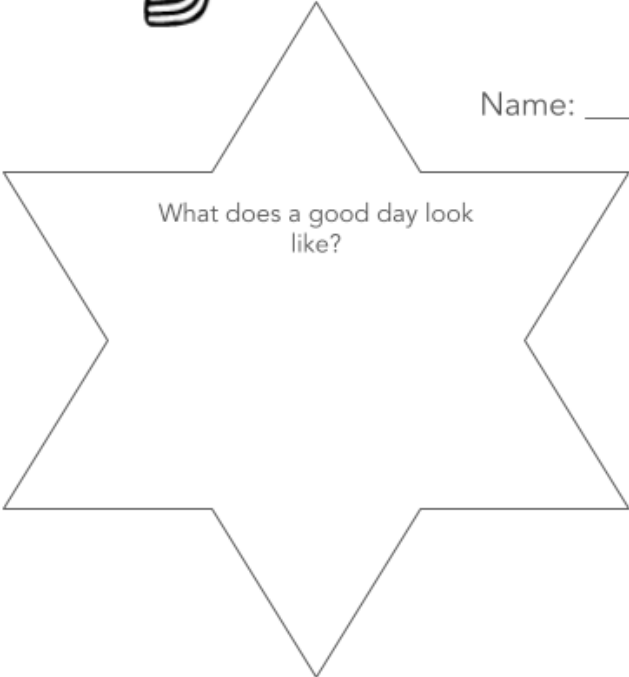
What can Adults do to help me?

What can I do to make today a good day?

Who can help me?

My Fresh Start

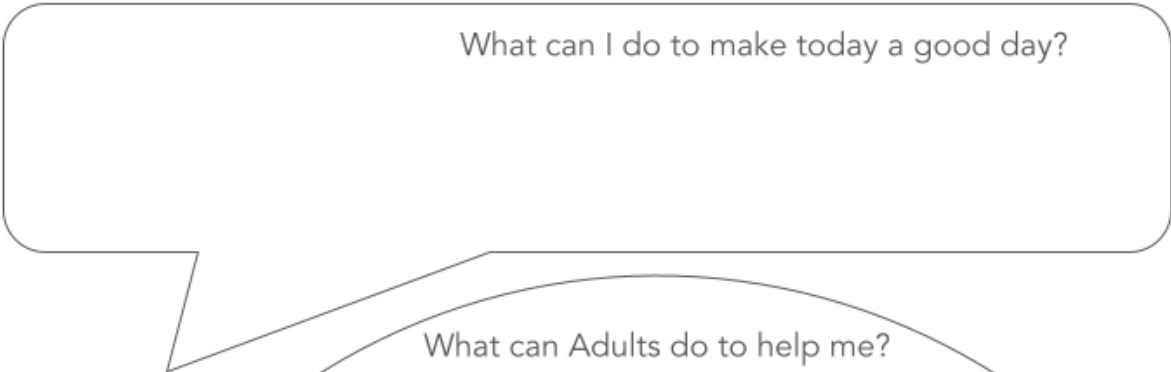
Name: _____ Date: _____



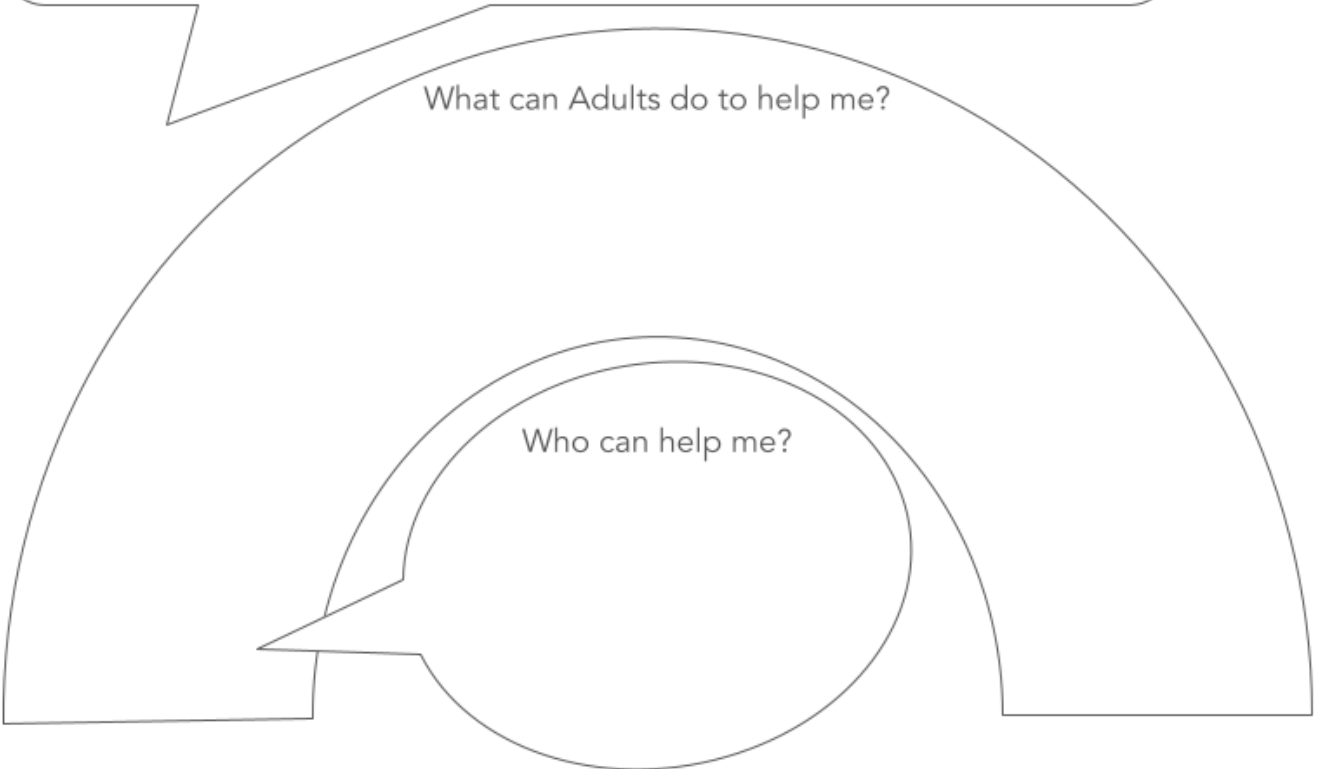
What does a good day look like?



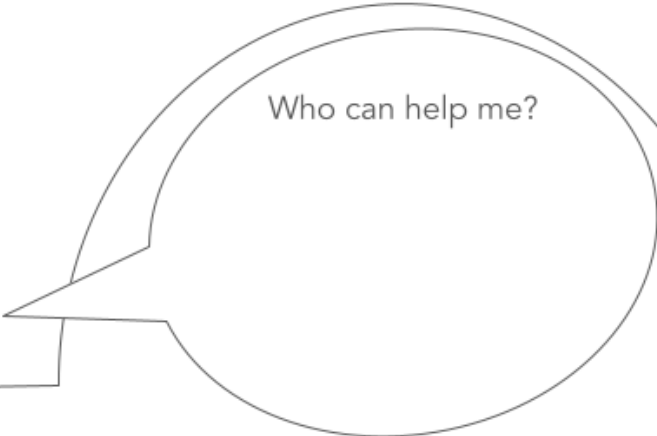
My Worries



What can I do to make today a good day?



What can Adults do to help me?



Who can help me?

Curriculum Conqueror



Working like an Artist



This week in Art, _____ has worked
really hard with their learning.

Awarded by _____

Date_____





Meet your Teacher!




Name:

Class:

Teaching Assistants:

Favourites!

Movie.....

Food.....

Fruit.....

Chocolate.....

Hobby.....

Book.....

Animal.....

Author.....

Sport.....

Colour.....

Season.....

Subject.....





Our



classroom





Our



lunch hall





Our



playground





Our



door



Welcome to

Kingfishers Class

YEAR 4

Class Teacher:

Miss Springer and Miss Ahmed





Goals for September



Reading!



We want you to bring your book in to school and read it every day.



Reading Rucksack

Every week a child in each class will take home the reading rucksack. Inside there will be lots of things to make reading more fun, e.g. hot chocolate pouch



Attendance!



We want 100% attendance! We want you to aim to be in school every day and on time.

Remember you should be in your line at 8.45am and the doors close at 8.50am. **Don't be late!**

Say hello to our attendance bears!
Florence (Nightingale) – EYFS & KS1
Cooper (Co-op) – KS2
The class with the best attendance each week gets the bear and a prize!



Our



uniform



Our



Golden



Rules



Our



PE Kit



- ### GOLDEN RULES
1. We **MUST** stay in our seat or carpet spot – an adult comes to me.
 2. We show active listening.
 3. We follow instructions from all adults, the first time we are asked.
 4. Our transitions are silent (sing '2 & 1').
 5. We start our learning positively, quickly and take pride in our work.
 6. We always use kind words, kind hands and kind feet.
 7. We treat everyone in school with respect, fairness and equality.



See you in September!

Behaviour Individual Pupil Risk Assessment (BIPRA)

School Name:	Co-op Academy Nightingale	Date:	
Name of Head/Centre Manager:	Beverley Blanchfield/ Poppy Lewis		
Pupil Name:		D.O.B:	
		School Year:	

Name of person completing this form:										
Name of person(s) contributing to this form:										
Revision Dates:	1		2		3		4		5	

Additional Information:	
For additional guidance, please see BIPRA Support Document. This will guide you through completion of this form. Whether the BIPRA is active or redundant the document should be retained for - Pupil DOB +21 years. If the BIPRA refers to a child who requires restrictive physical intervention then this document, and any revised versions, should be retained for pupil DOB +75 years.	

	Likelihood		
	Unlikely (1)	Possible (2)	Likely (3)
Consequence			
Slightly Harmful (1)	Trivial (1)	Acceptable (2)	Moderate (3)
Harmful (2)	Acceptable (2)	Moderate (4)	Substantial (6)
Extremely Harmful (3)	Moderate (3)	Substantial (6)	Unacceptable (9)

Trivial and Acceptable (1-2)	Moderate (3-5)	Substantial (6-8)	Unacceptable (9)
No action is required for this risk rating. All documentation should be kept for future reference in	If practicable to do so, then additional controls should be put into place to	Further action should be taken immediately to reduce the risk. Setting may wish to	Action must be taken immediately to reduce the risk. External professional advice should be sought to mitigate

case of a civil claim, FOI or similar.	further reduce the risk.	engage the services of external professionals.	and alleviate the prescribed risks of harm.
--	--------------------------	--	---

Key Information: Pupil overview (see supporting doc)	
1	Hear/actively listen Question: What happened? Purpose: Discuss the unacceptable behaviour - give the opportunity for them to say how they feel aggrieved/justified in their behaviour Acknowledge how they must have felt (without putting words in their mouth eg. that must have made you angry) "I'm sorry that must have been really hard for you" "I'm sorry, that sounds tricky, it must have been difficult when..." "I'm sorry you felt that way"
2	Link & accountability Question: What did you do? How did you feel when that happened? Purpose: Ensure the pupil takes responsibility for their own behaviour
3	Plan Question: Looking back on it, what could you have done differently? Purpose: To explore their thoughts after their time of reflection. Support <u>child</u> to plan for next time: how will they respond in a better way (a more socially acceptable way) Eg. If they said instead of hitting someone next time they might shout or clench their fist, this behaviour should be praised when seen not sanctioned again "What could we do next time you feel that way" "Can you tell me other things you could have done that would have been more appropriate?"
4	Question: Who has been affected by what you have done? Purpose: Understand the impact on self and others and the responsibility they have towards others.
5	Question: What do you think you need to do to make things right? Purpose: Ask what could be done to help the pupil.

Parent/Carer View/s:	
This BIPRA has been read and understood by (Name):	

Relationship to pupil:		Date:	Click or tap to enter a date.
Parent/Carer Views:			

Hazard 1:		
WHAT is the hazard? And give a brief example of previous behaviour. (The situation may be the source of the potential danger.)		
WHO might be harmed by the above-mentioned hazard? It could be more than one person.		
HOW may the identified individual or persons be injured by the hazard		
The first risk rating assumes that you are doing NOTHING to prevent the harm indicated above.		
Risk Rating BEFORE controls-	The potential consequence is	
	The likelihood of this is	
	Risk Rating before controls is	
Control Measures:		
1		
2		
3		
4		
5		
6		

7		
8		
9		
This Risk Assessment has been shared, read, and understood by the following staff (initials)		
Risk Rating BEFORE controls-	The potential consequence is	
	The likelihood of this is	
	Risk Rating before controls is	

Hazard 8: Trips and Visits		
WHAT is the hazard? And give a brief example of previous behaviour. (The situation may be the source of the potential danger.)		
WHO might be harmed by the above-mentioned hazard? It could be more than one person.		
HOW may the identified individual or persons be injured by the hazard		
The first risk rating assumes that you are doing NOTHING to prevent the harm indicated above.		
Risk Rating BEFORE controls-	The potential consequence is	
	The likelihood of this is	
	Risk Rating before controls is	
Control Measures:		
1		
2		
3		
4		
5		
6		
7		
8		
9		
This Risk Assessment has been shared, read, and understood by the following staff (initials)		

Risk Rating AFTER controls-	The potential consequence is	
	The likelihood of this is	
	Risk Rating before controls is	

Positive Behaviour Support Plan (PBSP)

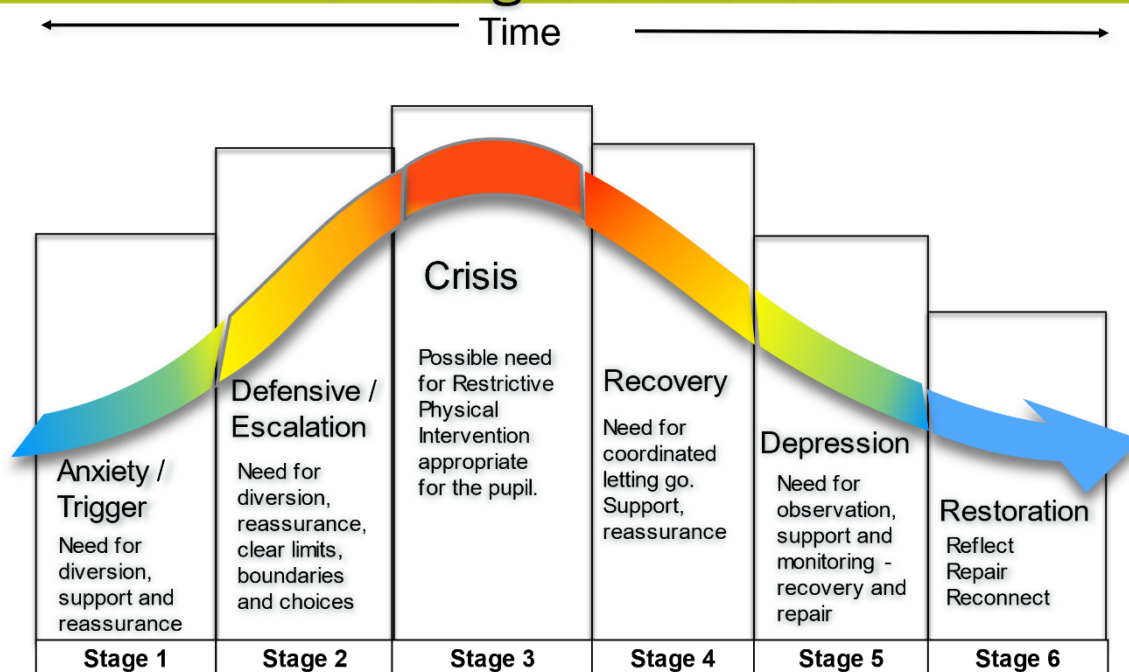
Please note that should the Pupil have a BIPRA in place, then a PBSP must be Completed: (Although a PBSP could be used as a stand-alone document to support pupils in learning with non-restrictive physical interventions being listed.)						
School Name:	Co-op Academy Nightingale				Date:	
Name of Head/Centre Manager:		Beverley Blanchfield/ Poppy Lewis				
Pupil Name:		D.O.B:		School Year:		

Name of person completing this form:	
Name of person(s) contributing to this form:	

Medical Conditions: (Any medical or physical condition that could impact on the use of physical intervention.)

Has a BIPRA been completed?	
-----------------------------	--

Six Stages of a Crisis



Primary Stage – Behaviours: Lead up-Triggers, Worries, Escalators: (TWE) Describe common situations in which staff have previously identified a need for further support and when these behaviours are likely to occur. -	
Early Indicator Behaviour: Early Indicators - How does the pupil present? (Signs that identify the start of dysregulation and possible need for support). -	
DOs – suggestive strategies for de-escalation. This can include the pupil's interests, activities and resources that are useful.	DON'Ts – Actions which may escalate the pupil's behaviour further

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Secondary Stage - Behaviours: Behaviours that indicate the pupil is escalating toward crisis level and strategies to keep the pupil and others safe.	
Behaviour:	
DOs – Suggestive strategies for de-escalation.	DON'Ts – Actions which may escalate the pupil's behaviour further
-	

Behaviour:	
-	
DOs – suggestive strategies for de-escalation.	DON'Ts – Actions which may escalate the pupil's behaviour further
-	

Behaviour:	
DOs – suggestive strategies for de-escalation.	DON'Ts – Actions which may escalate the pupil's behaviour further

Tertiary Stage - Physical Intervention Strategies – Personal Safety Describe any strategies which have worked in the past or should be avoided unless appropriate risk is present. All restrictive physical interventions should where possible be performed by staff who have been trained in each particular technique listed.	
--	--

Arm responses:	
Side-step in	N/A
Cross step in	N/A
Drop elbow	N/A
Pump	N/A
Conductor	N/A
Clock	N/A
Crossover	N/A
Neck disengagement:	
Steering wheel	N/A
Fix & stabilise	N/A
Windmill	N/A
Snake	N/A
Elbow swing	N/A
Neck Brace	N/A
Bar & brace-behind	N/A
Elbow guide out of headlock	N/A
Spin out of strangle	N/A
Prompts Guides & Separations:	
Prompt touch	N/A
Caring C guide	Yes
Steering away	Yes
Arm waltz	N/A
Turn gather guide	Yes
Half shield	N/A
Clothing responses:	
Closed fist hold	Yes
Tube grip	N/A
Close to neck	N/A
From behind	N/A
Hair responses:	
One handed grab	N/A
Two handed grab	N/A
Knuckle squeeze	N/A
Bite responses:	
Eye bulge	N/A
Jaw manual manipulation	N/A

One Person Holds:	
Prompt touch	Yes
Caring C guide	Yes
Single person double elbow	Yes
Small Child Supports:	

Caring C guide	N/A
Caring C kneeling	Yes
Kneeling double elbow	Yes
Two-person friendly escort	Yes
Beanbags to hold single person	Yes
Bean bags to hold two person friendly	Yes
Change of face in beanbag	Yes
Help alongside beanbag	N/A
Response to dead weight	Yes
Two Person Holds:	
Friendly escort	Yes
Single elbow	Yes
Figure of four	N/A
Double elbow	Yes
Response to dead weight	Yes
Response to spitting	N/A
Sitting in hold / beanbag option	Yes
Moving to seated position	Yes
Responses to kicking	N/A
Change of face in seated	N/A

Restoration Stage:

It is best practice after an incident that a pupil receives support through restorative practice. This should take place after the incident when the pupil is regulated and able to engage.

How should restorative practice be done?

Describe any strategies that have worked in the past. For example, how long should the child be left to calm before this happens, where should this take place, who should do the debrief? Etc...

Pupil voice – Where and how will this be recorded?

Recording & Reporting – How will any RPI be recorded and where?

Parent notified? How?

SLT made aware? How?

Signatures:

School:	<u>X</u> manager	Name:		Date:	Click or tap to enter a date.
Parent/Carer	<u>X</u> Parent/Carer	Name:		Date:	Click or tap to enter a date.



Graduated Response to SEMH and Dysregulated Behaviour

Purpose

Some pupils may need additional and different to support them in regulating their behaviour and accessing the full mainstream offer. This graduated response should be used to provide preventative and targeted support to pupils showing signs of SEMH. The behaviours are potential indicators and the strategies not exhaustive. We do not need to have tried everything on the list but DO need to ensure that we are setting our pupils up for success by implementing the graduated response and ensuring strategies are subject to a proper assess, plan, do review cycle. Remember to consider strategies in conjunction with wider SEND strategies - 80% of students exhibiting poor behaviour have an underlying, unmet need (often speech language and communication)

The Graduated Approach

Stage	Potential threshold indicators	Potential school interventions
Stage 1 Universal Offer	Intermittent, low level disruption or dysregulation: <i>E.g. x Arbor Incidents, Detentions, Absconding</i> - Arbor Incidents - Detentions - Absconding from the classroom - Incidents on the playground	<u>Universal offer and quality first interventions</u> - Target Card (Shared with SLT twice a day) - Restorative conversation Boards - Zones of Regulation Area - Reward chart/ Reward time - Dyslexia profile - ABC Chart - Pastoral Team - Emotional check-in
Stage 2 Targeted support	More persistent low-level dysregulation <i>E.g. a number of referrals in a week</i> 3 detentions in a week 3 internal suspensions for a term 1 external suspension for the term - Absconding from the building within school grounds 3 or more incidents on the playground weekly	<u>Targeted support</u> - Parent meeting - Target Card (Shared with SLT 3 or 4 times a day) - Solution Circle Meeting - Pastoral Team Referral - Early Help Referral - Mindmate Referral - Pastoral check-ins - Access to Co-op Counsellor - Sensory circuits - Zones of regulation tool cards - Individual scripts - Young Leaders/ Peer Mediators - Access to Pastoral lunch club - BIPRA - SEMH Colour Monster (EYFS/ KS1 Support) - SEMH Talk about (KS2 Support) - Draw and talk intervention - WRAT 5 Assessment
Stage 3 More intense support	Accelerating behaviour <i>E.g. 2 or more suspensions PDB</i> - Absconding from the school grounds 2 or more suspensions - Bullying - Intentional damage to school property	<u>All stage one and two plus:</u> <i>E.g. Specialist advice and referrals</i> - SEND Referral - SeLT Referral - SEMH Inclusion Team Referral - SENIT Referral - EAIP Referral - EP Referral - CAMHS Referral - Zones of regulation intervention - Boxall profile
Stage 4 External and bespoke support	At risk of Permanent Exclusion <i>E.g. 15 days suspension</i> 10 days suspension	All stage one and two plus: - Individual Timetable (Specific adult support at certain times) - Curriculum Access Plan - EHCP Needs Assessment - Consider AP, e.g. CATCH, Jamie's Farm - Managed move



Graduated Response to SEMH and Dysregulated Behaviour

Pupil Information

Name		Date	
Attendance		Internal Days	Exclusion
Late marks		Flight Risk Records	
Behaviour points		Suspensions	
Detentions		AP referrals	

Graduated response

Stage 1 interventions	Date	By whom
Report incidents appropriately on Arbor.		
Report incidents to parents/ carers at the end of the day on the door or on the phone.		
Use of school rewards (Class Dojo/ positive points/ Golden tickets) / verbal praise in class and around school		
Warm welcome and check out each morning and afternoon		
Regular check-ins by staff in the classroom.		
Seating plan consultation and changes		
Discussion and review of curriculum adaptations and reasonable adjustments		
Inclusive scaffolds within the classroom - e.g. Turn and Talk, flexible grouping		
Access to high quality teaching, adapted and scaffolded to meet individual needs in lessons		
Help card/ Break card (monitor the use)		
Use of restorative conversation boards		
Access to the zones of regulation area in the classroom.		
ABC Forms to spot potential difficult times of the day and the frequency of the behaviour.		
Reward Chart/ Reward time		
Target Card (Shared with SLT twice a day)		
Opportunity for pupil voice		



Graduated Response to SEMH and Dysregulated Behaviour

Pupil Information

Name		Date	
Attendance		Internal Exclusion Days	
Late marks		Flight Risk Records	
Behaviour points		Suspensions	
Detentions		AP referrals	

Graduated response

Stage 2 interventions	Date	By whom
Parent meeting with SLT		
Target Card (Shared with SLT 3 or 4 times a day)		
Solution Circle Meeting		
Pastoral Team Referral		
Pastoral check-ins		
Early Help Referral		
Mindmate Referral		
Access to Co-op Counsellor		
Sensory Circuits		
Zones of Regulation tool cards		
Individual scripts to support consistent conversations		
BIPRA		
Young Leaders/ Peer Mediators for play and lunch time		
Access to Pastoral Lunch club		
WRAT 5 Assessment		
Dyslexia Profile Assessment		
Sensory Profile		



Graduated Response to SEMH and Dysregulated Behaviour

Pupil Information

Name		Date	
Attendance		Internal Exclusion Days	
Late marks		Flight Risk Records	
Behaviour points		Suspensions	
Detentions		AP referrals	

Stage 3 interventions (SEND Team investigations and assessments) Date

By whom

SEND Referral		
SaLT Referral		
SEMH Inclusion Team Referral		
SENIT/ STARs Referral		
EAIP Referral		
EP Referral		
CAMHs Referral		
SEND K registered and pupil passport created and shared		
Information gathering for EHCP needs assessment instigated (SEND plan assessed and reviewed)		
Family Meeting with SENDCo and/or SLT		
Zones of regulation intervention		
Boxall Profile		

Stage 4 interventions

Date

By whom

Individual Timetable		
Apply for EHCP needs assessment		
Curriculum Access plan with weekly review meetings		
Consider Managed Move if appropriate		
Consider AP, e.g. CATCH, Jamie's Farm		

Have the above been tried and evidenced for pupils and subject to a proper assess, plan, do, review cycle? Any pupil who is reaching stage 3 /4 of a graduated response for behaviour needs to be considered for SEND assessment under SEMH, registered as a K code and other SEND explored

	Areas Of Development - What are their dislikes? Which lessons do they struggle in? Are there any barriers? Any safeguarding concerns? Do they have a BIPRA? Do they have a target card/reward chart? Do they have a Pupil Passport? Are they on the SEND Register? What are their primary/secondary needs?
Plan	(What are the desired outcomes for the next half term? What can we put in place? Do we need to make a referral? What outcomes do we want to see?) RAG the timetable with the child.

Do		Review	
Date	Actions	Date	Outcomes

Pastoral Support Referral Form Pupil Information

Name:	Class:	DOB:
Gender:	Disability / SEN:	Attendance %:

Referral Completed by: (details of person making the referral)

Name:	Role:
Email:	Date of Request:

Support in Place: (please mark all appropriate boxes)

Type:	Y/ N	Additional information:
Individual Education Plan		
Individual Behaviour Plan		
Other please state		

Presenting Issues/ Concerns

Please highlight any of the following issues or concerns that apply:

Emotional	Social	Behavioural	Other
Difficulties in processing/expressing feelings and emotions	Struggles to build and maintain friendships	Sudden change in behaviour Behaviour in School	Loss, bereavement, trauma
Struggling to manage strong feelings	Struggles to build and maintain relationships with adults	Anti-Social Behaviour in the Community	Witness/victim(s) of domestic abuse
Low self-esteem/confidence	Difficulties with participating in group work	Disruptive/Defiant	Parent Substance Misuse
Lacking resilience	Struggles to participate in the playground.	Aggressive/Violent	Parent Mental Health
High Levels of anxiety	Peer pressure	Fighting /Swearing	Family Disputes
Fearful	Isolated/ Socially Withdrawn	Absconding	Financial Hardship
Sadness		Bullying	Community Safety Issues
Confused		Disputes with adults	Family Member in Prison
Angry/Frustrated		Disputes with peers	Family member in hospital
Worried/Anxious		Harmful Sexual Behaviour	Health/ SEN Needs
Emotionally Withdrawn		Racist /Homophobic Language	At risk of exclusion
		Suicidal Language	At risk of Criminal and/or Sexual Exploitation
		Self-Harming	
		School Avoidance	

		Disengaged from the class Online Activity	Homelessness
Please expand on the reason given above (if necessary):			
Known strengths and supports already available to the children or within the family <i>e.g. supportive family, gifted and talented children, positive role models, involvement in club's activities</i>			
Please state what support has been put into place prior to referral:			
Staff's desired outcome: (Please be specific and SMART)			

Pastoral Team to Complete

Family Views and desired outcome: (Please be specific)
Parental consent: (required before support can be offered) <i>I understand that details given in this referral form may need to be shared with members of the pastoral and safeguarding team and other outside professionals such as CAMHS, Behaviour Support & Educational Psychologist</i> Signed: _____ Date: _____
Feedback on Referral form/Next Steps:

Please complete the form and email it to:
 Halema Begum
Halema.begum@coopacademies.co.uk

Nightingale's Suspension Reintegration Meeting - Co-op Academies Trust

Name / Class / Reg Group				
Date				
Length of Suspension				
Reason for Suspension				
Previous Suspensions				

Suspension Process: ▪ Family contacted and informed of suspension and reason - reintegration meeting arranged for pupil return. ▪ Letter given to family when picking up student detailing all information pertaining to event ▪ Student works at home for duration of suspension, completing work pack as expected ▪ Reintegration meeting set up between family, school and student on day of return to school ▪ Student returns to safe space / RESET / Reflection/Fresh Start Sheet (Annotated/supported during mentor session once meeting has been had (student returns to school with family) ▪ Student completes reflection during this time and has a mentoring session to support return to lessons circle staff involved (from Poppy Lewis HT, Rebecca Thompson (DHT), Halema Begum (DSL), Ruth Strahan (DDSL), Angela Packer (Behaviour Lead), Kieanna Clare (Behaviour Support Worker), Classteacher, Referral to pastoral support, Melissa MillerCo-op Counsellor, Referral to GRT sense of belonging, family support worker/early help, other key worker or agency. ▪ Student placed on report to reward chart, target card, individual timetable of support for for 2 weeks ▪ Student work for period of suspension collected in and checked by circle staff involved Poppy Lewis HT, Rebecca Thompson (DHT), Halema Begum (DSL), Ruth Strahan (DDSL), Angela Packer (Behaviour Lead), Kieanna Clare (Behaviour Support Worker), Classteacher, other key worker. Before Play, Before Lunch, End of day ▪ Student returned to normal lessons once reflection, check in complete and a convenient time in the day (TBC by school)_____
Support following a suspension: ☐ Students have mentoring session to support them in positive choices on returning ☐ Reintegration meeting with family to discuss any on going issues that might impact behaviour or success ☐ A clear understanding of what will happen next explained to student and families ☐ Longer term counselling or mentoring considered - ☐ Student placed on and/or review SEMH graduated response look at stage 1,2,3 & 4 report/reward chart, target card, individual timetable of support for 2 weeks to monitor ☐ Review of attendance graduated response - Tier 1, 2,3 or 4 - attendance pupil passport reviewed ☐ Student voice taken into account in reintegration and subsequent sessions ☐ RAG rate the child's class and/or individual timetable ☐ Positive behaviour support plan and/or home school agreement (PBSP/BIPRA/Pupil Passport) if necessary and regular parental follow up ☐ Careers interview or intervention organised - Young Leaders, Job Responsibilities ☐ Pupil Code of Conduct and Co-op Ways of Being intervention ☐ Social story on _____ ☐ Taming the Tyrannosaurus Rex - 8 week programme of intervention ☐ SEMH Interventions e.g. draw & talk, Young leaders' Programme/90 mins project ☐ Directed to join an extracurricular club ☐ A move of class group / seating plan if necessary ☐ Potential structured break times (e.g. break in inclusion / supported groups) - dinner hall/play provision plan ☐ Other support following SEMH graduated response - referral to EAIP ☐ Reduced curriculum access plan review school day reduced timetable if necessary with pastoral support and intervention for red/amber parts of the child's timetable and slower re-integration

Record of Meeting Discussion and targets set	
Parent Signature	
SLT / School staff Signature	

Suspension Reintegration Meeting - Script:

What behaviour(s) led to the student being excluded? - <i>We are here because yesterday / last week ...</i> - <i>We rightly are very concerned about this behaviour</i> - <i>Can you explain what happened?</i> - <i>The reason we cannot have this behaviour is...</i>
Who was affected by the behaviour(s)? - <i>The impact of your behaviour is...</i> - <i>At Co-op Academy Nightingale we need to be a team so that everyone can feel safe and learn. Can you see how your behaviour has caused harm to others?</i> - <i>Who do you think has been affected?</i> <i>Reference Co-op Ways of Being - Succeed together; Be yourself - always; Do what matters Most; Show you Care. We cannot be a member of Co-op Academy Nightingale if we are not trying to be these things. Pupil Code of Conduct - Behaviour Curriculum</i>
What will the student change to prevent those behaviour(s) repeating in future? - <i>We are very clear on what we will and will not tolerate in school... if this behaviour were to continue then it would be difficult for you to remain here. How are you going to ensure that your behaviour changes?</i> - <i>What can you take responsibility for?</i> - <i>How will we know we can trust you to make a difference?</i>
What do you want to do in the future (link to careers/college)? Please list up to 3 actions in achieving this: 1. 2. 3.
What additional monitoring and support will be put in place at school? <i>See menu overleaf... as a minimum:</i> ☐ Pupil Voice, Behaviour Reflection Sheet, Fresh Start reflections - see Behaviour Policy ☐ Student voice RAG rate the child's whole school day alongside class and/or individual timetable

- ☐ Student voice taken into account in reintegration and subsequent sessions
- ☐ Students have mentoring session to support them in positive choices on returning
- ☐ Restorative Conversation - Adults involved
- ☐ Restorative conversation - Pupils involved
- ☐ Half day in Reset - Pastoral, Safeguarding and transition back to the classroom
- ☐ Student placed on and/or review of Social Inclusion graduated response - HT, SENDCO, DSL and/or DSL .
- ☐ Student placed on and/or review SEMH graduated response look at stage 1,2,3 & 4 report/reward chart, target card, individual timetable of support for 2 weeks to monitor & review
- ☐ Student placed on and/or review of attendance graduated response - Tier 1, 2,3 or 4 - attendance pupil passport reviewed
- ☐ Referral to the GRT time Victoria Vlas, Tuesday am 8.45 - 11am
- ☐ Report card for 2 weeks
- ☐ Extra curricular club/Breakfast Club
- ☐ Longer term counselling or mentoring considered
- ☐ Reintegration meeting with family to discuss any on going issues that might impact behaviour or success
- ☐ A clear understanding of what will happen next explained to student and families
- ☐ Positive behaviour support plan and/or home school agreement (PBSP/BIPRA/Pupil Passport) if necessary and regular parental follow up
- ☐ Careers interview or intervention organised - Young Leaders, Job Responsibilities
- ☐ Pupil Code of Conduct and Co-op Ways of Being intervention
- ☐ Social story on _____
- ☐ Taming the Tyrannosaurus Rex - 8 week programme of intervention
- ☐ SEMH Interventions e.g. draw & talk, Young leaders' Programme/90 mins project
- ☐ Directed to join an extracurricular club
- ☐ A move of class group / seating plan if necessary
- ☐ Potential structured break times (e.g. break in inclusion / supported groups) - dinner hall/play provision plan
- ☐ Other support following SEMH graduated response - referral to EAIP
- ☐ Reduced curriculum access plan review school day reduced timetable if necessary with pastoral support and intervention for red/amber parts of the child's timetable and slower re-integration

What additional monitoring and support will be put in place at home?

- *What can you do to support your child's behaviour at home?*

(show parent the home / academy agreement to remind them of their responsibilities when it comes to behaviour at school)

What can the school do to support you (parents / student) to succeed next?

- *We obviously want your child to succeed and be a part of our school... is there anything you think will help?*
- *We need to meet each other half way. We will put the support in place but you need to do what you have agreed.*



Graduated Approach to Social Inclusion

(collaborative SEND, safeguarding, pastoral, attendance and behaviour provision)



Purpose

Some pupils may need additional and different provision to support them in being included, regulated and safe, to reduce lost learning and to access the full mainstream offer. This graduated response should be used to provide preventative and targeted support to pupils showing signs of SEMH and wellbeing needs. The behaviours are potential indicators and the strategies not exhaustive. We do not need to have tried everything on the list, but DO need to ensure that we are setting our pupils up for success by implementing the graduated response and ensuring strategies are subject to a proper assess, plan, do, review cycle. Remember to consider strategies in conjunction with wider SEND strategies - 80% of students exhibiting poor behaviour have an underlying, unmet need (often speech language and communication or low reading age). In addition, SEMH needs may be cognition and learning needs.

The Graduated Response

Stage 1 - Universal Offer/ monitoring

Potential threshold indicators (there may be overlap)

Potential academy interventions

Dysregulated behaviour or social concerns 1. <u>Intermittent, low level disruption or dysregulation - eg. x behaviour points</u> 2. Difficulty managing minor disappointments (e.g. losing a game / given a detention) 3. Mood changes across the day/week 4. Mild defiance (e.g. low-level refusal/passive resistance) 5. Gets frustrated easily or shows impatience 6. Occasional outbursts over small triggers		A. Discussion with DSL and other key staff e.g. staff with regular contact B. Clear routines and boundaries golden rules, pupil code of conduct, Co-op Ways of Being , Tools to Try Zones of Regulation Mon/PSHE starter C. Consistent whole school approach, underpinned by clear CPD that is reinforced regularly, to supporting dysregulated children e.g. trauma informed, emotion coaching, D. Positive Behaviour Policy – emphasising restorative approaches and relationships. E. Trained staff available who are responsive to emotional needs. F. Safe spaces/ calm corners/ dedicated rooms or wellbeing areas for regulation breaks. G. Visual timetables and cues H. Consistent adults where possible – especially during transitions or at vulnerable times of day. I. Emotion coaching/ Zones of Regulation input J. Opportunities for pupil voice – school councils, check-ins, suggestion boxes to build agency K. Flexible seating or grouping - refocus table/sensory walk L. Celebration of individual strengths or progress M. Peer mentoring or buddy systems, behaviour champion, leadership opportunities. N. Discussion of data, concerns and next steps at pupil progress meetings O. Alter SEND status on Arbor - SEND Monitoring category - referral for pastoral and/or SEND support, solution circle P. Class teacher report Q. Break / Lunchtime clubs to foster positive relationships R. Parent / Carer collaboration - on-going home school communication.
Wellbeing/ emotional/ mental health 1. Appears withdrawn or quiet in class 2. Unexplained low mood, tearfulness, worrying or fears 3. Difficulty identifying or expressing emotions 4. Regularly alone at break times or avoids peers 5. Reluctance to take part in group work 6. Struggles to form or maintain friendships 7. Overly dependent on adults or key peers 8. Appears slightly controlling/dominating with peers 9. Appears disengaged or daydreams often 10. Difficulty with transitions (e.g. social time to class) 11. Lacks confidence / resilience in manageable tasks 12. Appears tired or struggles to concentrate 13. Slow to start or complete work, even with support 14. Hesitant to come to school / separation anxiety 15. Regularly reports vague physical complaints 16. Easily distracted or hyper-alert to surroundings 17. Avoids assemblies / large group activities 18. Subtle signs of masking true feelings 19. Suspected self-harm e.g. unexplained scratches 20. Eagerness to please		
Stage 2 - Targeted Support		
Dysregulated behaviour and social concerns 1. <u>More persistent low-level dysregulation - e.g. a number of referrals in a week; a number of detentions / behaviour points or at least one day in isolation</u> 2. Difficulty regulating emotions – repeated disproportionate reactions to seemingly small issues 3. Regular peer conflict, even if low-level (e.g. arguments, blaming others) 4. Frequent low-level disruption, such as calling out or constant chatting 5. Regular defiance or passivity (e.g. ignoring instructions, minimal effort) 6. Growing frustration tolerance issues, with emotional outbursts becoming more common		A. Offer of Early Help support B. Discussed at multidisciplinary meeting, including DSL, attendance lead, behaviour lead, SENDCo -solution circle C. Discussion about careers/ future aspirations - 1:1 mentoring/ careers guidance/ key adult offer D. Encouragement to access extracurricular activities E. Regular brain breaks or movement breaks – to support regulation and focus. F. Daily Check-Ins/Check-Outs with a trusted adult: short emotional wellbeing conversations at start/end of day G. Use of an Individual Zones of Regulation chart - adapted to the child's needs to support

Wellbeing/ emotional/ mental health 1. Sudden and significant changes in mood or presentation 2. Frequent emotional shutdowns (e.g. going quiet, putting head down) during lessons 3. Ongoing low mood, sadness or tearfulness, often without clear triggers 4. Regular signs of anxiety, such as nail biting, skin picking, or avoidance 5. Hypervigilance – appears tense, alert, or easily startled most days 6. Consistent isolation from peers over time – not joining in games or conversations 7. Struggles with teamwork, turn-taking, or sharing across different settings 8. Overly reliant on adults for reassurance 9. Increasing social avoidance, particularly in unstructured times (e.g. break, lunch) 10. Repetitive avoidance behaviours, e.g. asking to go to the toilet 11. Behaviour changes depending on setting, e.g. fine with one adult, dysregulated with another 12. Ongoing lack of confidence in own abilities despite support, with negative self-talk, e.g. "I'm stupid" 13. Avoidance of specific lessons or topics, especially those that involve emotional content 14. Reluctance to accept praise or positive feedback 15. Consistent lateness or reluctance to enter school 16. Repeated minor physical complaints to avoid lessons or social times 17. Avoids eye contact with multiple staff members, not just unfamiliar adults (not due to neurodivergence) 18. Reluctance to join extracurricular activities 19. Appears emotionally exhausted by EO day/ week 20. Self-harming regularly 21. Unhealthy obsessions e.g. death or taking risks		emotional self-awareness and regulation. H. Personal worry box or journal - safe outlet for expressing thoughts, fears, and frustrations I. Emotion coaching conversations - regular planned or reactive conversations to label and process emotions. J. Individual calm box or toolkit - includes sensory tools, grounding strategies, affirmations, drawing materials. K. Small-group intervention (e.g. emotional literacy, friendship skills) - run weekly with consistent staffing and a clear structure (e.g. using Circle of Friends, Lego Therapy, SEMH Talkabout). L. 1:1 Mentoring or nurture time - weekly sessions with a consistent adult focused on connection and trust-building. (Counselling) M. Use of social stories / comic strip conversations - to explore emotional triggers /prepare for challenges. N. Targeted mindfulness or relaxation activities O. Emotion mapping or tracking over time to identify triggers and patterns (e.g. colour-coded daily log). P. Use of Now/Next/Then boards or visual timetables to support executive functioning and reduce anxiety Q. Target Card/reward chart- daily or sessional targets linked to self-regulation / engagement with immediate feedback R. Safe exit plan or break/time out card S. Peer mentor, buddy or playground support - structured opportunities to develop positive peer relationships and friendships with support. T. Supervised social skills group at lunchtime U. Opportunities for responsibility and belonging - job roles or involvement in school life to build self-worth. V. Parent/Carer communication strategy - regular updates home to support a joined-up approach. W. Assessments and checklists to identify potential unmet learning needs - e.g. <i>WRAT5, BPVS, dyslexia screener, neurodiversity checklists, SaLT Checklists, DfE EYFS SEND assessment tools</i> X. Assessment of SEMH needs through the SEMH tracker Y. Appropriate referrals made based on assessment - e.g. CAMHS, SaLT, EP Z. Add to SEND register at K and create Pupil Passport - AA. Careers interview school students. Possible work experience shadowing behaviour champion/young leader - provide job responsibility.
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Stage 3 - Internal Intensive Support

Accelerating or deeper behavioural and social concerns		Selected stage one and two support, plus:
<i>E.g. 2 or more suspensions</i> 1. Frequent and intense emotional outbursts, such as uncontrollable shouting 2. Mood swings unpredictable disproportionate 3. Signs of dysregulation several times per day 4. Persistent isolation, avoiding peers and adults 5. Breakdown of peer relationships 6. Behaviour seems aggressive/controlling towards others 7. Regular misreading of social cues, 8. Frequent, escalating defiance, including walking out of class or refusing all instructions 9. Behaviour that appears aggressive, such as slamming doors, throwing objects, shouting at staff 10. Running off, leaving school or hiding in the school 11. Frequent high-risk behaviour, e.g. climbing on furniture, refusing to follow safety instructions 12. Verbal threats (e.g. "I'm going to hit someone") 13. Refusal to attend certain lessons or attempt to complete manageable activities		<i>E.g. report card; discussed at Inclusion Panel</i> A. Consider consulting Children's Social Work Service B. Behaviour Individual Pupil Risk Assessment (BIPRA) or pupil passport - a structured plan and risk assessment, co-written with staff (including DSL), parents, and pupil, where appropriate, setting specific goals and strategies. C. Named key adult/champion - consistent, emotionally available adult regularly checks in through the day. D. Scheduled daily emotional check-ins - set times across the day (e.g. arrival, mid-morning, post-lunch, end of day) to assess well being and co-regulate. E. Safe space access with supervision - regularly timetabled or as-needed use of a nurture room, sensory space or calm corner with adult support. F. Regulation breaks on a visual timetable G. Personalised temporary reduction in timetable to focus on emotional regulation/ safe reintegration. H. In-School Pastoral Room Support- light touch intervention addressing Social, Emotional and Mental Health Needs. I. Alternative Learning Spaces and Groupings - learning away from the main class with tailored activities
Wellbeing/ emotional/ mental health		
1. Frequent and intense emotional outbursts or dysregulation, such as uncontrollable crying 2. Unpredictable or disproportionate mood swings 3. Expression of hopelessness or negative self-worth, e.g. "Nobody likes me," "I'm useless" 4. Verbalising disproportionate self-blame or shame 5. Emotionally shutting down for extended periods, unable to engage in lessons or speak 6. Persistent isolation, avoiding peers and adults 7. Breakdown of peer relationships 8. Clinginess or hostile defensiveness in relationships		J. Flexible Curriculum Delivery - highly personalised curriculum using topics of interest to re-engage K. Adult-Supported Transitions - supervised or supported movement from one part of the day to another, reducing anxiety or dysregulation. L. Relational Repair Sessions (Restorative Conversations) - regular, facilitated sessions to rebuild relationships M. Emotion-focused Interventions - use of therapeutic-style programmes such as Drawing and Talking with trained staff N. Creative therapies - E.g. art/ drama therapy approaches led by trained school staff or through trained HLTA/TA sessions. O. Intensive individual SEMH intervention sessions focused on self-awareness, empathy, managing emotions, conflict

9. Running off, leaving school or hiding 10. Verbal threats (e.g. "I want to disappear") 11. Refusal to attend certain lessons or activities 12. Withdrawal from learning staring into space 13. Destructive perfectionism, ripping up work, distressed if things aren't "right" 14. Refusal to even attempt tasks, sometimes expressing fear of failure or ridicule 15. Frequent requests to go home, often citing emotional or physical symptoms 16. Increased absence or late arrival, often linked to anxiety or emotional avoidance 17. Distress before or after weekends/holidays, 18. Repeated calls to parents/carers during the day to self-regulate or seek reassurance 19. Distress during transitions, even minor ones (e.g. a change in adult or classroom routine) 20. Thoughts of/ mentions suicide / regular self-harm		resolution. P. Consistent, strengths-focused communication to maintain a joined-up approach with families. Q. Lunch and break time support from trained staff to avoid triggers and support peer interaction. R. Safe Exit/Help Card System S. Regular staff support and training - ensuring all staff working with the pupil understand their triggers, needs, and agreed responses. T. Fortnightly vulnerable case review discussions - regular check-ins with pastoral, SEND, safeguarding and senior leaders to adapt provision and ensure consistency. U. Application for EHCP Needs Assessment V. An alternative school experience developed but in the mainstream.
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Stage 4 - Specialist and External Support

1. <u>Risk of PEX - e.g. 15 days suspension</u> 2. <u>Significant Lost Learning</u> 3. <u>Significant dysregulation</u> 4. <u>Unmet or poorly understood needs</u> 5. Repeated physical aggression towards peers or staff (e.g. hitting, kicking, throwing objects) 6. Repeated incidents of running out of class or school site, putting themselves at risk, absconding 7. Frequent and extreme emotional outbursts, such as screaming, sobbing, or destroying property 8. Repeated verbal threats of harm to self or others, even if not acted upon 9. Prolonged emotional shutdowns, where the pupil is unresponsive for extended periods 10. Persistent refusal to engage with any aspect of the school day, despite adapted support 11. Persistent disruptive behaviours, despite adapted support		Selected stage one, two and three support, plus: A. Possible referral to children's social care. B. Possible reduced timetable C. Possible managed move D. Possible specialist SEND placement E. Removal from class and support via In-School Pastoral Support full time basis for a short period of time, with a reintegration plan for return to main school F. SIP Panel referral
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Social Inclusion Intervention record and review sheet - example

Pupil Information			
Name		Date	
Attendance		Reset Room Days	
Late marks		Truancy Logs	
Behaviour points		Suspensions	
Detentions		Off site directions	
Dates of meetings with parents/ carers/ agencies			

Stage 1 Interventions	Date	By whom
Regular parent meetings and involvement set up		
Discussion at pupil progress meetings		
Use of school rewards / verbal praise in class and around school		
Lunch Club / structured lunch activities and support		
Seating plan consultation and changes		
Discussion and review of curriculum e.g options, groups		
Identify 'hot spot' classes and areas and direct support		
Warm welcome and check out each morning and afternoon		
Time out Card (monitor the use)		
Regular check-ins		
Lesson chunking, task boards and identification on class profile		
Opportunity for pupil voice		
Pupil leadership opportunities		
Added to Arbor under 'SEND monitoring'		
Careers and aspirations discussions		
Comments on effectiveness of Stage 1 interventions		

Stage 2 Interventions	Date	By whom
Increased parental contact - e.g. weekly check ins		
Morning Pick Ups (refer to attendance) Daily Check-Ins/Check-Outs with a trusted adult: short emotional wellbeing conversations at start/end of day Encouragement to access extracurricular activities Safe exit plan or break/time out card Use of Now/Next/Then boards or visual timetables to support executive functioning and reduce anxiety Target Card/reward chart- daily or sessional targets linked to self-regulation / engagement with immediate feedback		
Pastoral support plan / passport with specific staff training Parent/Carer communication strategy - regular updates home to support a joined-up approach.		
Discussed at Inclusion Panel / Matrix meeting - SEMH/Social Inclusion Panel		
Peer mentoring, 1:1 Mentoring or nurture time - weekly sessions with a consistent adult focused on connection and trust-building. (Counselling) Peer mentor, buddy or playground support - structured opportunities to develop positive peer relationships and friendships with support. Supervised social skills group at lunchtime		
Regular brain breaks or movement breaks – to support regulation and focus. Use of an Individual Zones of Regulation chart - adapted to the child's needs to support emotional self-awareness and regulation. Personal worry box or journal - safe outlet for expressing thoughts, fears, and frustrations Emotion coaching conversations - regular planned or reactive conversations to label and process emotions. Individual calm box or toolkit - includes sensory tools, grounding strategies, affirmations, drawing materials.		
Completion of SEMH tracker		
Access to Pastoral support (emotion coaching; PSHE Jigsaw review etc)		
Assessments and checklists to identify potential unmet learning needs. Please state:		
Access to TA in lessons (move lessons / bands etc if appropriate)		
On Attendance pupil passport/target card		
Directed to extra curricular or support outside of school for enrichment		

Career intervention (1:1) - Role Models and aspirations Careers interview school students. Possible work experience shadowing behaviour champion/young leader - provide job responsibility.		
PASS Survey / well-being screening / Engagement survey		
Mental health referral - e.g. Flourished Minds; school counsellor		
Short term engagement intervention e.g. Boxing; Hair and beauty		
Offer of Early Help support Discussed at multidisciplinary meeting, including DSL, attendance lead, behaviour lead, SENDCo -solution circle		
SEND referral form completed and submitted to SENDCo		
Added to Arbor under 'SEND Support' (K)		
Pupil passport created and shared Behaviour Individual Pupil Risk Assessment (BIPRA) or pupil passport - a structured plan and risk assessment, co-written with staff (including DSL), parents, and pupil, where appropriate, setting specific goals and strategies.		
Discussion about careers/ future aspirations - 1:1 mentoring/ careers guidance/ key adult off Opportunities for responsibility and belonging - job roles or involvement in school life to build self-worth.		
Use of social stories / comic strip conversations - to explore emotional triggers /prepare for challenges. Targeted mindfulness or relaxation activities		
Small-group intervention (e.g. emotional literacy, friendship skills) - run weekly with consistent staffing and a clear structure (e.g. using Circle of Friends, Lego Therapy, SEMH Talkabout). Emotion mapping or tracking over time to identify triggers and patterns (e.g. colour-coded daily log). BB. Assessment of SEMH needs through the SEMH tracker		
Assessments and checklists to identify potential unmet learning needs - e.g. <i>WRAT5</i> , <i>BPVS</i> , <i>dyslexia screener</i> , <i>neurodiversity checklists</i> , <i>SaLT Checklists</i> , <i>DfE EYFS SEND assessment tools</i> Appropriate referrals made based on assessment - e.g. CAMHS, SaLT, EP Add to SEND register at K and create Pupil Passport		
Comments on effectiveness of Stage 2 interventions:		

Any pupil who is reaching stage 3 of a graduated response needs to be considered for SEND assessment under SEMH, registered as a K code initially (and then considered for an EHCP) and other underlying SEND explored

Stage 3 Interventions	Date	By whom
Respite placement at another school/alternative provision Named key adult/champion - consistent, emotionally available adult regularly checks in through the day. Consistent, strengths-focused communication to maintain a joined-up approach with families.		
Access to key worker Scheduled daily emotional check-ins - set times across the day (e.g. arrival, mid-morning, post-lunch, end of day) to assess well being and co-regulate. Regulation breaks on a visual timetable Lunch and break time support from trained staff to avoid triggers and support peer interaction.		
Relational Repair Sessions (Restorative Conversations) - regular, facilitated sessions to rebuild relationships		
Safe space access with supervision - regularly timetabled or as-needed use of a nurture room, sensory space or calm corner with adult support. Adult-Supported Transitions - supervised or supported movement from one part of the day to another, reducing anxiety or dysregulation. Safe Exit/Help Card System		
Personalised temporary reduction in timetable to focus on emotional regulation/ safe reintegration.		
In-School Pastoral Room Support- light touch intervention addressing Social, Emotional and Mental Health Needs. Alternative Learning Spaces and Groupings - learning away from the main class with tailored activities Regular staff support and training - ensuring all staff working with the pupil understand their triggers, needs, and agreed responses. Application for EHCP Needs Assessment An alternative school experience developed but in the mainstream. Flexible Curriculum Delivery - highly personalised curriculum using topics of interest to re-engage		
Fortnightly vulnerable case review discussions - regular check-ins with pastoral, SEND, safeguarding and senior leaders to adapt provision and ensure consistency.		
Early help offered		
Ed Psych assessment		

Barnardos/ SHS / EBSA referral for school pathway		
SaLT assessment and other cognitive assessments		
Social Inclusion Panel (SIP) referral initiated		
School counsellor		
SEND K review, with consideration of whether an EHCP should be applied for		
Consider if managed move appropriate		
Careers intervention (alternative pathways) - Role Models & GRT aspirations		
Community Council Members (CCMS) panel and associated support package		
Family meeting with the headteacher		
SLT / Headteacher Daily Check-ins Monitor target card and/or reward chart		
Review pupil passport		
Comments on effectiveness of Stage 3 interventions:		

Stage 4 Interventions	Date	By whom
Possible referral to children's social care.		
Possible reduced timetable & curriculum access plan Removal from class and support via In-School Pastoral Support full time basis for a short period of time, with a reintegration plan for return to main school		
Possible managed move		
Pastoral referral to EAIP for full time place - Possible specialist SEND placement		
EHCP instigated (SEND plan assessed and reviewed)		
Risk assessment / positive behaviour support plan if appropriate - review		
Bespoke timetable (if appropriate) - review		
SIP Panel referral/SEND Panel - Consider key Transition (e.g. EYFS - Y1, Y2 - Y3 & Y6 - Y7)		
Comments on effectiveness of Stage 4 interventions:		



Co-op Academy

Emotion Coaching:

creating a culture where emotions are acknowledged, boundaries are important and solutions are found through coaching because relationships are well-established.

What is it?

Building positive relationships with students is key to building and creating a strong school culture built on high expectations. Extensive research shows that we cannot influence children in a positive way until we create a connection with them. It is a brain (and heart) thing. Sometimes we have to think about connecting with where a student currently is before we address behaviour. We can use this approach in all of our micro interactions. Every interaction is an opportunity to demonstrate the behaviours we want to see and to create the right culture for the students through reducing the emotional temperature. Emotion coaching uses the ABC approach:



A - Acknowledge (the feelings) **B - Boundaries** (established) **C - Coaching** (to solve the problem).

What might this look like?

A student is wandering the corridors, clearly avoiding attending

Acknowledge: Hi X, is everything ok this morning? You look a bit lost. (If no response...) I'm wondering if you've got a lesson that you find difficult or frustrating. It's totally normal to prefer some lessons to others. Or maybe it's not the lesson - is there something else bothering you? You look like you might be annoyed about something.

Boundaries: I can't let you wander round the corridors, because you may disturb someone else's lessons; our rule in the academy is that everyone needs to be in lessons so that we know where everybody is and so everyone can learn.

Coaching: I am happy to walk you to your lesson now. If you don't want to talk to me about why you are avoiding your lesson, who else can you go to when you're feeling like this?

A student is continuing to talk after a warning in a lesson

Acknowledge: I can see you are keen to talk, X. Has something happened?

Boundaries: We do need to work in silence so everyone can succeed together. Please step outside if you cannot.

Coaching: What can you do now or next time to help yourself to settle so that you and everyone in the class can learn?

A student is screaming loudly at another pupil in the playground

X, I can see you're really upset and it's totally ok to feel angry, but we need to use kind words because our manners matter. Would you like to talk now or would you like 5 minutes until you are ready? (After 5 minutes...) X, whatever happened must have been really upsetting and frustrating. Let's focus on finding a way to manage these feelings so you can have a better day and stop this sort of thing happening again. How can we support you to handle those emotions in the future?

A student is looking upset / annoyed or angry at something as they enter your classroom and throws a book at someone

Acknowledge: I can see you are feeling really angry / frustrated / upset, X. Are you ready for this lesson?

Boundaries: It's important not to take this out on others. Would you like 5 minutes at the back before joining the lesson?

Coaching: What can we do to put this right and avoid you getting into trouble today?

A student is behaving aggressively in the corridor

X, I saw the way you came down the corridor, and it looks like something's upset you. I want you to know that frustration is normal—but kicking things and damaging property isn't the best way to deal with it. We need to keep the corridor safe for everyone. Would you like to take a couple of minutes to breathe, or would you prefer to tell me what's going on now? I'm happy to walk with you or stay here for a moment until you're ready. What do you think might help in the future if something like this happens again? How can we make sure you feel safe and calm when walking through the corridor?

A student has entered the lesson late, loudly and sat in the wrong seat

X, I am wondering if something happened. The way you slammed the door makes me think you are angry about something. Being angry is fine, but it isn't ok to slam doors, and you know you have an allocated seat. That seat is important to make sure you and everyone else can learn. Would you like to talk now or would you like 5 minutes until you are ready? I am happy for you to sit here just for a few minutes and when you feel calmer we can go back to your proper seat and talk. What might help in future to support you if the same thing happens? How can we make sure that you are able to get to your classroom safely and calmly? Shall we try and figure it out? I don't want you missing lots of learning... nor do you.

Where does this fit in to other areas of practice?

Emotion coaching is a way to build relationships even with students who present with challenge. It also models polite and respectful conversation and language to our students, even if they don't respond as well as we would hope. This links with [asset based practice](#), [positive framing](#), [warm challenge](#) and [delivering the three point plan](#). It is particularly important when challenging behaviours around school.

Further reading or want to see it in action?

[Emotion Coaching UK website](#) [Emotion Coaching example video](#) [Secondary leadership case study](#) [Secondary case study](#)
[Positive Discipline - connection before correction](#)

