

Behaviour Policy



HALIFAX PRIMARY SCHOOL

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Relevant Legislation, Statutory Requirements and Guidance

This policy is informed by the latest legislation and guidance from the Department for Education (DfE) and by the Trust's policies and procedures. It should be read alongside the following:

- Department for Education: Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- Department for Education: Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (current statutory guidance, including 2026 updates where applicable)
- Department for Education: Keeping Children Safe in Education (latest

version)

- Department for Education: Searching, Screening and Confiscation: Guidance for Schools (July 2023)
- Department for Education: Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Department for Education: Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Education and Inspections Act 2006
- [Children and Families Act 2014](#)

This policy also reflects Halifax Primary School's values, Behaviour Curriculum, Safeguarding Policy, SEND Policy, Anti-Bullying and Prejudice Related Incidents Policy and the Orwell Multi Academy Trust Parent and Carer Code of Conduct.

Halifax Primary School's Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards and consequences are used consistently by staff, in line with the behaviour policy.
- Pupils and staff understand the behaviour policy.
- The Suspension and Permanent Exclusion Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between school and home life.
- Adults create positive experiences, explicitly teach valued behaviour, and model the behaviour expected from pupils.
- Behaviour is interpreted as communication and responses consider context, SEND, protected characteristics and safeguarding information.
- Support is adapted where needed while maintaining high expectations for all pupils.

Aims

At Halifax Primary School, we recognise the links between behaviour, feelings, and experiences. Our approach is rooted in Therapeutic Thinking and underpinned by our

Behaviour Curriculum. This policy outlines how adults teach, model, and respond to behaviour so that all pupils are supported to meet high expectations.

This policy, and its application, aims to:

- Create positive experiences for all pupils.
- Maintain a safe, calm environment that enables all pupils to learn.
- Explicitly teach behaviour so pupils make progress over time.
- Ensure consistency in adult responses across the school.
- Ensure pupils are provided with what they need to develop independence, resilience, and self-regulation.
- Reduce detrimental behaviour over time.
- Eliminate discrimination, bullying and harm

School Ethos

- At Halifax, we believe that strong, positive relationships are the foundation of a safe, respectful, and inclusive school community. We prioritise making every pupil feel valued, secure, and connected both to trusted adults and to the wider school.
- Our policy reflects the principles of the Therapeutic Thinking approach, which supports emotional wellbeing and promotes valued behaviour through empathy, consistency, and fairness.
- We are a caring school built on mutual trust, respect, and high expectations. Every pupil is recognised as an individual, and we work closely with families and external partners to ensure pupils feel safe, supported, and able to thrive.
- Safeguarding underpins all we do. Staff are alert to any changes in behaviour that may indicate a pupil is in distress or at risk. In such cases, we follow our Safeguarding Policy and consider the appropriate level of support or referral.
- Staff maintain fair, calm, and consistent boundaries, while remaining approachable and supportive. For some pupils, individualised approaches may be needed to meet social, emotional, or learning needs, ensuring that all pupils can succeed.

Our Values in Action

At Halifax Primary School, our values are aspiration, nurture, collaboration, and curiosity. These values shape the feelings we aim to create for pupils and are reflected in how pupils behave, learn, and interact.

- **Aspiration:** we want pupils to develop a love of learning, confidence, and a belief in their potential. We support pupils to engage in learning, set goals, strive for their personal best, use rich vocabulary, celebrate strengths, and learn from mistakes.

- **Nurture:** we want pupils to feel safe, comfortable, seen and heard. We support pupils to attend regularly, arrive on time, share experiences and feelings, ask for help, and express themselves confidently.
- **Collaboration:** we want pupils to feel valued, respected, and part of a community. We support pupils to communicate confidently, listen to others, ask questions, contribute to discussions, and work positively with others.
- **Curiosity:** we want pupils to feel interested, engaged, and excited about learning. We support pupils to ask questions, explore new ideas, take an active interest in learning, and show enthusiasm to discover more.

Key Terminology

Behaviour: everything a person says or does. Behaviour is linked to feelings, and feelings are influenced by experiences.

Valued behaviour: behaviour that creates positive experiences, supports learning and relationships, and reflects the school values. It includes actions that show concern for the rights, feelings and welfare of self and others.

Detrimental behaviour: behaviour that hurts or hinders an individual, the community or the environment. It contributes to negative experiences and unhelpful feelings.

Dangerous behaviour: behaviour that presents an immediate risk of serious harm, serious damage, significant disruption, or behaviour that may be considered criminal if the pupil was the age of criminal responsibility.

Educational consequences: actions that teach, rehearse, or develop valued behaviour. These help pupils understand impact, repair harm, and practise a more helpful response.

Protective consequences: actions taken to reduce risk and maintain safety. These may include increased supervision, adjusted access to spaces or activities, alternative working spaces, adult-supported play or, where necessary, suspension.

Being therapeutic: an approach that prioritises relationships, emotional safety, positive experiences, and planned responses that reduce detrimental behaviour over time.

Discrimination: behaviour that disadvantages or treats individuals or groups differently as a result of one or more protected characteristics.

Protected characteristics: age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy, and maternity.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Further detail can be found in the Anti-Bullying and Prejudice Related Incidents Policy.

Abuse: a form of maltreatment. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical, as well as the impact of witnessing ill-treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from, or additional to, that normally available to pupils of the same age.

Dysregulated: when a pupil is experiencing a heightened emotional or physiological state that makes it difficult for them to think clearly, communicate effectively, or manage their behaviour safely.

Externalising: when a person responds to stress or unhelpful feelings by acting on the world around them, which can lead to verbal or physical responses that affect the wellbeing of others.

Internalising: when a person responds to stress or unhelpful feelings by withdrawing from the world around them. This may include refusal to communicate, self-isolation, school refusal, or self-harm.

Roles and Responsibilities

Governors are responsible for reviewing and approving the written statement of behaviour principles, reviewing this policy with the Headteacher, monitoring its effectiveness through conversations, feedback and data, and holding the Headteacher to account for its implementation.

The Headteacher is responsible for reviewing and approving this policy with governors, ensuring that all staff understand the principles and approaches set out within it, ensuring stakeholders are involved in reviewing the policy, providing appropriate training and support, and reviewing behaviour data to ensure no group of pupils is disadvantaged by the policy or its implementation.

School leaders are responsible for supporting colleagues to reflect on and develop practice, addressing inaccurate or inconsistent implementation, analysing patterns of behaviour, providing updates and reminders, contributing to staff induction, and ensuring the Behaviour Curriculum is implemented and reviewed.

All members of staff are responsible for teaching and modelling valued behaviour, interpreting behaviour as communication, creating positive experiences, supporting pupils to reduce detrimental behaviour, maintaining their own physical and emotional welfare, supporting colleagues, working in partnership with families and implementing this policy consistently.

Parents and carers are asked to work in partnership with school, understand and support the behaviour policy, reinforce key messages at home, share changes in circumstances that may affect behaviour, discuss concerns promptly and respectfully, and support pupils to take responsibility and repair harm where appropriate.

Pupils will be explicitly taught Halifax's valued behaviours and routines. They will be recognised for valued behaviour, supported when they find behaviour expectations difficult, asked for their views, and taught how to raise concerns or ask for help.

Staff Training and Development

All adults play an important role in supporting positive behaviour and helping pupils thrive. Halifax Primary School is committed to ensuring staff are well trained and supported to do this effectively.

Induction: new and visiting colleagues are introduced to the school's Behaviour Curriculum, routines, scripts, recording systems, safeguarding expectations, and the principles of Therapeutic Thinking.

Annual training: staff have regular opportunities to refresh and develop their understanding of behaviour, including expectations, routines, de-escalation, restorative approaches, SEND, reasonable adjustments and recording procedures.

A culture of learning and support: staff work together, reflect on practice, and seek guidance when needed so that adults are well supported and able to respond in a calm, consistent, and positive way.

Targeted support: where additional support is needed, school leaders provide further guidance, coaching or training to ensure staff can meet the expectations set out in this policy.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model. The following table explains how it is applied:

Behaviour is something to	interpret
Pupils and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Pupils who do not manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	the logical response to a valued, detrimental, or dangerous behaviour to restore and repair what has happened either educational (e.g. teaching a pupil about why their actions/words are wrong) or protective (e.g.

	alternative working space, adult supported play, increased adult ratios)
Detrimental behaviour can be	a sign of unmet need, stress (difficulty in coping), pain, lack of understanding and skills and this should be explored
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the pupil and their need. putting in the correct educational and/or protective consequences to ensure that everyone's needs are met in the dynamic e.g. those of the pupil but also those of their classmate's teaching valued behaviour as part of the school's hidden curriculum
Practice and policy effectiveness is measured by	pupil and staff wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

Behaviour Curriculum: Expectations and Consistent Routines

At Halifax, our high expectations of all pupils are rooted in our Behaviour Curriculum, which teaches pupils how to behave using valued behaviour through consistent routines, clear modelling, and frequent rehearsal. We expect these behaviours to be demonstrated throughout the school day, including when pupils represent the school off-site or out of hours.

We promote:

- A positive attitude to learning in a calm, safe environment.
- Respect for each other, the school, and the wider community
- Independence, responsibility, and pride in personal conduct
- Clear, consistent routines to support all pupils to thrive.

Every Interaction is an Intervention

Staff use positive recognition, curiosity, and connection to guide behaviour, always seeking to strengthen the adult-pupil relationship. Expectations are modelled and upheld by all staff—and reflected in our appraisal process. Parents and carers are also expected to reinforce these values when on school site or accompanying trips. To ensure consistency, staff explicitly teach and reinforce routines for:

- Start and end of the day.
- Assemblies
- Transition times and lining up (e.g. for assemblies and within lessons)

- Getting changed for swimming
- Moving around the school
- Break and lunchtimes.
- Eating in the dining hall
- Use of the library

These routines are taught early in the year and revisited regularly, with visual cues, scripting, and modelling used across all year groups. Pupils are expected to:

- Show respect to all staff and peers.
- Enable others to learn without disruption.
- Move calmly and quietly around school.
- Care for the school environment and property.
- Wear the correct uniform.
- Accept consequences and take responsibility.
- Uphold the school's values and reputation in person and online.

These expectations are consistently referenced in everyday interactions and through our Behaviour Curriculum. Reasonable adjustments are made where necessary to ensure every pupil can succeed in meeting behavioural expectations.

Behaviour Curriculum - Impact

The school continuously reviews the progress pupils make in relation to valued behaviour. Evidence of impact may include reduced frequency or severity of detrimental behaviours, increased attendance, greater engagement in learning, deeper understanding of emotions and feelings, increased co-regulation and self-regulation, greater perseverance, stronger friendships, and improved conflict resolution.

Impact is reviewed through behaviour tracking systems, CPOMS, Arbor, pupil voice, staff discussion, responsive planning meetings, positive messages and phone calls home, Friday Book Cards, Behaviour Awards, observations, and professional judgement. Leaders use this information to adapt provision, identify staff training needs, and ensure groups or individuals are not disadvantaged by the policy or its implementation.

Off-site Behaviour

Protective or educational consequences will be applied when a pupil behaves in a detrimental way off-site while the school is acting *in loco parentis* (i.e. in place of a parent). This includes occasions when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips, residential visits, sporting events)

Consequences* may also be applied when a pupil behaves detrimentally outside school hours while representing the school, including when they are:

- Travelling to or from school
- Wearing school uniform
- Identifiable as a pupil of our school in any other way

Additionally, consequences* may apply for off-site behaviour at any time, regardless of whether the above conditions apply, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil (e.g. harmful online behaviour)
- Could adversely affect the reputation of the school.

** Please note that the focus of these consequences should be on supporting the pupil to understand their impact and (if applicable) minimising the risk of harm to others through implementation of a risk assessment, not on 'punishing' them for behaviour outside of school that is not linked to their learning environment. Consequences put in place by the school may be informed by external bodies, such as the police.*

Online Behaviour (On or Off School Site)

At Halifax, we recognise that online activity, whether during or outside of school hours, can have a direct impact on pupils' wellbeing and school life. Where online behaviour poses a threat, causes harm, or affects the smooth running of the school, we will respond accordingly.

This includes behaviour that:

- Poses a threat or causes harm to another pupil.
- Breaks any aspect of the school's ICT Parent Pupil Agreement
- Could have repercussions for the orderly running of the school.
- Adversely affects the reputation of the school.
- Occurs when a pupil is identifiable as a member of the school.

Responding to Valued Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, or the individual targets that have been set, staff will recognise it with positive recognition and reward. Specific recognition should happen as soon as possible, be genuine, and make clear which valued behaviour has been shown and why it matters.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal personal and constructive recognition by adults and peers in the classroom and around the school site
- Class Dojo Points
- House Points for sporting activities and for Class Dojo milestones
- Informing families of their pupil's achievements verbally or through a positive phone call home
- Friday Book Card Assemblies
- Certificates and badges (e.g. for Accelerated Reader, Behaviour Awards, Halifax Hundred) presented in assemblies.
- A position of responsibility e.g. school council, peer mentor, librarian, sports leader or being entrusted with a particular decision or project.
- The trust given to pupils showing valued behaviour e.g. the freedom to play with peers on the playground.
- Termly Whole-class or year group rewards, such as a popular activity

For some pupils, this may involve working towards individual rewards which are flexible and adapted and revised according to circumstances. Once a reward is given it must not be withdrawn as a result of detrimental behaviour.

Viewing Behaviour as a Learning Process

At our school, we view behaviour as an essential part of the learning journey. We recognise that pupils will naturally test limits, challenge boundaries, and question societal norms as part of their development. They may also respond in a variety of ways to stress, boredom, confusion, over-excitement, or disappointment.

We understand that behavioural mistakes are inevitable, and we approach them with empathy and a commitment to growth. Our role, as emotionally mature adults, is to offer support, guidance, and opportunities for reflection, helping pupils learn from their experiences and make more positive choices in the future.

Central to our approach is the principle of *co-regulation*, we listen carefully to pupils and help them understand the impact of their behaviour on others. We believe that connection must come before correction; a dysregulated pupil must feel calm and safe before they can process and respond to consequences in a meaningful way.

To support this, staff use consistent, compassionate scripts when supporting with behaviour. These scripts help provide clarity, reduce emotional escalation, and ensure that pupils receive calm and predictable responses across the school. This consistency reinforces boundaries while preserving the trust and security needed for learning to take place.

Use of Scripts

At Halifax, we believe that clear, compassionate communication is essential when supporting pupils through moments of dysregulation. To foster positive relationships and teach valued behaviours, we use therapeutic scripts designed to de-escalate situations and regulate pupils.

When addressing a pupil's behaviour, it is important to start by using their name. This simple act signals that you are fully present and that the situation is one to resolve together. For example, beginning with "Fred, I can see something is wrong" acknowledges the pupil's emotional state and helps shift the conversation towards problem-solving, not punishment.

Therapeutic scripts are designed to create a safe and supportive environment where pupils feel listened to and understood. Phrases such as "I'm here to help you" or "What happened to you?" offer a safe space for pupils to express their feelings and concerns, reinforcing that the goal is to resolve the issue, not to impose consequences. These statements help pupils understand that their emotions are valid, and that behaviour is an opportunity for learning and growth.

In moments of heightened emotion, it can be helpful to guide the pupil away from the current setting using phrases like "Come with me and we'll talk about it." Moving the pupil to a quieter space allows them the time and space to regain composure while still feeling supported and understood.

See Appendix 3 for more information on scripts and examples.

Our General Responses to Mistakes and Incidents

At our school, we use restorative approaches to support pupils in understanding their behaviour and its impact on others. While appropriate consequences, such as the loss of privileges, may be used, the focus remains on reflection, repair, and rebuilding relationships.

For minor incidents, this may involve a sincere apology or a kind action to make amends. Pupils are guided to consider not only how they were affected, but how others may have felt as a result of what happened.

When addressing incidents, staff use the following restorative questions after everyone involved is calm and regulated:

1. What happened to you?
2. What were you feeling or thinking at the time?
3. Who has been affected?
4. What can we do to make things right?

These questions are adapted to suit the age and needs of the pupil and may be asked shortly after the event or once the pupil is ready to engage reflectively. All pupils involved are supported to share and listen to each other's perspectives. Repairing harm can take different forms; spoken, written, creative, or practical, depending on what feels most appropriate and meaningful. Where possible, natural, or logical reparations are used (e.g. cleaning up a mess, fixing a broken item). If that is not possible, a thoughtful alternative is agreed upon.

Staff work alongside pupils to help them understand what happened and what might help next time. This might include teaching specific skills, offering reassurance, or simply giving time to process. This relational, reflective approach helps to build a calm, respectful, and connected school community.

Using Logical Consequences

At our school, we recognise that consequences, both positive and corrective, are part of the learning process. When responding to behaviours that are not helpful or safe, our focus is not on punishment but on supporting the pupil or young person to understand what happened, reflect on their actions, and develop the skills to respond differently in future. All consequences should be meaningful, proportionate, and tailored to the individual. They should clearly relate to the behaviour, helping the pupil to feel supported, not shamed.

We view consequences through two key lenses: *protective* and *educational*.

Protective Consequences

These are used to maintain safety and protect the rights of others. They are typically short-term strategies that reduce risk and help create a calm environment while the pupil is supported to develop the skills they need. Examples include:

- Increased staff supervision or adult presence
- Adjusted timetable or school day
- Changes to how and when outside space is accessed.
- Adult-supported playtimes or structured lunchtime activities
- Escorting in busy or challenging social settings
- Use of differentiated or quieter teaching spaces
- Planned use of suspension, where absolutely necessary, to review needs, adapt support, and prepare for a positive reintegration.
- Ongoing risk assessment and safety planning
- Explicit teaching of regulation skills (with co-regulation as a starting point)

Educational Consequences

Educational consequences aim to help the pupil understand the impact of their behaviour, practise helpful alternatives, and repair relationships or environments where appropriate.

Examples include:

- Completing work that was avoided or disrupted, during break or a short part of lunchtime (up to 15 minutes)
- Rehearsing and modelling positive behaviour through guided practice or role-play.
- Involvement in simple restorative tasks, such as helping to fix or tidy something they have damaged.
- Learning opportunities such as social stories, collaborative play, or discussions to explore empathy and consequences.
- Reflecting and repairing through restorative conversations or activities, with adult guidance

We believe that long-term change is unlikely without support to develop understanding and emotional literacy. Therefore, wherever protective consequences are used, they are accompanied by educational opportunities that build skills and promote self-awareness.

Our approach ensures that every consequence is part of a broader framework of care, connection, and relational support, helping all pupils feel safe, valued, and able to succeed.

The Lunchtime Reflections Room

At our school, we use the Lunchtime Reflections Room, led by a member of the Senior Leadership Team, as a space where both protective and educational consequences can be carried out during breaktime and lunchtime. This calm, supervised environment provides a supportive space for pupils who need time away from the playground due to incidents that require reflection, redirection, or further adult support.

Protectively, the room offers a safe and structured alternative to unstructured playtime, reducing the risk of further incidents and helping pupils to regulate in a quieter setting. Educationally, it provides an opportunity for pupils to engage in restorative conversations, complete any unfinished or disrupted tasks, and take part in guided activities designed to help them understand their behaviour and its impact.

This space is not intended to be used punitively but rather as a positive and relational intervention, giving pupils the time, space, and adult support they need to repair, reset, and return ready to engage positively with their peers.

Examples of Detrimental Behaviour and Consequences

This section provides guidance for responding to a range of detrimental behaviour across different contexts, both in school and off-site e.g. during visits or sporting events. The aim is to support consistency, fairness, and effectiveness in our approach, helping pupils understand the impact of their actions and support them to behave in a more prosocial way in the future.

Consequences should always be proportionate, logical, and delivered with care. They are most effective when tailored to the individual and linked clearly to the behaviour. Staff will use professional judgment, consider the context, and follow up with restorative approaches wherever possible. Early, calm intervention is key to preventing escalation, and the support of the Senior Leadership Team (SLT) is available whenever needed.

These examples are intended to empower staff to respond confidently and compassionately, ensuring all pupils feel safe, respected, and supported in their learning and development.

Detrimental behaviour	Possible Consequences
Relatively low impact (classroom or off-site in loco parentis) <u>Examples:</u> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Moving from designated space	Verbal Interventions <i>I know you can behave better than this. I'd really like to see that.</i> <i>How can I help you turn this around, so you are proud of yourself?</i> Scripted response <i>I can see there's something wrong (acknowledge their right to their feelings).</i> <i>I can see something has upset you. How can I help you?</i> <i>I'm here to help and listen. Tell me what happened.</i> <i>Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i> Send to a quiet designated space in the classroom for a minimum of 5 minutes. Reflection support during lunchtime (up to 15 minutes) with trusted adult

	This time could be spent completing unfinished work or to talking through detrimental behaviours and reminding pupil of the school's expectations. If off-site, then pupil could be removed from allocated activity to speak to an adult or complete their task. <i>Pupils who swear should be sent to a member of SLT who will address this behaviour with the pupil and contact their parents/carers. Staff should address whole class when pupils swear and remind everyone about appropriate and inappropriate language. Staff should never ignore swearing unless it is on a pupil's individual behaviour support plan to do so.</i>
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Relatively low impact (playground) <u>Examples:</u> • Disrespectful comments / unkind remarks • Pushing • Playing in a non-designated space e.g. inside, on the quad or behind the stage • Misuse of play equipment causing damage	Statement of reality: <i>"Fred, you're not letting anyone else use the ball. "</i> Never ask why they are doing it. It is confrontational and you don't actually need to know why they are doing it - they just need to stop. Positive phrasing: <i>"Fred ____ thank you."</i> <i>"Fred share the ball thank you."</i> Statement of limited choice: <i>"Fred you can give the ball to me or put it down over there. Ball to me or over there. Fred you can give the ball to me or put it down over there."</i> Praise a choice when it's made e.g. thank you, you gave the ball to me. Protective consequences: Send to Reflections for an age appropriate (e.g. FS might be 3-5 minutes, KS1 5 minutes and KS2 5-10 minutes) and have conversation with adult focusing on impact of their behaviour on others. • Play items removed for safety. Restorative justice e.g. clean an area or repair damage (decided by member of SLT) Also: • Being close and whispering a firm reminder • Name/pause technique. • Praise of other pupils • Reminder about behaviour and value they are not following e.g. 'Can I just remind you that one of our values is ...' • A quiet word
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To ensure all pupils are able to learn and feel safe, all relatively low impact detrimental behaviour should be acted on immediately by staff.

If chosen consequences do not have the desired response, staff should send the pupils to a member of SLT or request for a member of SLT to come to the classroom to support. If off-site (e.g. visit or sporting event) the member of staff

should consider contacting the school to speak to a member of SLT for further advice.

Detrimental behaviour	Possible Consequences
Relatively high impact (classroom or playground) <u>Examples:</u> • Refusal to listen to adults or follow instructions • Bullying • Harmful verbal aggression towards adults or other pupils • Persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching • Any discriminatory behaviour: e.g. racism, homophobia, sexism • Causing significant, deliberate damage to school property • Stealing • Inciting other pupils to detrimental behaviour • Swearing • Spitting	• SLT notified without delay and situation dealt with away from classroom/playground • Restorative approach followed (see Appendix 3) and logical consequence set • Incident recorded on CPOMS. • Parents notified by telephone or in writing by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from pupil(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. • If response leads to a suspension - parents/carers also notified in writing. • Re-integration meeting to be held on return to school. • Following investigation, an action plan for bullying may also be implemented

Relatively high impact (off-site in loco parentis) All the examples listed above including: • Causing significant, deliberate damage to property or local area	SLT notified by phone call and situation dealt with away from the group by lead teacher following advice from SLT (if not a member on the trip) Restorative approach followed (see Appendix 4 questions above) and logical consequence set e.g. staying with lead teacher for rest of trip and not joining in with the activities On return to school: • Incident recorded on CPOMS. • Parents notified by telephone or in writing by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from pupil(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. • If response leads to a suspension - parents/carers also notified in writing. • Re-integration meeting to be held on return to school. • Following investigation, an action plan for bullying may also be implemented. Subsequent trips: To ensure known risks are reduced, any pupil showing these behaviours will need additional adult support (1:1) on at least their next trip. The pupil's parent or carer will be invited to attend. Any further trips can then be risk assessed depending on the pupil's behaviours both on and off-site. If a pupil cannot follow adult instructions at school, the risk to their safety off-site is high.
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The safety of pupils is paramount in all situations. To reduce the risk of detrimental behaviour escalating to dangerous behaviour, staff are aware that when a pupil is aggressive, they may be responding with fight, flight or freeze instincts and may not be able to think clearly about their actions. Staff aim to distract pupils and engage their thinking brain, perhaps by changing the subject or commenting on something happening elsewhere. Staff know that humour will only work where there is a strong relationship with the pupil. Staff should avoid responses that may escalate, embarrass, or undermine the pupil.

Dangerous behaviour	Possible Consequences
High impact (classroom, playground or offsite in loco parentis) <u>Examples:</u> • Possession of harmful substances or weapon • Extreme violence/physical abuse towards another pupil or towards an adult e.g. punching/throwing at to cause harm or pushing pupil into busy road. • Very serious challenge to authority - persistent and dangerous	In this instance, other actions are automatically bypassed. The situation is dealt with by the Headship team immediately. These staff members are all trained in de-escalation and safe pupil restraint. They will act appropriately with everyone's safety being paramount. • Behaviour of this nature is likely to result in a suspension or exclusion to ensure the safety of all concerned. See the Suspension and Permanent Exclusion Policy for more information. • Behaviour of this nature on a trip could lead to the school requesting that the parent/carer collects the pupil from the venue or, if they are unable to, a member of SLT (with another staff member) will attend. • Behaviour of this nature on a trip could also result in the pupil not being able to attend any further trips with the school, especially residential visits.

Specific Dangerous Behaviour Categories

The following forms of dangerous or serious detrimental behaviour require specific consideration in addition to the responses above:

Bullying: bullying is always unacceptable. The school will investigate, record, respond and support all pupils involved in line with the Anti-Bullying and Prejudice Related Incidents Policy.

Prohibited items: these include knives or weapons, articles that may be used to commit an offence or cause injury or damage, illegal drugs, toxic or psychoactive substances, stolen items, fireworks or explosives, pornography or sexual imagery, alcohol, tobacco, e-cigarettes and vapes. The Headteacher and authorised staff may search where there are reasonable grounds, in line with statutory guidance and the school's safeguarding procedures.

Prejudice and discrimination: any incident that disadvantages or treats individuals or groups differently because of protected characteristics is unacceptable. Incidents will be recorded, monitored, and addressed through education, restorative work, protective action where needed and communication with families as appropriate.

Child-on-child sexual violence and sexual harassment: such behaviour is never acceptable and must be reported to the Designated Safeguarding Lead immediately. Staff must not dismiss harmful sexual behaviour as banter, part of growing up or boys being boys. The school response is set out in the Safeguarding Policy.

Recording Behaviour Incidents

We have a clear process and system in place to record all concerning behaviour incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

We use the following system to manage and record detrimental behaviours:

Any pupil displaying detrimental behaviour with relatively low impact, will be given a reminder that begins with their name.

If the behaviour persists affecting their learning or the learning of others, a warning will be given, and the pupil receives a tick on the behaviour tracker under 'W' for 'warning.'

If the behaviour continues, the pupil is moved to a quiet space within the classroom to reflect for a minimum of 5 minutes or until the adult assesses that they are ready to return to the lesson. A second tick is placed on the tracker under 'C' for 'class.' The pupil is given a learning consequence at the next available breaktime or lunchtime.

If the behaviour continues or escalates the pupil will be sent to work in the parallel class to reflect for a minimum 10 minutes, or until the adult assesses that they are ready to return to the lesson. A third tick is placed on the tracker under 'P' for 'parallel' and the pupil is given a learning consequence at the next available breaktime or lunchtime.

Removal from Class

If the behaviour continues or escalates or the pupil is displaying high impact detrimental behaviour, the pupil will be removed from class for a limited period of time to work in a separate supervised space. This will be followed by a learning consequence to enable pupils to reflect on their actions before returning to class. In this instance staff will place a tick under 'R' for 'removal.'

Staff must ensure that pupils are only removed from class:

- As a serious sanction, not as a routine consequence.
- Following other classroom behaviour strategies unless the behaviour is so extreme that immediate removal is necessary.

Staff must inform parents or carers on the same day if their child has been removed from the classroom.

Removal from class must be reasonable, proportionate and take account of SEND, disability, mental health, or other individual circumstances. The

designated space will be supervised by a member of the Senior Leadership Team, and suitable for the pupil to learn and refocus.

Following a Removal from Class

There should be a clear reintegration process back into class when it is appropriate and safe. The school monitors the use of removal from class to identify repeat patterns, pupils needing additional support, SEND considerations, or equality issues.

The behaviour tracker resets for the morning and afternoon session each day.

For low impact detrimental behaviours, class teachers use CPOMS to report incidents, consequences, outcomes and intended or already actioned communications with parents. The Senior Leadership Team do the same for any low, high, or dangerous behaviour incidents that they deal with. The school's Designated Safeguarding Leads (DSLs) have oversight over all of the incidents of concern that are entered onto CPOMS on a daily basis. They communicate any concerns or patterns in behaviour with external professionals accordingly including prejudice related incidents.

Analysing Patterns of Detrimental Behaviour

A designated member of the leadership team, identified by the Headteacher, will be responsible for collating and analysing data relating to detrimental behaviour. All members of the leadership team are expected to contribute to this process, support the interpretation of information where appropriate, and take collective responsibility for acting on the findings to improve behaviour and provision.

Individual pupils: where pupils frequently display detrimental behaviour, the class teacher will record incidents and be supported by a senior leader, SENDCo or Assistant Headteacher for Inclusion to analyse patterns. Continued detrimental behaviour is interpreted as a potential sign of unknown or unmet need. Analysis will consider risk and protective factors, possible functions of behaviour, pupil voice, family voice and any reasonable adjustments or adaptations required.

Groups of pupils: senior leaders monitor behaviour across the school through observation, stakeholder voice, behaviour tracking systems, CPOMS and Arbor. Information is evaluated by relevant characteristics, including age, sex, race and ethnicity, disability, SEND, disadvantage, and other protected characteristics. Where any group is disadvantaged by the policy or its implementation, leaders take action to secure more equitable outcomes.

Behaviour analysis is used to inform practice, staff training, pupil support, risk assessment, individual behaviour support planning and strategic reporting to governors and trustees.

The Role of Parents and Carers in Supporting Behaviour Expectations

At our school, we believe that strong partnerships between home and school are essential in supporting pupil's behaviour and personal development. When detrimental behaviour occurs, we are committed to responding in a way that is fair, restorative, and in the best interests of the pupil and wider school community.

We ask that parents and carers support the school's approach to behaviour by:

- Trusting the professional judgment of school staff, who will always seek to act proportionately, with care and consistency.
- Reinforcing key messages at home about the importance of respect, kindness, and responsibility, especially following an incident.
- Engaging in open and respectful dialogue with staff, including attending meetings when required, and helping pupils reflect on the consequences of their actions.
- Encouraging their child to take responsibility for their behaviour and to engage in any restorative or reparation work that is set.
- Working with us to identify any underlying needs or difficulties that may be contributing to a pupil's behaviour, so that the right support can be put in place.
- Allowing the school to handle all behaviour matters involving other pupils.

Parents and carers should not approach other pupils directly about any incident involving their pupil. Doing so can cause further distress or confusion for those involved. Instead, concerns should be shared with a member of staff so the matter can be addressed appropriately and professionally. This is in keeping with the OMAT Parent and Carer Code of Conduct which must be adhered to.

Parents and carers will be informed when a serious or repeated behaviour incident occurs and may be asked to attend a meeting with a member of the Senior Leadership Team. In cases where behaviour has had a significant impact on others or the wider school community, an individual behaviour support plan may be put in place to support the pupil's reintegration or behaviour going forward. The school may also seek parental permission to make a referral for external support and guidance in best meeting the needs of pupils with behaviour that challenges.

Harm From Dysregulated Behaviour

Our school always prioritises the safety and welfare of all staff and pupils, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting Those Who Have Been Harmed

Our staff and pupils receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times, our school ensures that this person (adult or young person) is fully supported.

We always consider the following:

- Are they physically safe and protected?
- Do they need immediate first aid & medical treatment?
- Is there a need for immediate police involvement?
- Ensure they have the opportunity to talk about the incident either with a trusted person or other independent service.
- Give reassurance to reduce feelings of guilt and/or anxiety.

Risk Assessment Process

At our school, we use risk assessments to help prevent harm. This process focuses on identifying what may trigger distress or dysregulation in a vulnerable pupil, based on all known information. With this understanding, we can put clear strategies in place to reduce risks, support positive behaviour, and keep everyone safe.

Restrictive Intervention - The Use of Reasonable Force Power to Use Restrictive Interventions (DfE April 2026)

The school follows the Department for Education guidance (April 2026) on the use of restrictive interventions, including reasonable force. A restrictive intervention is any action that restricts a pupil's movement, liberty, or freedom to act independently. Principles Restrictive interventions will only be used as a last resort, where necessary to:

- Prevent injury to themselves or others.

- Prevent serious damage to property.
- Prevent serious disruption to good order and discipline.

Any use must be:

- Reasonable in the circumstances.
- Proportionate to the risk presented.
- For the shortest time necessary Restrictive interventions will never be used as punishment.

Types of Restrictive Intervention

- physical restraint
- seclusion
- non-force restrictive interventions

De-escalation First

Staff will prioritise:

- de-escalation strategies
- preventative approaches
- understanding pupil needs (including SEND)

Recording and Reporting

All significant incidents will be recorded. A significant incident is one where:

- force has been used
- a pupil has been physically restrained
- a pupil or staff member has been injured
- the intervention was required to manage risk

All incidents will be recorded on the school's recording system (Arbor) and will include:

- the reason for the intervention
- the type of intervention used
- the duration of the intervention
- the staff involved
- the pupil involved (including SEND or additional needs)
- any injuries or safeguarding concerns
- actions taken following the incident.

Parental Communication

Following an incident, parents or carers will be informed:

As soon as practicable and no later than the same day other than in exceptional circumstances

A written record will include:

- date, time, duration
- reason for intervention
- type of force/restriction
- any injuries

Seclusion

Seclusion will:

- Only be used when necessary.
- Be proportionate.
- Be supervised at all times.
- Be used for the shortest time if possible.
- It will never be used as punishment.

Use of Calming Spaces

The school follows the OMAT Calming Space Aide Memoire

- If a pupil can leave freely, this is a support strategy.
- If a pupil cannot leave freely, this is restrictive intervention and will be recorded and reported to parents or carers.

Physical Contact

The school cannot operate a 'no contact' policy as appropriate physical contact may occur for:

- care and comfort
- first aid
- guidance
- for the purpose of demonstration skills and techniques as part of teaching activities

These are not restrictive interventions and do not restrict liberty.

Monitoring and Accountability

Senior leaders will:

- monitor incidents via Arbor
- analyse patterns and trends

This information will be reported to:

- Local Governing Committees

Trustees (via the CEO) to ensure:

- appropriate oversight
- identification of disproportionate use
- compliance with statutory duties

Training

School leaders will ensure that staff are appropriately trained on how and when it is appropriate to use restrictive interventions based on their role in school and the context of the pupils.

Screening and Searching Pupils

At our school, staff are aware of the legal provisions that allow them to confiscate items from pupils. These include:

1. The General Power to Discipline
2. The Power to Search Without Consent (as outlined in the Behaviour and Discipline in Schools guidance from the Department for Education, updated in 2022).

Under this guidance, staff may confiscate items that are deemed inappropriate, contravene school policies, or cause concern. These can include items of high value or those causing disruption to the learning environment. Staff will use their discretion to determine whether the item should be returned to the pupil at the end of the school day or to the parent/carer. If an item needs to be collected by a parent/carer, staff will ensure that the parent is informed through either the pupil, a text message, or a phone call.

In cases where the confiscated item is of high value or deemed inappropriate, the parent/carer will be contacted directly.

The Headteacher and authorised staff may search pupils or their possessions where there are reasonable grounds to suspect that the pupil may have a prohibited item or an item banned by the school rules, including:

- Items banned by the school rules, including mobile phones and Smartwatches where they have been brought onto site in breach of school expectations.
- Knives and weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article likely to cause personal injury, damage to property, or be used to commit an offence.
- Any item explicitly banned by the school's rules, identified as one that can be searched.
- When prohibited items are found as a result of a search, the appropriate actions will be taken in line with the DfE's guidelines, which outline how these items should be managed.

Confiscation and Searches: Processes

Our school adheres to the Department for Education's (DfE) guidance on searching, screening, and confiscation to ensure a safe and supportive environment for all. This guidance outlines the powers and procedures for searching and confiscating items in schools: GOV.UK.

Confiscation

Staff have the authority to confiscate items that:

- Are prohibited by school rules (e.g., knives, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images).
- Are harmful or detrimental to school order, even if not explicitly banned.

Prohibited items found during a search will not be returned to the pupil. Items deemed harmful or disruptive may be returned after discussion with senior leaders and, where appropriate, parents.

Searching a Pupil

Only the headteacher or an authorised staff member may conduct a search. In most cases, searches will be carried out by staff of the same sex as the pupil, with another staff member present as a witness. However, if there is an urgent risk of harm, a search may be conducted by a staff member of a different sex without a witness. In such cases, the incident must be reported immediately, and a written record should be kept.

Procedure Before a Search

Before conducting a search, staff will:

- Assess the urgency and necessity of the search.
- Consider any potential safeguarding risks.
- Explain to the pupil the reason for the search and what it will entail.
- Seek the pupil's cooperation and answer any questions they may have.

Informing Parents

Parents will be informed as soon as reasonably practicable if a search for a prohibited item has been conducted. They will be told what happened, what was found (if anything), what has been confiscated (if applicable), and what actions the school has taken.

Support After a Search

Regardless of the outcome, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed. If necessary, staff will follow the school's Pupil Protection & Safeguarding Policy and consult with the designated safeguarding lead (DSL) to determine appropriate support.

For more detailed information, please refer to the full DfE guidance: [GOV.UK](https://www.gov.uk).

How We Support Pupils with Additional Social, Emotional and Mental Health Needs

At our school, we recognise that some pupils will have additional needs, including social, emotional, and mental health (SEMH) difficulties. These may manifest as disruptive or dysregulated behaviours and can stem from a range of underlying factors such as neurodivergence (e.g., ADHD, Autism), sensory or medical needs, or difficulties with attachment or social interaction.

Where a pupil is at risk of requiring restrictive physical intervention, support will be planned, delivered, and reviewed as part of the school's graduated approach to support them in meeting the behaviour expectations for the school. This includes early identification, reasonable adjustments, preventative strategies, and individualised risk assessment and safety planning. Any pupil who has experienced restrictive intervention will have their support reviewed promptly, with adjustments made to reduce future risk. This may include referral for

additional assessment or support through appropriate external services where thresholds are met.

We are committed to understanding the root of behaviours, supporting emotional wellbeing, and making reasonable adjustments to help pupils engage and progress. This is achieved through tailored strategies developed in partnership with families, staff, and external professionals. Where appropriate, Early Help referrals and multi-agency support are offered to pupils and families. We follow statutory guidance, including the SEND Code of

Practice and the Equalities and Disability Acts, to ensure inclusive and appropriate provision.

We understand that challenging behaviours often arise from stress, anxiety, or barriers to learning. Our role is to help pupils return to a state of regulation, so they are ready to learn and thrive. For further details, please refer to our SEND Policy, which outlines our support system.

Responding to Detrimental Behaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of detrimental behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of detrimental behaviour will be made on a case-by-case basis.

When dealing with detrimental behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers for detrimental behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers for detrimental behaviour includes:

- Short, planned movement breaks for a pupil with SEND who finds 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.
- Training for staff in understanding conditions such as autism and PDA
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload.
- Making sure that pupils are regulated before consequences are discussed.
- Prior information for staff about pupils
- Support for transition
- Teaching and then cueing (i.e. reminding) pupils about safer and acceptable ways to self-regulate.
- Tailored curriculum to reduce cognitive overload.
- Reintegration timetables e.g. to reduce sensory overwhelm during the school day.

Adapting Consequences for Pupils with SEND

When determining a consequence for a pupil with Special Educational Needs or Disabilities (SEND), the school will consider the following:

- Was the pupil unable to understand the rule or instruction due to their SEND?
- Was the pupil unable to act differently at the time because of their SEND?
- Is the behaviour a likely result of the pupil's SEND (e.g., linked to a diagnosed condition)?

If the answer to any of these questions is yes, applying a serious consequence (such as suspension) without appropriate consideration or reasonable adjustments may be deemed discriminatory and therefore unlawful under the Equality Act 2010.

Considering Whether a Pupil Displaying Challenging Behaviour May Have Unidentified SEND

The school's Assistant Head of Inclusion/Special Educational Needs Co-ordinator may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health, and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Individual Behaviour Support Plans

There is an important distinction between pupils who occasionally display unexpected or isolated incidents of detrimental behaviour, which may be addressed with a simple reminder or one-off consequence, and those who frequently demonstrate patterns of behaviour that negatively impact others. In such cases, an Individual Behaviour Support Plan may be necessary.

This is a supportive, individualised plan designed to help the pupil develop greater internal self-regulation over time, thereby reducing their reliance on external controls such as adult direction or consequence. Following a detailed analysis of the pupil's behaviour, the plan outlines the specific behaviours of concern and provides clear strategies for staff to use in response. The aim is to provide consistent, empathetic support that enables the pupil to feel safe, understood, and gradually more in control of their own actions.

The procedure to writing an Individual Behaviour Support Plan typically involves:

1. Anxiety Analysis
2. Conscious and Subconscious Checklists
3. Therapeutic Tree
4. Therapeutic Plan Risk Calculator

5. Collaborative writing of the Individual Behaviour Support Plan (involving the pupil, family, Class teacher, and Learning Leader)

If a pupil has an Individual Behaviour Support Plan, it should be followed by all staff members, especially those working closely with the pupil. It makes clear the words, actions and consequences that will apply to detrimental or dangerous detrimental behaviours that a specific pupil may be presenting with e.g. climbing or running away. Staff unfamiliar with a pupil's plan should request help from someone who knows it.

Links to Other Policies and Documents

This policy should be read alongside:

- Safeguarding Policy
- Anti-Bullying and Prejudice Related Incidents Policy
- SEND Policy and SEND Information Report
- Suspensions and Permanent Exclusion Policy
- Equality, Diversity, and Inclusion Policy
- Online Safety Policy and ICT Parent Pupil Agreement
- Attendance Policy
- Behaviour Curriculum
- OMAT Parent and Carer Code of Conduct
- OMAT Calming Space Aide Memoire

Behaviour: everything a person says or does. Behaviour is linked to feelings, and *feelings are influenced by experiences.*

Valued behaviour: behaviour that creates positive experiences, supports learning and relationships, and reflects the school values. It includes actions that show concern for the rights, feelings and welfare of self and others.

Detrimental behaviour: behaviour that hurts or hinders an individual, the community or the environment. It contributes to negative experiences and unhelpful feelings.

Dangerous detrimental behaviour: behaviour that presents an immediate risk of serious harm, serious damage, significant disruption, or behaviour that may be considered criminal if the pupil was the age of criminal responsibility.

Educational consequences: actions that teach, rehearse, or develop valued behaviour. These help pupils understand impact, repair harm, and practise a more helpful response.

Protective consequences: actions taken to reduce risk and maintain safety. These may include increased supervision, adjusted access to spaces or activities, alternative working spaces, adult-supported play or, where necessary, suspension.

Being therapeutic: an approach that prioritises relationships, emotional safety, positive experiences, and planned responses that reduce detrimental behaviour over time.

Discrimination: behaviour that disadvantages or treats individuals or groups differently as a result of one or more protected characteristics.

Protected characteristics: age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy, and maternity.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Further detail can be found in the Anti-Bullying and Prejudice Related Incidents Policy.

Abuse: a form of maltreatment. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical, as well as the impact of witnessing ill-treatment of others.

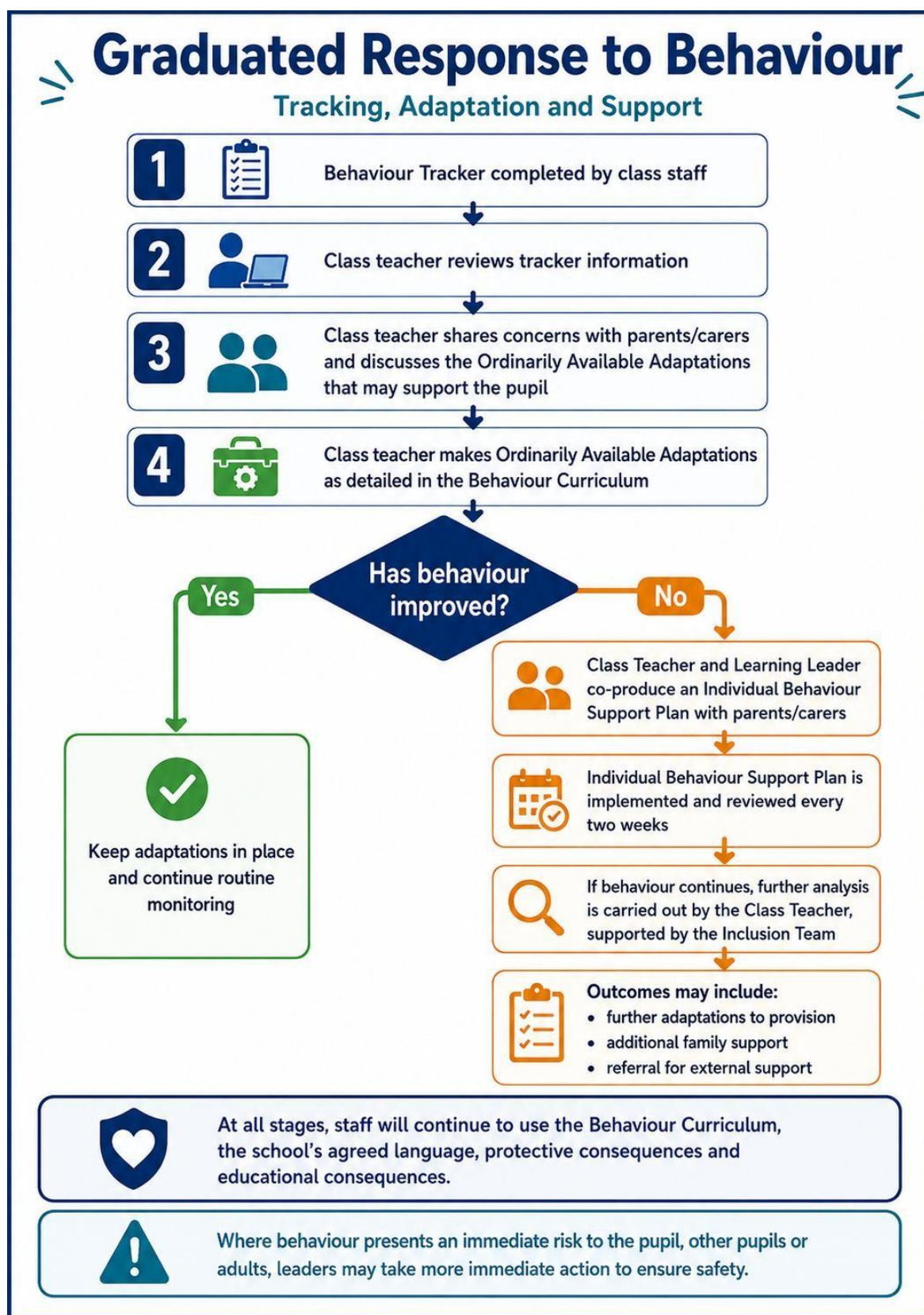
Special educational need (SEN): a learning difficulty or disability that calls for provision different from, or additional to, that normally available to pupils of the same age.

Dysregulated: when a pupil is experiencing a heightened emotional or physiological state that makes it difficult for them to think clearly, communicate effectively, or manage their behaviour safely.

Externalising: when a person responds to stress or unhelpful feelings by acting on the world around them, which can lead to verbal or physical responses that affect the wellbeing of others.

Internalising: when a person responds to stress or unhelpful feelings by withdrawing from the world around them. This may include refusal to communicate, self-isolation, school refusal, or self-harm.

Appendix 2: The Graduated Response



Appendix 3: Regulation, De-escalation, and Staff Scripts

When a pupil is dysregulated, staff will prioritise safety, reduce emotional intensity and support the pupil to regain a sense of calm. Adults will use calm body language, limited language, and clear, consistent expectations.

De-escalation Principles

Staff should:

- remain calm and use a steady voice.
- reduce unnecessary language.
- avoid public confrontation.
- give take-up time.
- use the pupil's name calmly.
- offer limited choices where appropriate and take up time.
- avoid multiple demands.
- avoid responses that may escalate, embarrass, or undermine the pupil.
- create physical space where safe to do so.
- focus on safety before reflection.
- return to learning or repair once the pupil is calm.

Suggested Staff Scripts

Staff may use scripts such as:

- "I can see this is difficult. I am here to help."
- "You are safe. I am going to give you some space."
- "I will talk to you when you are ready."
- "The expectation is that everyone is safe."
- "I need you to come with me so we can help you."
- "We can sort this out when you are calm."
- "I am not going to argue with you. I will help you make the right choice."
- "You have two safe choices..."
- "I will give you some thinking time and then come back."
- "Let's reset."

Restorative Questions

Once the pupil is calm, staff may support reflection using restorative questions, where appropriate.

These may include:

- What happened?
- What were you feeling?
- Who has been affected?

- What needs to happen now?
- What could help you next time?
- What support do you need to be successful?
- How can we repair this?

Restorative conversations should not take place while a pupil is still dysregulated. Reflection is most effective when the pupil is calm, safe, and able to engage.

Appendix 4: Protective and Educational Consequences

Consequences will be used to support safety, learning and positive behaviour. They will be proportionate, fair, and linked to the behaviour wherever possible.

Protective and educational consequences may be used together. For example, a pupil may need a temporary protective consequence to keep others safe, followed by an educational consequence to support understanding and repair.

Protective Consequences

Protective consequences are used to reduce risk and keep pupils, staff, and the wider school community safe.

Examples of protective consequences may include:

- increased adult supervision
- use of a quiet or regulation space
- removal from an unsafe situation
- changes to seating or grouping
- supported transitions
- changes to access arrangements
- temporary restriction from a specific activity or area
- planned support during breaktime or lunchtime
- removal of an unsafe item
- parent/carer contact or meeting
- individual risk assessment
- individual behaviour support plan
- support from a member of the leadership team

Educational Consequences

Educational consequences are used to help pupils understand, reflect, repair, and learn from what has happened.

Examples of educational consequences may include:

- restorative conversation
- repairing damage
- tidying or putting right what has been disrupted
- completing missed learning
- practising a routine
- writing or verbalising an apology where appropriate
- reflecting on the impact of behaviour.
- agreeing a plan for next time

- completing work linked to the behaviour, such as social stories, reflection sheets, or adult-supported discussion.

Principles for Using Consequences

Consequences should:

- be linked to the behaviour wherever possible
- be explained calmly
- avoid humiliation or public shaming
- be proportionate to the age, stage, and needs of the pupil
- support the pupil to return to learning successfully
- help repair harm where appropriate
- be recorded where required

Appendix 5: Use of Quiet Space / Regulation Space

A quiet space or regulation space may be used when a pupil needs support to calm, regulate, reflect, or safely re-engage with learning. This space is not used as a punishment. It is used as a supportive and protective measure when a pupil is finding it difficult to manage safely in the classroom, playground, or another part of the school.

A quiet space may be used when:

- a pupil is dysregulated and needs reduced stimulation.
- a pupil requires time away from an escalating situation.
- behaviour is affecting the safety or learning of others.
- a pupil needs adult support to reflect and repair.
- a pupil has this as an agreed strategy within their Individual Behaviour Support Plan.
- a pupil needs support to re-engage successfully with learning.

Expectations for Staff

When using a quiet space, staff should:

- ensure the pupil is supervised appropriately
- use calm and respectful language
- explain the purpose of the space
- avoid presenting it as a punishment
- support the pupil to regulate before expecting reflection
- record the incident where appropriate
- support the pupil to return to learning when ready

Re-engagement

Before returning to class or an activity, staff should consider:

- Is the pupil calm enough to return safely?
- Does the pupil understand what needs to happen next?
- Is a restorative conversation needed?
- Is any repair needed?
- Does the class teacher or supervising adult need to know anything?
- Are any adjustments needed to prevent further escalation?

Where the use of a quiet space becomes frequent or forms part of an ongoing pattern, leaders should review whether further support is needed, including an Individual Behaviour Support Plan, risk assessment, or external advice.

Appendix 6: Monitoring Behaviour

The school uses the Behaviour Tracker to record and monitor behaviour during lessons. The purpose of the tracker is to support consistency, identify patterns and ensure that pupils receive the right support at the right time.

Class Tracker

[illegible]

The Behaviour Tracker helps adults understand behaviour, identify possible triggers, review provision, and agree next steps. Behaviour information is reviewed by class teachers, Learning Leaders, the SENDCo, members of the leadership team and the Headteacher as appropriate. Information from the tracker may be used to inform individual support, parent/carers meetings, behaviour plans, risk assessments, external agency referrals, and wider school improvement work.

W: Warning

Any pupil displaying detrimental behaviour with relatively low impact will first be given a calm reminder that begins with their name. If the behaviour persists and begins to affect their learning or the learning of others, a warning will be given. The pupil will receive a tick on the Behaviour Tracker under W for Warning.

C: Class

If the behaviour continues following a warning, the pupil will be moved to a quiet space within the classroom to reflect for a minimum of 5 minutes, or until the adult assesses that they are ready to return to the lesson. A second tick will be placed on the Behaviour Tracker under C for Class. The pupil will be given a learning consequence at the next available breaktime or lunchtime.

P: Parallel Class

If the behaviour continues or escalates further, the pupil will be sent to work in the parallel class to reflect for a minimum of 10 minutes, or until the adult assesses that they are ready to return to the lesson. A third tick will be placed on the Behaviour Tracker under P for Parallel. The pupil will be given a learning consequence at the next available breaktime or lunchtime.

R: Removal from Class

If the behaviour continues, escalates, or the pupil is not able to return to learning safely following the previous steps, the pupil may be removed from class. Removal from class will be used as a protective measure to support safety, reduce disruption to learning, and give the pupil an opportunity to regulate and reflect away from the classroom. This will be for a proportionate period of time and will be supervised by an appropriate adult. A tick will be placed on the Behaviour Tracker under R for Removal from Class. Parents/carers will be informed where removal from class has been necessary.

Pupils are supported to make a positive reset at the start of each morning and afternoon session. The tracker continues to inform monitoring over time, but each session provides a fresh opportunity for pupils to meet expectations successfully.

Appendix 7: Individual Behaviour Support Plan

An Individual Behaviour Support Plan may be used when a pupil requires support beyond the school's universal behaviour approach. This may be because behaviour is persistent, unsafe, causing significant disruption, affecting relationships, or indicating that the pupil is finding it difficult to regulate or access school successfully.

The plan should be created using information from staff observations, the Behaviour Tracker, pupil voice, parent/carers views and, where appropriate, advice from external professionals.

The plan should identify:

- the pupil's strengths.
- the concerns that need to be addressed.
- strategies and support already in place.
- agreed goals.
- adults involved in supporting the pupil.
- strategies to be implemented.
- intended wider benefits.
- when the strategies will be used.
- pupil, parent/carers, and staff agreement.
- review arrangements.

The plan should be reviewed with parents/carers every two weeks, or sooner if risk or need changes.

Helping each other to aim high

Individual Behaviour Support Plan

Name:	Class:	Date:
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Let's talk about strengths

Let's talk about concerns

Let's talk about the strategies and support in place

Goals (What would we like this pupil to be able to do?)	Who? (Who will be involved in supporting this pupil?)	What? (What strategies are being implemented?)	Why? (What do we hope the wider benefits will be?)	When? (Will these strategies be used at all times or for certain lessons or parts of the school day?)
	•	•	•	

Child's signature:

Date:

Parent's Signature:

Date:

Class Teacher's Signature:

Date:

TO BE REVIEWED WITH PARENTS/CARERS EVERY 2 WEEKS

