



Kemball School

"We can because we try"



Behaviour Policy 2026-2027

To be read in conjunction with Safeguarding policy, Physical Intervention Policy, Whistleblowing Policy, Anti Bullying. In addition DfE guidance is as follows: Preventing and Tackling Bullying 2014; Behaviour and Discipline in schools 2014; Keeping Children Safe in Education Document

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Ethos and Principles

At Kemball School, we are committed to creating a positive, inclusive, and nurturing environment in which all pupils are supported to reach their full potential academically, socially, and emotionally. We aim to develop kind, respectful, and mindful pupils who understand the impact of their behaviour/ actions/ responses on themselves, others, and the wider community.

We recognise that behaviour is a form of communication and may reflect underlying challenges, experiences, or unmet needs. As a result, Kemball School adopts a pupil-centred approach to behaviour, with particular regard to pupils with Special Educational Needs and Disabilities (SEND), social, emotional and mental health (SEMH) needs, and those who may require additional support. Individualised strategies, reasonable adjustments, and targeted interventions are implemented to promote positive behaviour and emotional regulation.

The ethos and culture of the school are central to establishing and maintaining high standards of behaviour and learning. We promote a calm, predictable, and consistent environment where positive relationships are prioritised and pupils feel safe, valued, and understood. While consistency underpins our approach, we recognise the importance of flexibility to respond appropriately to individual circumstances, needs, and stages of development.

Through clear expectations that are collaboratively shared with pupils, parents, carers, and staff, we foster a strong sense of shared responsibility and collective purpose. This approach supports our commitment to courteous and considerate behaviour, positive attitudes to learning, and high standards of achievement.

This Behaviour Policy has been developed in line with current Department for Education (DfE) guidance, including *Behaviour in Schools* and *Keeping Children Safe in Education*.

Pupils are supported to understand that their actions have consequences that are fair, proportionate, and focused on learning and repair rather than punishment. The promotion and protection of individual rights particularly for vulnerable pupils are central to this policy. Behaviour management approaches are applied in a lawful, reasonable, and non-discriminatory manner, with due regard to equality legislation and statutory duties relating to SEND.

A Safe and Supportive Learning Environment

Kemball School is committed to providing a safe, inclusive, and supportive environment in which high-quality teaching and learning can take place. All pupils and staff have the right to be treated with dignity, respect, and fairness at all times. We place a strong emphasis on recognising, reinforcing, and celebrating positive behaviour and achievements, as this plays a key role in developing self-esteem, resilience, and confidence. High aspirations for all pupils are reflected in our clear expectations for behaviour, conduct, and attitudes to learning.

Where behaviour does not meet expectations, responses will be consistent, calm, and proportionate, with a strong focus on support, reflection, and restoration. Our

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approach seeks to help pupils develop the skills they need to regulate their behaviour, make positive choices, and successfully reintegrate into learning. This policy should be read in conjunction with the school's Safeguarding Policy, SEND Policy, Anti-Bullying Policy, and Equality Policy.

Our Aims and objectives

At Kemball School, we aim to:

- Encourage **positive attitudes** towards learning, school, staff, peers, and themselves.
- Use **appropriate rewards, incentives, and motivators** to promote positive behaviour.
- **Promote independence** by helping pupils develop self-help strategies, recognise their own needs, and identify next steps for themselves and others.
- Create a school environment where pupils are **accepted and valued for their differences**.
- Establish a **stable, safe learning and social environment** that meets a range of needs, including supporting pupils who may experience overstimulation or distraction.
- Develop pupils' **self-discipline** by encouraging responsibility for their own behaviour and understanding the consequences of their actions.
- Encourage pupils to **show respect** for the school environment and its resources.
- **Involve pupils** in discussing their behaviour and contributing to the development of their behaviour system (see Appendix 3).
- **Curriculum Engagement:** To involve pupils in a well-structured, relevant curriculum that meets their needs and abilities. All pupils have the right to an education that includes academic, practical, social, and life skills.
- **Mutual Trust and Understanding:** To foster an atmosphere of **mutual trust and understanding** in which meaningful and worthwhile learning can take place.
- **Pupil Involvement in Rules:** To include the **school council** in developing school rules and values (see Appendix 1).
- **Clear Communication:** To provide clear information to parents, pupils, and staff about rewards for positive behaviour and strategies for managing inappropriate behaviour.
- **Behaviour Monitoring:** To **record and monitor significant behaviours** through Behaviour Logs on Behaviour Watch (Eduspot). This data will inform behaviour plans and be reported to Governors termly.
- **Shared Responsibility:** To emphasise the **importance of shared responsibility** in managing behaviours, involving all stakeholders.
- **Fair and Consistent Rewards:** To ensure a **fair and consistent rewards system** that focuses on motivation rather than punishment.
- **Positive Behaviour Ethos:** To develop a **positive ethos** in managing all levels of behaviour, using a range of strategies to support both pupils and staff.
- **Respect:** To highlight the importance of **respect for self, others, and the environment**.

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- **Purposeful Consequences:** To ensure that consequences and sanctions are appropriate, meaningful, and used as learning opportunities.
- **Consistency Across the School:** To maintain consistent approaches to resources, tools, and strategies, ensuring smooth transitions for pupils across different settings.

Positive actions

At Kemball School, we recognise that promoting **positive actions** relies on a combination of factors, including:

- **Positive reinforcement**
- Consistent **routines and achievable expectations including appropriate demands**
- Positive relationships between staff and pupils
- Clear **communication and effective strategies**
- A **calm**, stimulating, and enjoyable learning environment
- **Praise** and rewards
- Clear and understood **boundaries**

We **celebrate and record positive behaviours** across the school. We do this in a variety of ways, including:

- **Records of Achievement (ROA):** All pupils contribute to ROA folders, which **document and celebrate their achievements and experiences**. These folders reflect the positive practice and progress across all areas of school life.
- **Weekly Assemblies:** Positive behaviours and achievements are **reinforced through certificates and presentation of pupils' work**.
- **School-Parent Communication:** We celebrate pupils' successes through **Class Dojo, coffee mornings, parent meetings, transition planning, and Annual Reviews**.
- **Motivating Activities:** Activities are used as **incentives to encourage positive behaviour**.
- **Instant Rewards:** Stickers, stamps, and charts provide **immediate recognition** of positive actions.
- **Class-Based Reward Systems:** Each class may have its own system, such as **half-term treats, certificates, or other rewards**.
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By combining recognition, celebration, and meaningful incentives, we encourage pupils to **develop positive habits, take pride in their achievements, and engage fully in school life**.

Management of behaviour

Managing behaviour, relationships and regulation in a classroom is one of the most important factors to sustain a **positive working environment**. If this is done

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successfully then often all other areas such as engagement and progress often improve. The foundation of a well-managed classroom depends on **routine, positive environment and affirming relationships** with members of staff. How we present and our actions as the adults around our pupils has a direct impact on how they respond to us and others around them. Positive interactions that are developed from knowledge and understanding of each pupil as an individual will improve behaviour outcomes. Put simply, if we learn to like and care for our pupils even at their worst moments, we become better at responding to them, and in turn they respond better to us.

Behaviour management is the shared responsibility of all staff, both teaching and non-teaching. As a school team our collective goal is to ensure that pupils and staff remain safe and that we want to develop **positive actions, relationships and regulation techniques**.

All staff should be aware of the school rules and values, and a copy should be on display within the classroom.

Staff working in a classroom should be aware of strategies to support pupils on a behaviour plan (Pupil profile or Safety Intervention plan).

Staff should refer to the Behaviour Procedure and Behaviour area on TEAMS for additional information.

Class teachers are responsible for creating and updating Behaviour Plans (which are now on the Pupil Profiles), risk assessments and Safety Intervention plans. These should be reviewed and updated at least annually in line with the EHCP review.

All staff should use de-escalation techniques in managing challenging behaviour as a first response. This is outlined in the behaviour procedure.

Use of Physical Intervention / Reasonable Force

All staff are legally allowed to use reasonable force to prevent a pupil from committing a criminal offense, causing harm to themselves or others. However, the use of force must be appropriate and in line with the situation and the child's needs. Restraint is only allowed in certain situations, and it should never be used as a punishment.

We have a strong team of staff trained in CPI Safety Interventions, who should be prioritised in responding to significant or escalating incidents. Ideally CPI trained staff should complete a CPI Safety Intervention hold.

That said, the absence of trained staff must never compromise safety. In situations of immediate risk, all staff have a duty of care and are legally permitted to use reasonable, proportionate force to prevent harm to the pupil or others, in line with statutory guidance and school policy. This may include supporting in a hold.

Tannoy systems / call request for additional support

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During a significant incident there may be a need for additional or change of staffing. The priority in these situations is reducing the potential harm of the other pupils so removing other pupils safely to another class or to play outside. This should be done in a calm way and trying not to upset or increase the anxieties of the pupils.

All incidents require a different level of support and moving forward we should follow the following:

Low level – If unable to manage with the class, call or request another member of staff close by to support or call for a pathway lead or SLT to attend.

Medium level- Call the office and request 'primary/secondary team

High level- Call the office and request 'orange team'

These significant incidents can be challenging for everyone involved. If you have made the request for help, please be vocal in how these additional people are required to support. This could either be taking pupils out of the class or assisting in a SI hold.

Please read Physical Intervention policy.

The management of behaviour incidents or challenges is organised in response to the specific behaviours. The format for this could include:

- In the first instance, staff should manage behaviour using appropriate strategy. See Behaviour Procedure for support. This should always include a considered approach and regard for the context of behaviour. Strategies may include...
- 'Zones of Regulation' (this is a behaviour learning tool and not an approach)
- 'Fix it' strategy (this is an approach to understanding their actions and is part of the consequence to the action)
- Reflective Social Story (opportunity for learning and understanding their actions)
- CPI (De-escalation approach and consideration of triggers)
- Sensory intervention
- Nurture sessions
- Firm boundaries and consistent approaches

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- Recording events on CPOMS and ensuring that the appropriate information has been added so that effective tracking and feedback can be given. Staff are to check for Pathway Lead and Behaviour Lead actions. This information is recorded termly and given to Governors in the form of an incident report over time. Impact of interventions is also recorded on these reports.
- Seeking support from the SLT or Behaviour Lead via phone call or Public Address System (PAS) for significant behaviour incidents that cannot be managed by class staff.
- Request staff behaviour support by PAS – see above for details
- Class/whole school meetings to be encouraged when discussing behaviour issues or debriefing following an incident. Staff to make other staff aware of certain behaviour issues they can support for example swapping staff or not engaging.
- If deemed necessary, creating an individual Safety Intervention plan and risk assessment that details what our expectations are, risks and what the strategies are to maintain and reduce behaviour and what to do when behaviour escalates.
- Support from parents through attending meetings and daily communication.
- Ensuring that sensory needs, regulation and understanding of behaviour challenges are considered as primary solution tools.
- Pupil agreement / involvement in the process of developing their behaviour. This can be through the 'Tool Box' strategy and also input into the behaviour plans as appropriate.
- Guidance from external agencies.
- On rare occasions at the discretion of the Head Teachers Suspensions or Permanent Exclusions may be required as a last resort. These are used in cases where behaviour management strategies have been exhausted or the level of behaviour seen is beyond the behaviour strategies available.

Behaviour Curriculum

Behaviour learning is embedded across the school day and delivered through Zones of Regulation, PSHE, Preparation for Adulthood, purposeful and meaningful learning, mental health and wellbeing sessions, and assemblies. Through the Zones of Regulation, pupils are taught to recognise, understand, and manage their emotions using a consistent whole-school approach, with strategies personalised to support self-regulation and emotional literacy. PSHE lessons develop social skills, emotional understanding, relationships, rights and responsibilities, and positive behaviour choices appropriate to each pupil's developmental stage. Preparation for Adulthood

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focuses on building independence, communication, self-advocacy, resilience, and community engagement, enabling pupils to make positive choices beyond school. Lessons are designed to be engaging, relevant, and motivating, reducing barriers to learning and supporting positive behaviour through high levels of pupil engagement. Targeted mental health and wellbeing sessions help pupils develop coping strategies, regulation, and emotional wellbeing, while assemblies reinforce key behaviour expectations, values, and social understanding, celebrating positive behaviour and achievements.

Through this consistent, supportive, and inclusive approach, pupils at Kemball School develop improved emotional regulation, increased engagement in learning, positive relationships, and greater readiness for adulthood. Behaviour outcomes are monitored through individual progress, engagement levels, and wellbeing, ensuring every pupil is supported to succeed.

Home Engagement

By working together in partnership, we can effectively support pupils' **regulation, relationships, and behaviour** both in school and at home. Open, timely, and respectful communication between school and home is essential to ensuring consistent support for pupils.

The school will keep parents and carers informed about the behaviour support strategies being used, any significant incidents that occur, and any instances where physical intervention has been necessary. Parents and carers are asked to share relevant information that may impact their child's behaviour or emotional wellbeing, such as lack of sleep, changes in routine or circumstances, or any form of disruption at home. This information helps staff to understand behaviour within its wider context, respond appropriately, and, where necessary, review expectations or adjust demands placed on the pupil.

The involvement of parents and carers is vital in promoting positive behaviour and successful outcomes. Mutual respect and collaboration between home and school are actively encouraged. Parental support, cooperation, and agreement are particularly important when implementing planned behaviour intervention strategies. Behaviour Support Plans (as outlined within Pupil Profiles) and Safety Intervention Plans will be reviewed in partnership with parents and carers, including as part of **Education, Health and Care Plan (EHCP) annual review meetings**, where applicable.

Recording and Communication of Incidents

Any incidents involving physical intervention (CPI), significant distress, injury, or damage to property will be formally recorded using an incident form on **CPOMS** as soon as possible following the event.

Parents and carers will be informed of incidents relating to their child through the appropriate agreed communication channels, unless stated otherwise. In all cases where **CPI Safety Interventions (CPI SI)** are used, parents and carers must be notified.

Staff involved in CPI SI incidents are responsible for ensuring that all required documentation, including body maps and incident records, is completed accurately and promptly on CPOMS.

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Shared Responsibilities

Pupils are expected to behave in a responsible manner, showing consideration, courtesy, and respect for themselves and others. They are supported to understand expectations and develop the skills needed to manage their behaviour positively. The **Governing Body** holds ultimate responsibility for the implementation and oversight of this policy. Serious behaviour concerns may be referred to the governors' sub-committee for school discipline, working in liaison with the Head Teacher.

Staff Training

Pupil behaviour can be significantly influenced by the behaviour, language, and demeanour of staff. All staff are expected to act as positive role models, remaining calm, professional, and respectful in their interactions with pupils at all times. Staff should be mindful of how their responses, tone, and body language may impact pupils, particularly those with additional needs.

It is recognised that pupils with cognition and learning difficulties may present with unique and complex behavioural needs. Much of the school's expertise in supporting behaviour is developed through professional experience, collaboration with colleagues, mentoring from experienced staff, and ongoing in-house training.

Crisis Prevention Intervention (CPI) training is provided to identified staff members who may be required to support pupils during high-risk situations. This training supports staff to manage behaviour safely, lawfully, and in a way that preserves dignity for both pupils and adults.

The school recognises its **duty of care** to both pupils and staff. Effective support will be provided to any staff member who is subject to an allegation of abuse. Where suspension is required, a named contact will be provided. The management of allegations will follow **DfE and Local Authority guidance**, and the school will adhere strictly to statutory procedures and best practice.

Use of Physical Intervention

The use of physical intervention is governed by the school's **Physical Intervention Policy**, which must be read alongside this document.

Staff do not need to be CPI trained to respond to all negative behaviours. All staff are expected to use **reasonable, proportionate physical support** where necessary to prevent harm. Examples may include holding a pupil's hand to prevent immediate danger or physically guiding a pupil away from a hazardous situation. Any physical intervention must be appropriate, minimal, and in the best interests of the pupil.

Recording of Incidents

All members of Kemball staff will have access to **CPOMS (Student Safe)** for the recording of behaviour incidents and safeguarding concerns. Staff experiencing technical difficulties should contact **Emily Buttery** in the first instance, followed by a member of the **Senior Leadership Team (SLT)** or their **Pathway Lead** if required.

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Staff are responsible for recording only incidents that they have **witnessed directly or been involved in**. Records should be factual, objective, and completed as soon as possible following the incident.

Only behaviour that is **significant, out of character, or requires recording for safeguarding, behaviour monitoring, or intervention planning purposes** should be logged. Staff should avoid recording low-level behaviours that are persistent or typical for a pupil unless there is a specific reason to do so, such as identifying patterns or escalation.

Roles and Responsibilities

Senior Leadership Team (SLT)

The SLT is responsible for monitoring behaviour across the whole school. Behaviour trends are reviewed regularly, with Pathway Leads reporting key themes during half-termly meetings. Any significant or high-risk concerns must be escalated immediately.

SLT and Pathway Leads provide direct support during high-level or serious behaviour incidents and ensure appropriate follow-up actions are taken.

Behaviour Lead and Pathway Leads

The Behaviour Lead (Emily Buttery) and Pathway Leads support staff by:

- Advising on behaviour strategies and interventions
- Attending behaviour strategy meetings with staff and parents/carers
- Meeting with pupils to discuss needs and appropriate support
- Promoting positive behaviour across the school
- Ensuring that all possible factors influencing behaviour are considered when making decisions

Pathway Leads are responsible for supporting behaviour incidents on their designated lead days. They also monitor CPOMS behaviour records for pupils within their pathway, provide feedback to staff, and produce **termly reports for Governors** outlining incident data, actions taken, and impact compared with previous terms.

Class Teachers

Class teachers are responsible for creating a positive, structured, and supportive learning environment in which behaviour is managed through **individual behaviour strategies**. Teachers should ensure that all staff working within the class adopt a consistent, positive approach to behaviour and that consequences and responses are applied appropriately and fairly.

All Staff

All staff share responsibility for promoting and supporting positive behaviour both within their classrooms and across the wider school environment. Staff are expected to:

- Work collaboratively as a team
- Manage behaviour consistently and effectively
- Share good practice
- Follow agreed behaviour systems and strategies

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- Accurately document incidents using CPOMS or Behaviour Watch where appropriate

Whole-School Strategies and Behaviour Support

(Please refer to the Behaviour Procedures for detailed guidance)

Kemball School adopts a **whole-school, inclusive approach** to behaviour support, recognising that positive behaviour is best achieved through consistency, understanding individual needs, and strong relationships. The following strategies are used across the school to promote regulation, engagement, and positive behaviour.

Nurture

Nurture-based approaches are used to support pupils' emotional wellbeing, regulation, and social development.

- Calm, focused engagement time using structured activities and games
- Space and opportunities for pupils to talk, reflect, and process experiences, either identified by the pupil or staff
- Nurturing interventions implemented within classes or across cohorts where deemed appropriate

Sensory Diet

Sensory support is an integral part of regulation at Kemball School.

- Access to the **Sensory Diet Room**, where pupils are supported to develop self-regulation strategies linked to their sensory needs
- Use of sensory-supportive equipment such as ear defenders, gym ball chairs, fidget tools, chewable aids, and other appropriate resources
- Sensory provision is personalised and reviewed regularly, recognising the significant impact sensory regulation has on behaviour and learning
- OT consultations and support from Sensory Team

'Fix It' (Restorative Approach)

- Used following an incident and appropriate for pupils of all ability levels
- Pupils are actively involved in the process, promoting ownership and understanding
- Forms part of the response or consequence following behaviour incidents, with a focus on repair, reflection, and learning rather than punishment

Sanctions and Consequences

- Sanctions and consequences are **individualised and proportionate**
- Decisions consider context, triggers, level of understanding, intent, ability, injury, and any damage caused
- Suspension procedures will be followed in line with statutory guidance where necessary

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Zones of Regulation

- Consistent use of Zones of Regulation across the school
- Environments are adapted to support emotional regulation
- Pupils are taught tools and strategies linked to the four Zones to develop emotional awareness and self-help skills

Strategies for Maintaining a Positive Learning Environment

To promote positive behaviour and engagement, the school ensures that:

- Communication needs are identified and supported
- Zones of Regulation are embedded consistently across all settings
- Sensory needs are supported using appropriate equipment and specialist advice (e.g. Occupational Therapy, Speech and Language Therapy, Visual or Hearing Impairment Services)
- Triggers and patterns of behaviour are documented and reviewed
- A firm, calm, and consistent approach is applied, with clear non-negotiables
- Learning environments are calm, tidy, purposeful, and inclusive
- Pupils have access to quiet or calm spaces when required
- Lessons are engaging, well-structured, and enthusiastically delivered
- Staff support one another and work collaboratively
- Changes in behaviour are identified early and responded to
- Open discussion about feelings is encouraged
- Visual supports such as *Now and Next* boards, visual timetables, and clear routines are used consistently
- Staff act as positive role models, demonstrating kindness, respect, and consideration

Responding to Negative Behaviour, Choices, and Consequences

Positive behaviour reinforcement is central to Kemball School's approach, as it has a longer-lasting impact than consequences applied without understanding. Pupils are supported to recognise that negative choices do not lead to positive outcomes; however, there is no single response suitable for all situations.

Consequences are carefully considered, taking into account:

- Individual needs and abilities
- Context, background and lived experiences
- Level of understanding, communication need
- Emotional regulation and impulse control
-

Possible consequences may include:

- Completion of refused work during playtime
- Time in a calm or reflective space
- Restorative discussion (Fix It or reflective social story)
- Loss of playtime or reward time
- Not earning rewards or incentives being worked towards
- **Dojo points must not be removed**
- Support from the Behaviour Lead
- Involvement of SLT

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- Repairing damage or tidying areas affected
- Contact with parents/carers or meetings where appropriate

Educational Visits, Trips, and Swimming

Trips, swimming, or educational visits must not be removed as a long-term sanction or used as a bargaining tool for ongoing behaviour. These may be used positively as **motivational rewards**.

Where a pupil has displayed dangerous behaviour or been involved in a serious incident that may impact the **risk assessment**, attendance may not be possible. In such cases, parents/carers must be involved in discussions and decisions.

Suspensions and Permanent Exclusions

Suspensions and permanent exclusions are used only where necessary to ensure the safety, wellbeing, and dignity of pupils and staff.

Where a pupil is suspended or permanently excluded, parents/carers will be informed **without delay**. In line with current legislation:

- If a pupil has a social worker, they must be notified
- If a pupil is looked after, the Virtual School must be informed
- The Local Authority will be notified of all suspensions and permanent exclusions

Conclusion

Kemball School's Behaviour Policy is underpinned by the principles of **rights, responsibilities, and consequences**. Behaviour support is inclusive, reflective, and responsive to individual needs. All use of physical intervention is reviewed, and staff training is updated in line with pupil need and best practice.

Further Reading

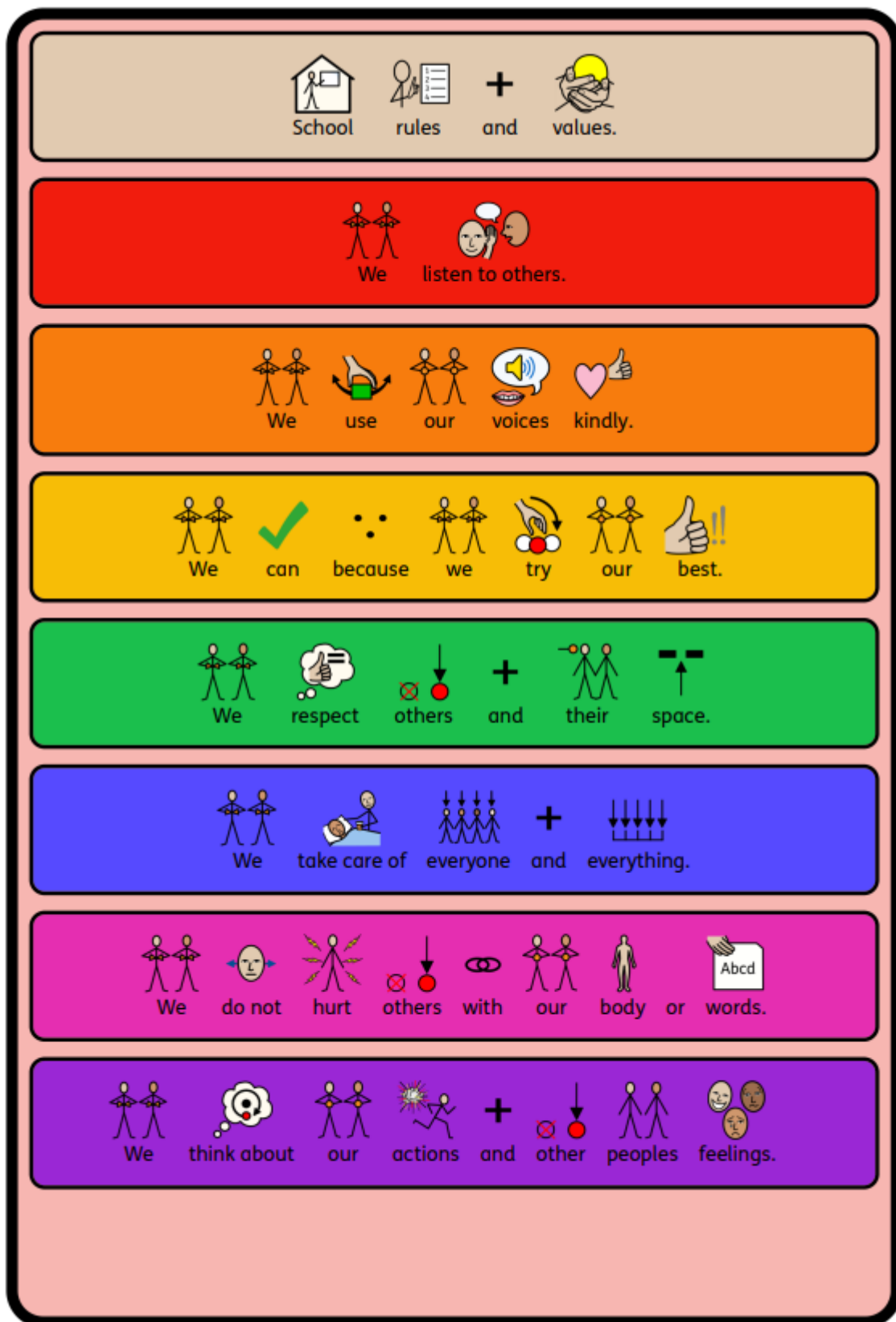
Further guidance can be found in the school, Orchard Community Trust, and Local Authority policies, including:

- Safeguarding
- Whistleblowing
- Anti-Bullying
- Physical Intervention Policy

These are available via the Every Policy system or the school website. Current DfE guidance includes:

- *Preventing and Tackling Bullying*
- *Behaviour in Schools*
- *Dealing with Allegations of Abuse Against Teachers and Other Staff*
- *Keeping Children Safe in Education*

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Behaviour Policy

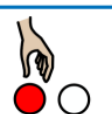


Red Zone

 Jump	 Sort	 Pressure
 Spin	 Post	 Massage

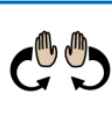


Green Zone

 Sensory diet	 Sensory circuit	 Activity
 Choice	 Explore	 Communication Book



Yellow Zone

 Sensory circuit	 Sensory exploration	 Distract
 Walk	 Activity	 Massage

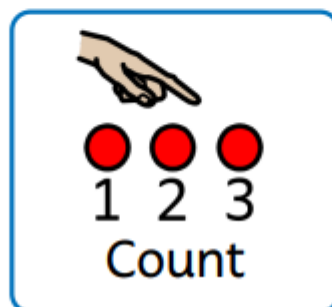
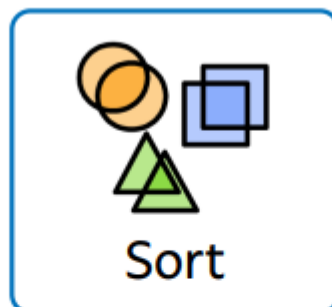
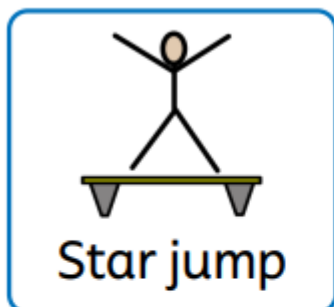
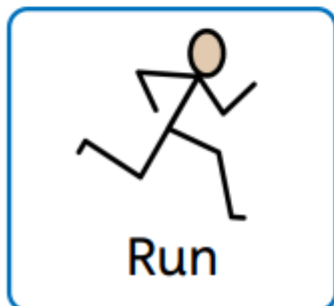
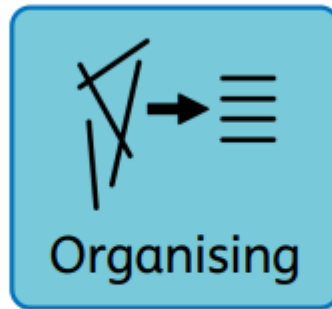


Blue Zone

 Rest	 Sit	 Walk
 Screen	 Book	 Game

Behaviour Policy

Sensory Circuit



Behaviour Policy

What we see (signs of dysregulation / breakdown in relationships/ behaviour triggers)	Toolbox of support
Green zone	
Blue zone	
Yellow zone	
Red zone	
If there is a safety intervention <u>plan</u> please state so here.	

Safety Intervention

Dear Parent/Guardian,

The safety and well-being of all children in our care is our highest priority. From time to time, staff may need to use safety interventions to protect a child or others from harm. These interventions are always a last resort and are carried out with the utmost care and respect. Please read the attached behaviour summary at Kemball School to get an idea of all of the interventions we have in place to try and avoid these situations.

If necessary, using brief, reasonable physical guidance to prevent injury, harm or damage. Our staff are trained by CPI to use these strategies in a calm and supportive manner. Any use of a safety intervention will be documented, and you will be informed promptly.

We want parents and carers to be as informed and as assured as possible with how we are supporting their child through a potentially challenge moment.

Name:	Class:	Date:	Review Date:
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What we see: - Throwing objects - Pushing children - Pinching - Running around the classroom - Pulling away from adults Ensure you are being specific to behaviours and only add behaviours which are applicable to the child.	Strategies needed: What we do in class to support your child to avoid any physical interventions. This can come from the pupil profile. Possible safety interventions may include: Redirecting or guiding a child to a safer space. Providing close supervision and verbal support. Removing unsafe objects or reducing environmental risks.
What we are trying to avoid: - Physical harm directed towards other pupils or adults - Harm to pupil - Physical interventions - Damage to property - Dangerous environment - Risk to others	Interventions necessary -Physical intervention to guide pupil -As a last resort in accordance with the school behaviour policy 'safety interventions' may be used by trained staff to help get to a safe location. -Parents to be informed -Report to behaviour lead and pathway lead using CPOMS

(Attach Behaviour Summary for Parents)

Signature of Teacher..... Date