



# Handale Primary School

## Behaviour Policy 2026

Reviewed April 2026  
Rio Farrier and Paul Emmerson

### Overview

At Handale Primary School, we believe that positive behaviour is built on strong relationships, clear expectations and a shared commitment to helping every child succeed. Guided by our motto, "Together we inspire, encourage and succeed," we work as a community to ensure all children feel safe, valued and ready to learn.

Our school rules are:

- Work Hard, Aim High
- Be Kind
- Show Respect.

These school rules provide simple, consistent expectations for everyone. These are supported by our Handale Values, which help shape the attitudes and character of our pupils.

This policy outlines how we promote positive behaviour, respond to challenges with fairness and consistency and create an environment where every child can thrive.

<b>Resilience</b> 'We never give up.'	<b>Fairness</b> 'We are all equal.'	<b>Teamwork</b> 'We work together.'	<b>Bravery</b> 'We are courageous.'	<b>Ambition</b> 'We will succeed.'
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### Routines Matter

Children thrive on a sense of consistency and routine. For some children, school is the only place where they experience such stability. As such, we have some clear routines and expectations at the centre of our behaviour approach – setting the tone from the second that the children and families arrive at school.

These consistent routines and expectations are:

- Consistent arrivals
- Handale walking
- Lining up
- Constantly referring to our 3 school rules
- Consistent reward and recognition
- Consistent adult language and approach to behaviour Individual classroom routines

## Clear Rules and Associated Language Matter

We have three, simple school rules which encompass all aspects of school life. These are explicitly taught and they are displayed in all key areas (poster in appendix 2). These rules are:

**Work Hard, Aim High**

**Be Kind**

**Show Respect**

## Rewards

Children love rewards and adults enjoy giving them to children. However, rewards must be appropriate and meaningful to the children. We do not overcompensate for children who find behaviour more of a challenge. We never overlook children who always do the right things and reward them consistently for their effort. This models the behaviours we want to see in school. If children see that when they do the right thing and follow the rules, then they will be rewarded for it.

### Above and Beyond

When children go 'above and beyond' this should be recognised in a special way. For this we have special wrist bands which show parents/carers, staff and children that they have done something special. This reward is instant and on the band is a brief description of what the child has done. This makes it easy to share with parents/carers and other people in school. These rewards are not given out lightly and children will not receive this without doing something special. An example of this may be, seeing somebody upset and going to comfort them or helping younger students if they are struggling to complete a task.

## House Points

At Handale Primary School, we use **Class Dojo** to celebrate and reward children who consistently demonstrate our school values and follow the school rules. Parents can download the Class Dojo app to keep up to date with how their child is doing throughout the week.

We have a **consistent whole-school approach** to using Class Dojo to ensure that points are awarded fairly and meaningfully to every pupil.

### Individual Rewards

As pupils collect Dojo points, they work towards the following milestones:

- **100 Dojos – Bronze pencil**
- **200 Dojos – Silver pencil**

- **300 Dojos – Gold pencil**
- **400 Dojos – Diamond pencil**

These rewards recognise children’s ongoing effort, behaviour and positive attitudes in school.

### Whole-Class Rewards

In addition to individual recognition, classes also work together to earn collective rewards:

- **3,000 Dojos – Own clothes day**  
The class can choose a day to come to school in their own clothes.
- **6,000 Dojos – Ice Lollies and Games Afternoon**  
Children enjoy ice lollies and spend the afternoon playing board games or outdoor games.
- **15,000 Dojos – Trip Afternoon**  
A special treat.

These whole-class rewards promote teamwork, community spirit and a shared sense of achievement.

### House Points and Termly Prizes

Alongside Dojos, children always earn **house points and tokens** for their house teams. At the end of each term, the **winning house** receives a special prize. This may be:

- a trip out, **or**
- an exciting in-school experience chosen by the children.

This system encourages a sense of belonging, friendly competition and pride in contributing to their team.

## Weekly Award Assembly

### Pupil of the Week

On a Friday in whole school assembly, teachers recognise a child in their class who has worked exceptionally hard and followed the school rules. The children are rewarded with a small gift and a certificate to take home. The children are proud of their awards and then they have their photograph taken and posted on our school ‘Facebook’ page.

### Mrs Farrier’s Virtue Award

On a Friday in whole school assembly, Mrs Farrier presents a class with a virtue award. Throughout the week, Mrs Farrier watches for a year group who have worked tirelessly to ensure that they represent the school virtues. The stand out year group receive a reward in assembly and are entitled to an extra play time the following week.

## Attendance

Attendance is celebrated weekly, half-termly and annually.

### Weekly:

During Friday's whole-school assembly, the class with the best attendance receives a reward of an extra playtime the following week.

### Class

### Attendance

### Challenge:

Each week, the class with the highest attendance also receives a letter from our school name:

**H, A, N, D, A, L, E.**

When a class has collected all the letters to spell HANDALE, they earn £40 to spend on a class reward of their choice.

### Half-Termly:

Children who achieve 100% attendance for the half term are invited to enjoy a special breakfast with Mrs Farrier.

### Annually:

At the end of the year, pupils who have maintained 100% attendance for the full academic year receive a recognition award – a certificate and a badge.

*Consistency across the school is key at Handale Primary School.*

## Poor Behaviour Matters

In a primary school, children are not only learning to read, write and count – they are also learning to behave. As such, at times, most children will require their choice of behaviour to be checked or addressed.

**Before this conversation happens, it is vital that the adult stops and considers:**

- How would I speak to this child if their parent was on my shoulder?
- What would the best teacher in the world do?
- It is my professional responsibility to stay calm; I need to be mindful of my tone, body language and intonation.

- Children who struggle to behave take more time out of lessons – don't give it to them in lessons too. Learning should not be impacted. Choose the time to speak to the child wisely.

At Handale Primary School, we have a clear, stepped approach to addressing a child who is not doing as we expect. In use of sanctions, children learn from experience to expect a fair and consistently applied punishment which differentiates between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

### **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

At Handale we consistently and fairly promote high standards of behaviour for all pupils, including those with SEND. A good behaviour culture within school creates calm, structured environments which benefit children with SEND, enabling them to learn more easily. Every child should feel they belong in our school community and that high expectations are maintained for all. We understand that some behaviours are more likely to be associated with particular types of SEND, such as a child with speech, language and communication needs who may not understand a verbal instruction, or a child with ADHD who may struggle to sit still. Staff consider behaviour in relation to a child's individual need. As far as possible, staff will anticipate likely triggers of misbehaviour and put in place reasonable adjustments and support for the child as preventative measures. Examples include: short, planned movement breaks for a child whose needs means that they find it difficult to sit still for long; adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher; adjusting uniform requirements for a pupil with sensory issues or who has severe eczema. Not every incident of misbehaviour will be connected to a child's need. Incidents of misbehaviour will be judged based on the facts of the individual situation and sanctions applied if a child's behaviour falls below the standard which could reasonably be expected of them.

### **Early Years Foundation Stage**

In EYFS we recognise the importance of teaching the children how to behave. Staff will model behavioural expectations and discuss these with children at appropriate times. In the first instance, if a child is not following the school rules, staff will guide them away from the area and talk to them about their behaviour. Staff will use a restorative approach to try to educate the children on the consequences of their behaviour. The primary focus of this approach is to teach the children our school rules of Work Hard, Aim High, Be Kind and Show Respect. In the classroom and playground, children will receive a polite reminder that they are not following a school rule.

If a child continues to not follow the school rules, a staff member will guide them away from the area and talk to them about their behaviour. The child will be able to return to the area after the talk and apologising, if appropriate. If after speaking to the child a third time, the child will be guided away from the area and will sit at a designated area for 3 minutes. A sand timer will be provided and children will stay in this area until the timer is finished. After the timer is finished, an adult will discuss the behaviour with the child. Rarely, it may be

appropriate for the child to spend time outside the classroom due to dangerous and aggressive behaviour. This would have the support of the EYFS Lead or SLT.

EYFS use similar awards to the rest of school. These rewards are detailed below: 1. Class dojos 2. Phonics Star of the day and stickers. This will be linked to the school rules and values. 3. Star of the week. Reception send home a book box at the end of the week and Puss in Boots goes on an adventure with a child over the week.

## Sanctions Procedure

We have an agreed system of sanctions which all staff must adhere to. Professional judgement is required regarding which step best reflects the most suitable sanction given for the behaviour displayed. Detention outside of school hours is not part of our agreed sanctions. In exceptional circumstances, depending on the nature of the offence, the sequence of sanctions will be bypassed resulting in fixed term or permanent exclusion.

All staff have the right to apply agreed sanctions up to and including Time Out C. More serious sanctions, such as playground exclusions or internal exclusions must be agreed in advance with a member of SLT.

	In Classroom	On Playground
<b>Reminder</b>	Remind the child that they are not following a school rule. This is a subtle behaviour management technique and is a quiet and low-key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience.	Remind the child that they are not following a school rule. This is a subtle behaviour management technique and is a quiet and low-key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience.
<b>Step 1 Warning</b>	If the behaviour continues, calmly remind – again, personally, with the consequences made clear. At this point, the child’s initials should be added to the classroom behaviour chart. This is not a ‘name and shame’ and should not be publicised to give notoriety – but the child needs to know that the stepped approach has started.	If the behaviour continues, calmly remind – again, personally, with the consequences made clear.
<b>Step 2 Last Chance</b>	Inform children that this is their final warning. Children should be fully aware of what this means and the possible	Inform children that this is their final warning. Children should be fully aware of what this means and the possible

	consequences of continuing with the behaviour.	consequences of continuing with the behaviour
<b>From now on, no more warnings. Action is taken and behaviour is recorded on CPOMS</b>		
Time Out A	<ul style="list-style-type: none"> <li>• Child is sent to a designated area of the classroom or outside of the classroom</li> <li>• Child spends 5 - 10 minutes sitting alone in order to reflect, calm down without causing disturbance</li> <li>• Child's behaviour is recorded on the class behaviour log</li> </ul> <p>For a regular offender at Time Out A (Regular = more than three times in two weeks) - Removal of treats/playtimes - Discussion with SLT to consider behaviour interventions</p>	<ul style="list-style-type: none"> <li>• Child is sent to a designated area of the playground</li> <li>• Child spends 5-10 minutes sitting or standing alone in order to reflect, calm down without causing disturbance</li> <li>• Child's behaviour is recorded in class Behaviour log</li> </ul> <p>For a regular offender at Time Out A (Regular = more than three times in two weeks) - Removal of treats/playtimes - Discussion with SLT to consider behaviour interventions</p>
Time Out B	<ul style="list-style-type: none"> <li>• Child is escorted to a designated colleague that is agreed in advance.</li> <li>• Up to 1 hour working alone without causing disturbance</li> <li>• Removal of playtime</li> <li>• Child's behaviour is recorded in Class Behaviour log</li> <li>• Incident recorded on CPOMS</li> <li>• Parents Contacted</li> </ul> <p>For a regular offender at Time Out B (Regular = more than three times in two weeks)</p> <ul style="list-style-type: none"> <li>• Discussion with SLT at SLT meeting - Involvement of SENCo</li> <li>• Begin behaviour monitoring to identify triggers</li> <li>• Parent meeting to agree support required - Consider recommendations from professional agencies</li> <li>• Access to extra curricular/ enrichment linked to improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Child is escorted to a Senior Leader</li> <li>• Removal of playtime</li> <li>• Takes place in HT/DHT office</li> <li>• Child's behaviour is recorded in Class Behaviour Log</li> <li>• Incident recorded on CPOMS</li> <li>• Parents Contacted</li> </ul>
Time Out C	<ul style="list-style-type: none"> <li>• Child is escorted to a Senior Leader (HT or SENDCo)</li> </ul>	Playground exclusion are for serious incidents, for example physical harm or aggression to another.

	<ul style="list-style-type: none"> <li>• One session or half a day working alone without causing disturbance</li> <li>• Takes place in HT office</li> <li>• Removal of playtime</li> <li>• Child's behaviour is recorded in Class Behaviour Log</li> <li>• Incident recorded on CPOMS</li> <li>• Parents contacted</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed</li> <li>• Recorded on CPOMS</li> </ul>
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## Repair

It is the conversation about poor behaviour that changes it – not the punishment. Children need to know that if behaviour falls short of the standard expected by the school, that they will have to face it, during a 'repair conversation'. This will be with the adult that imposed the time out and not during lesson time – it should be at a lunch or playtime. If the staff member requires cover for this – it should be prioritised. This is the chance for the adult and child to discuss the behaviour that led to the time out and any possible consequence or 'imposition' of it.

The fact that this conversation happened – and any key outcomes, should be recorded on CPOMS, if the adult deems it appropriate (e.g. a child not paying attention twice, which is out of character for the child and leads to a time out and conversation would not need to be recorded, but if an issue is becoming to be a pattern or is leading to clear actions for the child or an intervention, it should be recorded).

In this meeting, it is vital that the adult is transparent as to whether parents will be informed.

The key 'Repair Conversation questions' are below, however 5 is enough, and less for young children (those in bold are most suitable for EY / KS1):

- 1. What happened?**
2. What were you thinking at the time? (How XXX were you at the time, out of 10?)
3. What have you thought since?
4. How did that make people feel?
5. Who has been affected (**hurt/ upset for KS1**)?
6. How have they been affected?
- 7. What should we do to put things right?**
8. How can we do things differently in the future?

## Repeated or Serious Behaviour

If a child displays a behaviour that has serious consequences for others, such as a physical or verbal attack, racism or homophobia, we recognise that not only does the child require the support from school (and potentially other professionals) to address these behaviours but also from home. As such, if a child carries out a serious behaviour incident, the staff member dealing with the incident can choose to escalate the sanction to Time out B or C as appropriate. A telephone call home or discussion with parents at pick up about such incidents is expected by staff.

## **Extreme Behaviours**

Occasionally, some children may behave in an extreme way which is out of character for them or poses a serious risk to the child, others or the harmonious running of the school.

Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened and will follow the repair approach. Behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Repeat or Extreme defiance/ rudeness to any adult
- Persistent taunting, teasing and bullying
- Stealing
- Repeated Spitting
- Repeated Swearing

All such incidents and SLT repair meetings will be recorded on CPOMS.

## **Tracking Behaviour**

Behaviour is tracked and monitored using Arbor. A behaviour analysis is produced by the Headteacher and shared with SLT and relevant staff. All behaviour incidents are logged directly on Arbor, enabling consistent recording and effective monitoring across the school. Behaviour data is reviewed weekly to identify low-level issues, emerging patterns and trends relating to individual pupils, classes or specific cohorts. This supports timely intervention and informed decision-making.

Where a child is given a Time Out, the incident and a brief explanation are recorded on Arbor. If an incident is logged on CPOMS, it does not need to be duplicated on Arbor; instead, staff should clearly indicate that there is a CPOMS record linked to the event.

SLT review Arbor behaviour reports on a weekly basis to identify trends, inform CPD needs and highlight any individual pupils whose behaviour is beginning to cause concern.

## **Exclusion and Seclusion**

**Seclusion** is only used as a *last resort* when a child needs a calm, supervised space away from their peers to regulate, reflect and reset. It is a short-term supportive strategy designed to help a child re-engage safely once they are ready. Unlike exclusion, seclusion does **not** remove a child from the school community.

**Exclusion**, however, is a formal statutory action in which a child is removed from school for a fixed period or permanently. During any exclusion, the child cannot be positively influenced by school and will miss valuable learning time. For this reason, exclusion is never used lightly. By law, schools must have clear procedures in place should exclusion be necessary.

Our procedures follow the Lingfield Education Trust Exclusion Policy, which can be found here: <https://www.lingfieldeducationtrust.com/trust-policies>

## Physical Interventions

Children should not require Physical Intervention unless they are posing an immediate risk to themselves, or others. As such, we have a full Physical Intervention Policy in place, based upon the best practice principles outlined in 'Positive Environments, Where Children Can Flourish' (OFSTED, 2018).

## Behaviour in Our Community

Children who attend Handale Primary School are its ambassadors beyond the school day. As such, we would address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school organised or a school related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school. Incidents outside school would be investigated fully and normal sanctions would be applied.

## Parents and Carers

At Handale Primary, we believe that strong partnerships between school and home are essential in supporting children to behave well, make positive choices and succeed in school. We are committed to keeping parents fully informed about their child's behaviour — both positive and negative — and working together to help every pupil thrive.

## Celebrating Positive Behaviour

Parents and carers are kept informed of good behaviour through our reward systems, including:

- Class Dojo
- House points
- Attendance rewards
- Certificates and praise in assemblies
- Post cards home

Staff also value strong relationships with families and share positive news through:

- face-to-face conversations on the yard
- telephone calls
- emails
- Class Dojo messages

Recognising children's successes helps strengthen confidence, motivation and home-school partnerships.

## Communicating Concerns

If a child behaves inappropriately, parents will always be informed. Whenever possible, concerns are shared face-to-face, as this supports clear communication and partnership. If this is not possible, a telephone call will be made.

For persistent or more serious incidents, parents will be invited into school to discuss concerns and to plan appropriate support.

## Behaviour Support Meetings

In cases of challenging or repeated behaviour, parents will be invited to meet with school staff. During this meeting:

- a school behaviour plan will be created
- targets and strategies will be agreed
- any required Team Teach holds will be discussed and documented, in line with the school's Physical Intervention Policy

These meetings ensure that school and home are working together with a consistent, supportive approach.

## Internal Exclusion

If a child repeatedly engages in serious misbehaviour, or reaches Time Out C on several occasions, an Internal Exclusion may be used. This is a serious sanction and is only applied when other strategies have not resulted in improvement.

During an Internal Exclusion:

- the child attends school at a different start and finish time to their peers
- they work in isolation for the duration of the sanction
- the exclusion may last for half a day or a full day, depending on the severity of the behaviour
- the child will not attend after-school clubs, school trips or special activities until behaviour shows improvement

Parents will be invited into school prior to or following the Internal Exclusion to ensure that they understand the reasons and the next steps to support their child.

Any new member of staff joining the school receives a copy and training of this policy.

## **Review**

It is important that the school's work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents and children have the opportunity to review the success of the school approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback. The policy also closely aligns to the Lingfield Education Trust Behaviour Principles, which can be accessed here: <https://www.lingfieldeducationtrust.com/trust-policies>

Signed: R.Farrier

Headteacher

The Head Teacher works closely with families and children each day to promote excellent behaviour, attendance and overall wellbeing.

To be reviewed April 2027

## **Appendices**

1	Consistent Approach School Routines
2	De-escalation Techniques
3	Pupil Behaviour, Positive Handling and Risk Assessment

## 1. Appendices

### Arrival

#### Appendix 1: **Consistent School Routines**

- Children enter through the school gate which is always manned by a member of staff. Children will always be greeted by an adult at the gate and as they enter their classroom.
- Staff will always remember that they are there to welcome the children first. Children are expected to reply with to the adults with good morning
- On entry to the classroom children can choose to acknowledge the member of staff with how they are feeling by either showing a thumbs up or down, or some children may prefer to give a smile and a hug – but the adult must make every effort to interact with every child, setting the tone for the day.
- Children will always know ‘what to do’ when they enter the classroom – once their coat is hung up, children should have a learning task to settle down to before the day starts.
- Adults in the room should use this time to ‘check in’ with children – particularly those who may be most vulnerable.

### Handale Walking

- The way that children move around the building and ‘carry themselves’ says so much about the expectations of the school. Get this right, the learning will transcend long beyond school and in to adult life.
- Handale walking relates to the school rules– we expect children to walk well independently of adult supervision.
- Walking confidently and with purpose is taught and expected, following these key points
  - Shoulders back
  - Head held high – I am proud to be me!
  - Hands by your side – not in pockets

- We do not slide and lean along walls, or touch things as we walk past – we have self-control
- We are silent when walking through school – respecting others learning time
- We smile and greet people in our path
- We hold doors open and articulate ‘after you’
- We always use our manners when people hold doors or let us through
- We always walk on the left-hand side

Our Lining Up Code – lining up one behind the other with a space in between, no talking and show good listening

### **Lining Up at Handale**

The children are taught how to line up smartly, sensibly and in a straight line. In all year groups there should be a teacher at the front of the line and if possible a TA at the back, stopping at key points to reinforce

- Handale walking
- Hands by side
- One behind the other
- Showing good listening
- Showing good manners
- Keeping to the left
- We hold doors open
- The children are taught how to line up smartly, sensibly and in a straight line.

### **At the end of outdoor playtimes**

- When the whistle goes, children stop and show me 5- the adult will mirror this.
- When the whistle blows again, children walk to their line up area
- Children line up in ‘line-up order’
- All children follow our ‘Handale walking’ routine
- Adults to lead the line at break and lunchtimes

### **Classroom Routines and Gaining Attention**

- Visitors are greeted with good morning or good afternoon
- Staff will raise their hand above their head when they want to gain the children’s attention.
- There will be a clear pause while children notice the teacher’s hand in the air and children will empty their hands and mirror what the teacher does.
- Once all children have raised their hands, the teacher will fold their arms.
- Children will mirror this and fold their arms.

- The adult will insist on all children raising their hand and will use positive interactions to ensure compliance e.g. 'Well done Ben for putting up your hand so quickly.'
- If children do not raise their hand, the teacher will give a gentle reminder as to what the expectation is.

### **Carpet Expectations**

- Sit on your bottom with your legs crossed
- Hands on your laps
- Show me good listening
- Eyes on me
- Give eye contact to whoever is talking
- Show me you are ready to learn
  - Stand up
  - Handale walking to your table

### **Table Expectations**

- Sit your chair with both feet on the floor
- Sit up straight
- Chair tucked in
- Empty hands – to show respect
- Hands above the table
- It's time to get ready to...

### **Tidy Up Routine**

- All items to be returned to pencil cases or table storage
- Monitors to collect classroom resources
- Stand up
- Tuck chairs under
- Stand behind chairs with hands by their side
- EYFS – children to tidy areas following classroom expectations

### **Lunchtimes – Dining Hall**

- Children to use knife and folk – with the exception of finger food
- Talk in a quiet voice

- Not to talk when eating
- Stand quietly waiting in the line
- Following follow expectations for 'Lining up at Handale'
- Follow Handale Lunchtime Rules

### **At the end of outdoor playtimes**

- The children are taught how to line up smartly, sensibly and in a straight line.
- An adult will raise their hand to gain the children's attention
- When all children are giving their attention, a teacher will ask them to walk quietly into school and to their classroom.
- Children will be reminded of our 'Be Safe' rule to ensure children walk sensibly to their classroom.
- Staff are positioned in key points around the school to welcome children back in to school and in their classroom.

## 2. De-Escalation Techniques

Fresh face	Move back out of immediate range and let other staff/pupils become the focus
Reassurance	<p>"I'll always try to be here if you need me"</p> <p>"Although that was wrong, we can help you put things right again"</p>
Success reminder	"Remember that excellent number work you did for me this morning..."
CALM talking	<p>In any potential confrontation, the first person who needs to calm down is the responsible adult.</p> <p>Staff must maintain personal control.</p> <p>Lower voice to help show that you are in control.</p>
Distraction	<p>Talk about something totally different (i.e. next weekend) to the child, or to another person.</p> <p>Bring in something personal such as, "When I was talking to your mam on the phone..."</p> <p>"Did you see East Enders last night?"</p> <p>"Would you like a drink of water?"</p>
Contingent touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's Care Plan and signed by parent.
Reflective listening	<p>"Focus on 'feeling' words...."</p> <ul style="list-style-type: none"> <li>• Note general content of message</li> <li>• Observe body language</li> <li>• Ask yourself, "If I were having that experience right now, what would I be feeling?"</li> <li>• Reflect meanings. "You feel....because..."</li> </ul>
Humour	"Did you hear the one about...." Knock knock..
Planned Ignoring	<p>If it isn't upsetting anyone else...</p> <p>Give a child 'quiet time' with no interaction other than reflection</p>

Withdrawal offered	"Why don't you go and finish that work in the library..."
Antiseptic Bounce	Message with 'AB' written at the top – this gives the child time out
Emphasise concern for welfare	"Are you alright? ... Show me that hurt finger...oooh that must hurt a lot... Did you have a nice tea last night?"
Help Script	"Name', I can see you're upset/ angry ...I'm here to help. Come with me. You talk, I'll listen"

### 3. Pupil Behaviour, Positive Handling and Risk Assessment

Education Establishment	Assessor/Role
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Handale Primary School		
<b>Name of pupil and D.O.B</b>	<b>Reason for Assessment</b>	<b>Date Reviewed</b>

<b>Diagnosis:</b>			
<b>Pupil Profile</b>	<b>Always</b>	<b>Sometimes</b>	<b>Comments</b>
<b>Comprehension/Communication</b>			
Age appropriate			
Limited/delayed			
<b>Compliance:</b>		<b>Details</b>	
Co-operative			
Un Co-operative			
Unpredictable			
Positive handling needed			
<b>Behaviours:</b>		<b>Details</b>	
Verbal abuse			
Threatening behaviour			
Physical assault			
Vandalism			
Absconding			
Theft			
Defiance			
Persistent disruptive behaviour			
Unacceptable language			
<b>Other behaviours:</b>		<b>Details</b>	
<b>Emotional/physical issues:</b>		<b>Details</b>	
Sensory issues			
Anxiety/Emotional State			
Meltdowns/Tantrums			
Hypermobility			
Fine/Gross Motor skills			

<b>Recommended Strategies:</b>				
Verbal Advice	Reassurance	Time Out Offered	Another Classroom	Negotiation
Step Away	Success Reminder	Distraction	Contingent Touch	Planned Ignoring
Humour	Fresh Face	Choices	Consequences	Reflective Listening
Space given	Antiseptic Bounce	Peer Mentor	Other (state)	

Has a behaviour plan been completed?	Yes/No	Comments
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**Preferred Supportive Strategies**

Verbal advice & support – using visuals		Contingent touch	
Reassurance		Planned ignoring	
C.A.L.M talking & stance		Time out offered	
Time out directed		Fresh face	
Humour		Choices/Limits/Consequences	
Negotiation		Space given	
Step away		Reflective listening	
Success reminder		3 part assertive message	
Distraction (key words/objects/likes)		Antiseptic bounce	
<b>Brief description of supportive strategies e.g agreed use of language/consequences etc.</b>			
<b>Preferred Handling Strategies (where necessary)</b>			
Caring C		Wrap hug Standing/Seated	
Friendly hold		Double elbow standing/seated	
Single elbow standing/seated		Half shield	
Figure of four			

## Stepped Behaviour Strategies – Avoiding Escalation

Behaviour	Comments/Recommended Strategies	Level of risk to self- details Low, Medium, high	Level of risk to peers- details Low, Medium, high	Level of risk to staff- details Low, Medium, high

DATE OF NEXT REVIEW:

SIGNED ASSESSOR:

SIGNED LEADER:

SIGNED PARENT:

DATE:

## 4. Lunchtime Rules

### Lunchtime Rules Handale Primary

*Together we inspire, encourage and succeed*

- We line up quietly facing the front when waiting for our dinner
- We do not shout across the hall or tables
- We use indoor voices
- We eat using our knife, fork and spoon correctly
- We use please and thank you
- We hang our coats up
- We line up quietly outside before entering the dinner hall
- We do not play rough outside
- We show respect to all staff and equipment
- We show kindness to our friends

*Work Hard, Aim High  
Show Respect  
Be Kind*

Bravery, Ambition, Resilience,  
Teamwork and Fairness