St Francis of Assisi Catholic Primary School

Behaviour Policy & Principles

THE SCHOOL MISSION STATEMENT

Learning and growing together in God's love

September 2026

Review date: September 2027

BEHAVIOUR POLICY, PRINCIPLES AND GUIDELINES

This policy should be read in conjunction with the school's Anti-Bullying, Safeguarding Policies and the Trust's Restrictive Interventions (including the use of reasonable force) Policy.

Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at St Francis of Assisi to enjoy a calm, nurturing and caring environment which supports them both emotionally and educationally to give them the best possible chance of success.

Our school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and it echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Our Aims are:

- To promote an environment in which everyone feels respected, valued, happy and safe, and where learning opportunities are maximized.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To promote self-esteem, self-discipline and positive heathy relationships in recognition of the importance of this as a life-long skill.
- To provide clear, fair and consistent approach to behavior based on nurturing principles and restorative practices.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To allow everyone to work together in an effective and considerate way.
- To ensure that the school's expectations and strategies are widely known and understood by all stakeholders.
- To encourage the involvement of both home and school in the implementation of this policy.

At St Francis of Assisi, we have high expectations for all pupils in that they are able to understand and follow our three school rules:

- Be Kind
- Be Brave
- Be Involved

This is recognised through weekly certificates given out at our Celebration Assembly, positive reinforcement strategies, recognition boards in classrooms, and end of term Oscar nominations.

We want all of our St Francis family to live out daily our mission statement of 'Learning and Growing Together in God's Love' and putting into practice Christ's command to *'Love one another as I have loved you.'*

In addition, we recognise the importance of giving recognition to those pupils who go 'Over & Above'.
'Over and above' behaviours include exceeding our school values, impacting the wider St Francis community and demonstrating St Francis' example of care for others.

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'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'
Paul Dix

Expectations of Adults

We expect every adult to:

- Refer often to our rules of: 'Be Kind, Be Brave and Be Involved', and demonstrate these themselves.
- Model positive behaviours and consciously strive build positive relationships with pupils and each other. Be proactive in behaviour management - plan lessons that engage, challenge and meet the needs of all learners.
- Catch and praise children being good, but never ignore or walk past learners who are behaving badly
- Use a range of non-verbal cues (symbols or signs) to encourage or re-focus good behaviour choices.
- Use a visible recognition mechanism throughout every lesson (eg, Recognition boards, Dojos)
- React calmly to negative behaviour, using appropriate strategies to de-escalate and refocus attention.
- Follow up poor behaviour every time, in line with this policy, retaining ownership and engaging in reflective dialogue with learners.

Creating an Environment for Positive Behaviour

1. **Physical Environment**

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued.

This includes:

- Being good custodians, respectful of others' belongings and ensuring that the school/classrooms are kept tidy and welcoming.
- Pupils being given some choice in how their classroom is organized.
- Being mindful of sensory overload in the classroom, particularly displays near the interactive whiteboard.
- Ensuring good quality displays of pupils work across all ability ranges and resources that reflect the varied ethnicities and abilities across the school and act as a support for learning
- Ensuring that resources are labelled and organised in a way that is practical and accessible to pupils of all abilities, whenever they have need of them.
- Careful consideration is given to where individuals sit and who they sit next to
- Furniture being arranged to allow for maximum learning to take place and enough space being made available for pupils to move around the classroom comfortably and access resources
- Teaching resources of good quality, adequate in quantity and text is large enough for pupils to read from a distance

- Adults establishing clear consistent routines for e.g. resource management, how books are given out etc.

2. Atmosphere

The way that adults speak to pupils, and about pupils, and the way that adults encourage pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that pupil have, which in turn impacts on the pupils' behaviour. All adults need to act as good role models for pupils including the way that they speak, dress, behave, etc. in every possible situation, e.g. class, playground, assembly hall.

School adults need to ensure that their pupils understand and celebrate difference – 'Diversity' being a school driver word.

3. Good behaviour is promoted by:

- Building strong relationships
- Promoting the principles of Growth Mindset
- Setting clear boundaries, with high expectations and regular routines
- High quality, personalised teaching
- Expecting good behaviour
- Focusing on the positive
- Being consistent and fair
- Focusing on the behaviour and not the person
- Not always insisting on eye contact (some children find this very difficult, especially those with Autism or communication difficulties)
- Avoiding confrontation, if possible
- Controlling your voice, tone and volume (shouting is not effective)
- Always waiting for silence before addressing the class
- Giving clear choices
- Giving calming down time
- Listening to what children say and not jumping to conclusions
- Remembering 'New day – new start!'
- Reporting positive behaviour to parents

Our School and Trust approach to Behaviour Management

The schools in our Trust follow the Norfolk STEPs approach to positive behaviour management (regardless of their local authority area). This approach is based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and individualised planning.

Celebrating and Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models, acknowledging good behaviours and reinforcing expectations.

However, we also explicitly teach a behaviour curriculum of expectations, in line with the age and need of pupils, revisiting prior learning to reinforce key concepts. For example, pupils are taught how to line up and move throughout the school, how to listen to and respond appropriately to others, how to share resources and take turns.

During the school day, and specifically in RE and PHSE lessons, pupils are taught explicitly how to become good members of the community. They learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. Teachers and other adults support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism.

School assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions, in-line with British Values and our school values.

The school praises pupils for good learning and good behaviour at every opportunity. We want pupils to recognise that the rewards that come from the praise they get from both staff and parents gives them confidence and makes them feel proud of themselves.
Staff should strive to ensure that the giving of rewards is balanced, fair and equitable.

At St Francis we celebrate all the efforts and achievements of children, both in and out of school. Children are encouraged to share their medals, trophies, awards and certificates that they have gained out of school and personal development is celebrated in each child's 'All About Me' book.

House Points
Each pupil in KS2 is a member of a House. A child can obtain House Points for working hard or for exemplary behaviour. Our House names are:

St Augustine (Yellow House)
St Benedict's (Blue House)
St Giles' (Green House)
St Stephen's (Red House)

Pupils in KS2 can gain House Points at any time during the school day and at any extra-curricular activity led by a member of staff. All members of staff, teaching and non-teaching, can award points to pupils or Houses. Supply teachers can also award House Points. Children are awarded house points for showing growth mindset characteristics in their work and behaviour.

Each class displays the number of House Points achieved during the week. These are collected by the House Captains each week and the total is announced by each Captain in the termly 'Oscar' Assembly.
At the end of each term, the pupils in the winning house are presented with the 'House Cup' and receive a reward. At the end of the school year the winning House is rewarded.

In Key Stage One and Year 3, Dojo points are awarded to reinforce positive behaviour. They are also awarded NED & SAL Certificates for showing that they never give up, encourage others and always do their best.
In Key Stage Two, Teacher Certificates are awarded in Celebration Assembly based on resilience, perseverance, focus and encouraging others, as well as demonstrating adherence to the three school rules and going 'Over and Above'.

Each term 'Oscars' are awarded in both Key Stages for 'Never Giving Up'; 'Encouraging Others'; 'Learning from Mistakes'; 'Community Spirited'; 'Having an I Can Attitude/I like a Challenge'. Children receive a replica 'Oscar' and their photos are displayed on the 'Oscar' board at the entrance to the school hall.

Restorative Approach
'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

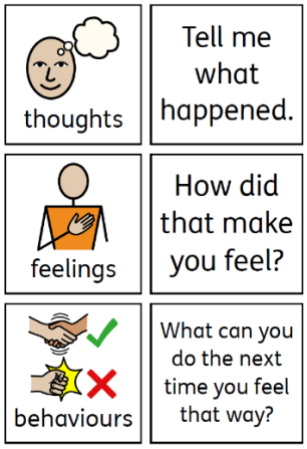
Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff.

This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations
'The positive relationships you form with pupils depend on a restorative approach being your default mode.'
Paul Dix

At St Francis of Assisi, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future. They are based on enabling children to reflect analytically on the feelings around the behaviour choices they have made and what they could do differently the next time they feel that way.

Post-Incident Learning Conversation {See Appendix 1)
These restorative questions (supported by picture widgets) should be used to support Post-incident conversations.



Strategies

At St Francis of Assisi Catholic Primary School, we use a three-tier intervention behaviour management system to help improve and manage children's behaviour – (**1) redirect and refocus, (2) verbal/visual reminder and (3) consequences,** in line with the Norfolk Steps approach.

1. Redirect and refocus
Children who display low level disruptive behaviour are given a non-verbal or verbal reminder of expectations.
Teachers may use:

- Positive praise of pupils making the right choices
- Remind the pupil of expectations.
- Use positive cueing and redirection;
- Eye contact (stern stare, raised eyebrow)
- Name…pause…technique

2. Verbal/Visual Warning

Children who continue to disrupt may be:

- Given a private verbal reminder of the desired behaviour.
- Told specifically but privately to cease negative behaviour
- Individual Behaviour chart referred to (if used as part of a prior Behaviour Plan).
- Reminded of the choices and consequences of continued inappropriate behaviour.
- Set a time limit for finished work/ improved behaviour/choices.
- Moved to another seat/end of row in assembly
- Seated with another adult near to them
- Encouraged to 'Reset' (see below) and Appendix 2

3. Consequences

If a child already has received a verbal/visual warning, but chooses to continue to misbehave, depending on the age of the child and nature of their behaviour, the teacher may choose to use one of the following sanctions:

- Loss of Golden Time
- loss of five/ten minutes' break
- Timeout to HT or AHT or another class, recorded on CPOMs.
- Time out should always be followed up by talking to the child to reconnect and repair and to plan for better choices next time. This can only happen when the child is calm and ready to talk. Therefore, this may be up to 24 hours later.
- The loss of an associated privilege. For example, if a pupil makes wrong choices on a school visit and does not amend their behaviour after appropriate warnings, they may miss a future trip.

More Information on Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

At St Francis of Assisi, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Behaviour Plan.

At St Francis of Assisi, we believe in 'consequences' rather than punishment. The difference is that a 'consequence' of a poor behaviour choice should, wherever possible, be closely matched to the poor choice. For example, a child behaving badly whilst representing the school in a match might have a consequence of not playing in the school team next time. A 'punishment' is a sanction that has no relation to the poor behaviour choice: for example, a child behaving badly whilst representing the school in a match would be given a punishment of missing a school disco. Punishments do not form part of our school Behaviour Policy.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home and the possible withdrawal of an associated privilege. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'-** a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future. The school's 'Think it Over…' form may be used at this stage (Appendix 1)

- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may

Resets

Should a pupil need to leave class with an adult to 'reset' their behaviour, the following will apply:
Resets will not exceed 15 minutes. The accompanying adult will leave (or follow a self-directed child), taking with them a 5-minute timer. They may also take the pupil's Personal Behaviour Plan (PBP), Flow Chart or similar, if strategies to manage behaviour are outlined on these.
The adult will use neutral scripted language, in line with Step-On training
Eg
'I can see you are having really big feelings…can you tell me about them.'
'I'm here to help'
'Talk and I'll listen'
'Who what has upset you?'
'How can we make it better?'

The adult will listen without judgement but may ask the question *'If you could turn back time, what could you have done differently?'*

Sometimes, distraction may be used to help regulate a child, in line with DfE guidance *(p12 'Use of reasonable force and other restrictive interventions in schools' February 2025)*

A co-constructed Social Story may be relevant at this time.
After 5 minutes, the adult should see if the pupil is ready to return to class. If not, then the adult should remain with the pupil for a total of 15 minutes before alerting the HT, AHT or Senior Leader to the situation. Senior leaders will support from this point and the adult should return to class.

This guidance is repeated separately in Annex 2.

All pupils start each new day with a fresh start.

Continued poor or disruptive behaviour will result in a phone-call or meeting with parents, by the class teacher. If the child continues to make poor choices, the AHT or HT will meet with parents.
Children will have a post-incident learning conversation with an adult (Appendix 1) which will be logged on CPOMS.

Zero Tolerance Behaviour

There are certain types of behaviour that will not be tolerated by the school and for which there is zero tolerance. These include:

- Bullying
- Swearing
- Racism
- Verbal abuse or threats towards children or adults
- Aggressive or violent physical behaviour
- Leaving the school premises without permission
- Vandalism; deliberate destroying of school, pupil's or adult's property.
- Refusal to follow adults' instructions or deliberately ignoring an adult
- Any form of discrimination, including racial discrimination

Such behaviour may result in an immediate detention. The class teacher/Assistant Headteacher/Headteacher will telephone the child's parent to let them know what the child has done and to warn them that repeated incidences of the behaviour could result in a suspension from school.

A second incidence of zero tolerance behaviour will result in the child's parents being contacted by the Headteacher and the child may be suspended from school for one or two days.

Some serious behaviours will result in an immediate suspension. These include:

- Deliberate aggressive or violent behaviour
- Serious damage to property
- If a child continues to be aggressive/very disruptive and refuses to follow adults' instructions to stop

All zero tolerance behaviour will be logged on CPOMs.

Suspension (see Exclusions Policy)

On very rare occasions it may be necessary to suspend a pupil temporarily or permanent exclude. A decision to do this is not undertaken lightly, and is certainly not imposed without due consultation with all those involved with the pupil, and not without trying every possible alternative first. It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment.

A few children may get straight to this stage because of an isolated, very serious incident or because they have not responded at earlier stages and are still choosing not to try to manage their own behaviour.
The behaviour is recorded on CPOMs and parents/carers will be notified by the Headteacher either by telephone or face to face at the end of the school day and a suspension letter sent to the home address by registered post.

Restraint and use of Reasonable Force

The school follows statutory 2026 guidance on the use of restraint and the use of reasonable force, detailed in the St John the Baptist Trust's 'Restrictive Interventions (including the use of reasonable force) Policy'. This includes expectations around the recording and reporting of restraint in school.

Pupils with Additional Behavioural Needs

Our approach to behaviour management embodies Catholic Social Teaching through a restorative, trauma-informed approach where reasonable adjustments are made for vulnerable children.

It needs to be acknowledged that for a few pupils the sanctions and rewards of the school will be insufficient to ensure the well-being of the pupil and other pupils in the class. These children will have Personal Behaviour Plans, developed in consultation with the teacher, the children and the parents. Rewards and sanctions for these children will be carefully tailored to meet their needs. For some, a period of distraction by an adult to diffuse a deteriorating situation may be deemed to be the most effective pathway back to self-regulation. This does not mean that poor behaviour choices will not be addressed, or consequences applied, in the future once the child is regulated. Employing distraction strategies is not the child 'getting away with poor behaviour'.

Children who are on the Special Educational Needs (SEN) register for behavioural difficulties or have particular behavioural difficulties managing their own behaviour will have their own individual programmes in place. In these cases, the usual behaviour systems may not apply.

Pupils with additional needs relating to behaviour are given specific targets on a Personal Learning Plan to support them in making progress in this area. As part of this PLP, they may also have their own individual reward and sanction system as part of a Positive Behaviour Plan (PBP) which has been determined by the teacher and SENCO, with the involvement of the pupil and parents. They may also receive additional support/outreach from an external agency. It may be appropriate to conduct a Pupil Specific Risk Assessment.

Children may be placed on a PBP which will last for an agreed period of time and will involve pupil, staff and parents/carers. Pupils are set short, manageable and achievable targets, reinforced by working with parents. This will list the agreed targets and include a visual means of recording and rewarding the child for attaining the targets, as well as recording missed targets and the sanctions that apply. In some cases, PBPs will be accompanied by a Home-School Book to ensure home/school collaboration.

Lunchtime

At lunchtime, supervision is carried out by a Teaching Assistant, Senior Midday Supervisor and the Midday Supervisory Assistants. They can refer to the Headteacher or the Assistant Headteacher if necessary. All adults on duty are expected to manage pupils' behaviour. Usually this consists of reminding children of the standard of behaviour expected. They may report back to class teachers briefly at the end of lunchtime.
Midday supervisory staff use the following system:
1. Verbal reminder and explanation of what the consequences could be
2. Second verbal reminder and use of consequences (e.g. being moved away from the game, spending time out sitting on a bench or staying with the supervisor for five minutes)
3. The Headteacher and Assistant Headteacher can be called upon to help deal with more serious incidents.

Lunchtime Supervisors must be treated with the respect expected by all adults at St Francis of Assisi Catholic Primary School. Verbal or physical abuse will not be tolerated.

Extra-Curricular Clubs

At St Francis we offer a range of extra-curricular clubs to all pupils. Clubs are run by school staff, parent helpers and/or coaches. Pupils attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club.

Any pupil who is disruptive, impolite or not able to follow the instructions given by the adult in charge, may receive a warning or forfeit their place in the club.

After School Club/Breakfast Club

We expect the same levels of behaviour during our Breakfast and After School Clubs. Pupils who do not adhere to our Behaviour standards will be given the same reminders and re-directions as stated above. However, repeated incidents will result in parents being spoken to. If no improvement takes place, the child will not be able to join the Club until the end of that half term.

Walking classes/groups of children around the school

Pupils walk around corridors quietly and calmly, one behind the other.
Teachers should be aware of all behaviour in the line.
When groups of pupils do not walk in the expected manner, pupils should be stopped or required to line up again if necessary.

All adults should contribute to encouraging a calm atmosphere in the corridors and around the school.
Pupils' behaviour around the school is as important as in class and sets the standard for behaviour at the destination they are heading for (e.g. playground, classroom, assembly etc.). Picking up on the 'little' things such as walking around the school, helps pupils to understand that high standards are the norm at this school. At the same time, it is important that adults regularly explain to pupils why we expect them to walk quietly.

Pastoral Care and Support

The school has established a pastoral care team, dedicated to improving the emotional well-being of pupils, their families and our whole school community. This group comprises the Headteacher, Assistant Head, Pastoral Lead, SENDCo and a Parent Support Advisor who meet regularly to discuss emerging or ongoing concerns and to co-ordinate appropriate support. This might take the form of small group work with our team of trained ELSAs (Emotional Literacy Support Assistants), support by the Wellness Team or our Parent Support Advisor.

Support includes opportunities for our children to explore their problems through talking, creative work and play. This support enables pupils to cope, make better-informed decisions about their lives and help prevent emotional and behavioural issues. This support also help pupils to develop more effective communication skills and the ability to develop better relationships. Pupils can self-refer, either by speaking to a member of the Wellness Team, or by placing their name in the class 'Worry Monster', which is checked daily by staff. A member of the team will listen to pupils, offer advice and strategies, reassure them and make a note of their concerns. The team also offers advice and support to families.

If any child protection concerns are raised during conversations with children, a Designated Safeguarding Lead is immediately informed and will take the necessary action.

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher, Assistant Headteachers and members of the Senior Leadership Team have a responsibility to 'lead from the front'. The leadership team will assess staff needs and build into the school's professional development programme opportunities to discuss and learn about behaviour management.

Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and transitions between lessons/to and from assembly. Senior managers regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavor to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavor to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If they remain concerned, they should then contact the Headteacher or Assistant Headteacher.

Monitoring

Both the Headteacher and the Inclusion and Behaviour Lead monitor the effectiveness of this policy on a regular basis, reporting to the Governing Body and, if necessary, making recommendations for further improvements. They keep a record of serious incidents, as well as records of bullying and racism, which are also reported to Governors.

The class teacher keeps a record of behaviour incidents on CPOMs for those children on behavioural plans and monitors this to ensure pupils receive the correct support. Records may also be used to inform any referrals that may

need to be made, both within school and to external agencies.

A record of time-outs and significant incidents that occur at lunchtimes is held on CPOMs. All historic behaviour incidents are saved on CPOMs, together with suspension forms and letters.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

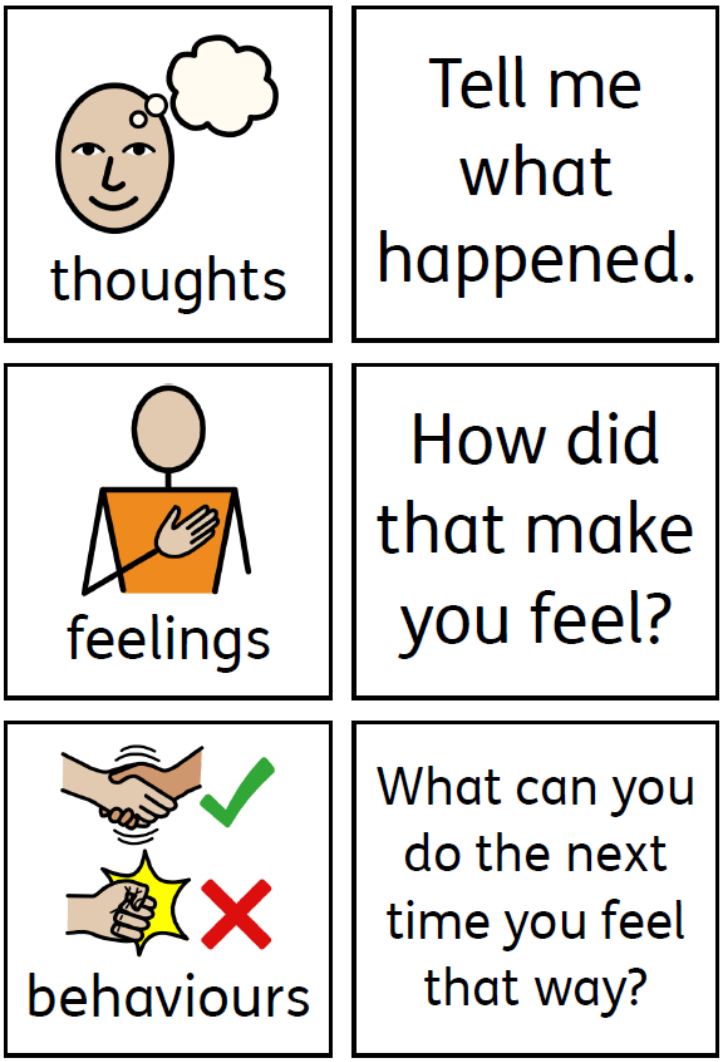
Emotional Well-Being & Mental Health

At all times, the implementation of this policy will be mindful of the emotional wellbeing and mental health of all stakeholders, in line with the school's 'Culture of Wellbeing' Statement.

Review

The governing body reviews this policy every two years. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 – Post-Incident Learning Conversations



Appendix 2 - Resets

Should a pupil need to leave class with an adult to 'reset' their behaviour, the following will apply:

Resets will not exceed 15 minutes. The accompanying adult will leave (or follow a self-directed child), taking with them a 5-minute timer. They may also take the pupil's Personal Behaviour Plan (PBP), Flow Chart or similar, if strategies to manage behaviour are outlined on these.
The adult will use neutral scripted language, in line with Step-On training
Eg
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Sometimes, distraction may be used to help regulate a child, in line with DfE guidance (p12 'Use of reasonable force and other restrictive interventions in schools' February 2025)

A co-constructed Social Story may be relevant at this time.

After 5 minutes, the adult should see if the pupil is ready to return to class. If not, then the adult should remain with the pupil for a total of 15 minutes before alerting the HT, AHT or Senior Leader to the situation. Senior leaders will support from this point and the adult should return to class.

The adult will need to report the incident, including all strategies tried, on CPOMs.