



Southfields Primary School

Behaviour Policy

This is a statutory policy approved by the Fully Governing Body

Date agreed: 7th October 2025

Review Date: September 2026

This policy, having been presented to and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Headteachers office
- The school website

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary School is committed to social justice and improving life chances for vulnerable children. As a therapeutic and restorative school with a specialist hub in speech, language and social communication, we share our practice beyond the school to improve outcomes for as many children as possible.

'Every child deserves a champion.'

Rita Pierson

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1. Aims

At Southfields Primary School, we recognise the links between behaviour, feelings and lived experiences.

Our approach to behaviour management is aligned with the principles of Therapeutic Thinking, ensuring that every child is supported to feel safe, valued and ready to learn.

This policy outlines the purpose, nature and management of behaviour in our school. It reflects our commitment to therapeutic approaches and sets out how we create the conditions for all pupils to succeed.

We understand that a school can only achieve its core purpose, supporting children's learning and well-being, when its members behave in ways that promote safety, respect and inclusion.

Therefore, this policy and its application, aims to:

- Create positive experiences for all pupils that build trust, connection and a sense of belonging.
- Create a positive culture that promotes excellent behaviour, enabling all pupils to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Understand behaviour as a form of communication and respond with empathy, curiosity and consistency.
- Ensure all pupils are provided with what they need to develop valued behaviours and emotional regulation.
- Explicitly teach valued behaviours, recognising that behaviour is learned and should be modelled, taught and reinforced.
- Promote the inseparable link between teaching, learning and behaviour, recognising that one cannot thrive without the others.
- Provide a consistent approach to behaviour management, with clear expectations and appropriate adaptations for individual needs.
- Build staff confidence and safety in applying therapeutic approaches within their classrooms and across the school.
- Reduce suspensions and exclusions using analysis and reflection to address root causes of behaviour.
- Eliminate prejudice, discrimination, bullying and all forms of abuse, ensuring equity and respect for all.

Relationships- invest at the start. The more you know about the child, the more therapeutic you can be. We want the children to do something because they know it is the right choice and not for a reward.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Schools: Advice for headteacher and school staff](#) (DfE, February 2024)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, August 2024)
- [Searching, Screening and Confiscation: Advice for schools](#) (DfE, July 2022)
- [Evaluating behaviour and attitudes; School inspection handbook](#) (Ofsted, September 2024)
- [Keeping children safe in education 2024](#) (DfE, September 2024)
- [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015)
- [Equality Act 2010, Part 6: Education](#) (April 2010)
- [Education and Inspections Act 2006, Section 89](#) (November 2006)
- [Keeping Children Safe in Education 2025](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Training delivered by Angela Wadham, the founder of Therapeutic Thinking LTD to three members of staff who are trained as Therapeutic Thinking tutors.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Southfields Primary School can be found in Section 7.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

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

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Southfields Primary School's responses can be found in Section 4.

Abuse: a form of maltreatment of a person. Somebody 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.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Southfields Primary School can be found in Section 7 and Appendix 3.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations and return freedoms.

4. Bullying

We have a zero tolerance for bullying. Please see the school's Anti-bullying policy 2025 and the Safeguarding and Child Protection Policy 2025 for more information on the measures in place to minimise and respond to such incidents.

5. Roles and Responsibilities

a) The Governors are responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

b) The Headteacher is responsible for:

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c) School leaders are responsible for:

In addition to all elements of Section 5d (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Southfields Primary Schools stated aims and the principles of this policy
- Providing updates, reminders and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 9)
 - Creation and review of a behaviour curriculum
 - Ensuring staff have access to training or support to develop skills and understanding

d) All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from lived experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e) Parents and carers:

Parents and carers, where possible, should:

- Collaborate with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with [the relevant member of staff]
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f) Pupils:

Pupils will be made aware of the following during their induction to the school:

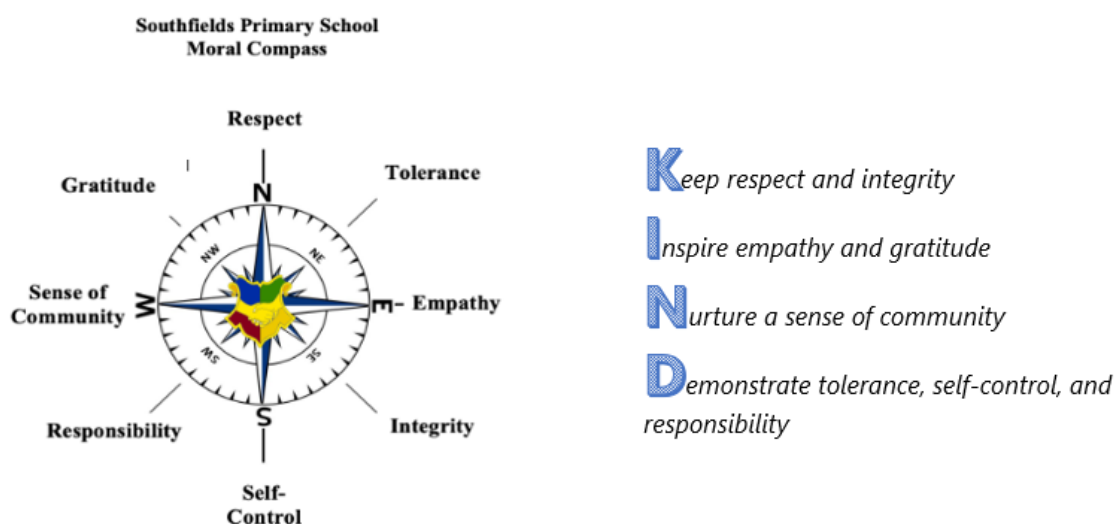
- They will be taught about valued behaviour at Southfields Primary School and that by attending the school, they understand these ambitions

- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

6. Valued behaviour

At Southfields, behaviour is taught just like any other part of the curriculum. We know that sustainable change comes from understanding behaviour, not simply suppressing it and from explicitly teaching children how to make positive behaviour choices.

Our **Moral Compass**, developed through staff and pupil voice, provides the guiding principles for behaviour:



These principles are embedded into our single school rule: To be kind

a) Behaviour Curriculum – Intent

Our intent is for every child at Southfields to develop:

- A strong internal compass for making behaviour choices.
- The ability to regulate their emotions and actions.
- A sense of belonging and responsibility for themselves, their peers and the school community.
- Impeccable behaviour built on kindness, empathy and integrity.

b) Behaviour Curriculum – Implementation

We explicitly teach our behaviour curriculum through:

- **Direct teaching of the Moral Compass** – *As a school, we have collaboratively (staff and children voice captured) decided upon the key moral principles that we would like our*

children to develop. These principles are explicitly taught, modelled by staff, linked to all areas of the curriculum and praised to enable pupils to consider their behaviour choices and the impact upon others.

- **Curriculum** - Valued and detrimental behaviours are taught through the PSHE curriculum but are also interwoven through the wider curriculum where pupils are asked to consider the impact of decisions made by others on groups of people, societies and communities; and the environment.
- **KIND rule** – used as a simple, memorable framework in every context. Staff consistently reference “Be KIND” when praising behaviour and when addressing detrimental behaviour.
- **Role modelling** – staff demonstrate respectful play, restorative conversations and calm interactions.
- **Routines** – clear, consistent routines for lining up, transitions, gaining attention and movement around school.
- **Assemblies and curriculum** – covering school values, British Values, protected characteristics and moral reflection.
- **Prioritising valued behaviour** – recognising and thanking children for showing the behaviours we want to see.
- **Recognition and celebration** – non-verbal affirmation, specific verbal praise, postcards and certificates home, sharing success with parents/carers and whole-class celebrations.
- **Restorative practice** – after regulation, staff support pupils to reflect on the behaviour, repair the relationship and plan strategies for the future.
- **Comfort and forgiveness**- understanding and know that we will do it differently tomorrow.
- **Positive language**- tell children what you would like to see, not what you don’t e.g. “Please walk!” rather than “Don’t run!”
- **Interventions**- With TAs in the classroom or having a timetabled slot in the nurture room, we work with our children to try and change their mindset alongside giving them a bank of tools they can use to regulate their emotions. The idea is to give them options so they have a means of escape when they are dysregulated.
- **Therapeutic support** – children who need more personalised intervention access targeted support through the nurture provision, social skills groups or Therapeutic Thinking plans. This includes use of ABC logs, APDR cycles, Boxall profiling and personalised scripts.

c) Behaviour Curriculum – Impact

We measure the success of our behaviour curriculum through:

- Reduction in frequency and severity of detrimental behaviours.
- Greater engagement in lessons, perseverance and resilience.
- Improved co-regulation and self-regulation.
- Development of positive peer relationships and a stronger sense of community.
- Records from ABC forms, Boxall profiling, therapeutic thinking paperwork and APDR cycles.
- Termly review of recognition logs (postcards, calls home, certificates).
- Pupil voice gathered through circle times, school council and restorative debriefs.
- Staff professional judgement and discussion in year group/key stage meetings.

d) Classroom Culture

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop positive relationships with pupils, including:
 - Greeting pupils at the start of the day/lessons.
 - Establishing clear routines, including visual timetables.
 - Communicating expectations in a range of ways (not only verbally).
 - Highlighting and celebrating valued behaviours.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for addressing low-level disruption calmly.
 - Using positive reinforcement.
 - Monitoring and keeping individual behaviour plans where needed.
 - Display the “Everyone has the Right to Learn” acronym.

e) Recognising valued behaviours

At Southfields, we have agreed on the valued behaviours we want to see consistently. We do not bribe children to show these behaviours; instead, we acknowledge and celebrate them when they occur.

Valued Behaviours	How staff respond
Being polite and using manners	Verbal praise or positive acknowledgement (e.g. smile, nod, thank you)
Being kind to others	Recognition from staff, highlighted in class or on Class Dojo
Working hard and trying their best	Specific feedback celebrating effort and perseverance
Fulfilling tasks that support the local community	Recognition through Class Dojo and/or a Purple Light acknowledgement
Going above and beyond with their learning	Celebration in assembly and/or Purple Light acknowledgement
Supporting others with their learning	Acknowledgement from staff and peers, recognition on Class Dojo
Consistently doing the right thing because it is the right thing to do	Recognition through certificates in assembly, Purple Light acknowledgement, or opportunities for responsibility

Celebration Assemblies

At Southfields, Celebration Assemblies provide an opportunity to come together as a community to recognise and share the valued behaviours, achievements and contributions of our pupils. These assemblies are not about creating competition but about highlighting moments where children have demonstrated kindness, perseverance, creativity or responsibility.

Teachers may share achievements such as progress in learning, acts of kindness or community contributions. Pupils may also choose to share their Purple Light acknowledgements with the wider school community if they feel comfortable doing so. Participation is always pupil-led and there is no expectation for children to stand in front of others if they prefer not to.

The purpose of these assemblies is to celebrate growth, effort and contribution in ways that reinforce our one school rule: to be kind.

Special Responsibilities

Pupils who consistently demonstrate valued behaviours may be invited to take on additional responsibilities within school. These are not rewards or privileges given to a select few but opportunities for children to contribute to the school community, model positive behaviour and develop leadership skills.

Examples of responsibilities may include:

- Supporting younger pupils during playtimes
- Helping in the school library or with classroom organisation
- Acting as a “Playground Pal” or peer supporter
- Assisting with school events or community activities
- Contributing to the School Council or pupil voice groups

These opportunities are inclusive and varied so that all pupils have the chance, at different times, to experience responsibility and recognition for their contributions. The emphasis is on nurturing a sense of belonging, shared ownership and community.

f) Establish–Maintain–Restore (EMR)

Positive relationships are central to all behaviour work at Southfields. Staff use the EMR approach:

- **Establish:** proactively build strong connections with every child.
- **Maintain:** nurture relationships through consistent recognition, fairness and positive interactions.
- **Restore:** after a difficulty, repair and rebuild the relationship to move forward.

The building and maintaining of positive relationships is key for effective behaviour management. An effective method for achieving this is by following the Establish-Maintain-Restore (EMR) method:

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

7. Detrimental behaviours

At Southfields, we are committed to creating a culture where pupils feel safe, respected and ready to learn. In order for this to happen, behaviours which fall below the standard reasonably expected of pupils must be responded to in ways that are clear, consistent and therapeutic.

We define detrimental behaviour as anything that hurts or hinders an individual, the community or the environment. Such behaviour contributes to negative experiences and unhelpful feelings and may indicate unmet needs or be influenced by a pupil's known additional or special educational needs. All behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what that behaviour is telling us.

The aim of our response to detrimental behaviour is to:

- Reduce the likelihood of recurrence.
- Identify opportunities to teach and reinforce valued behaviours.
- Ensure pupils are supported to repair, restore and learn from incidents.

All staff are expected to respond to detrimental behaviour with calmness, consistency and relational practice. Responses should happen as soon as possible after the incident, use neutral and non-judgemental language and always consider the needs of the pupil(s) involved.

Our Consequence Framework

We do not use public systems of tracking behaviour, such as card charts or traffic lights, as these can create shame and negative feelings. We also avoid punitive or bribery-based systems. Instead, we use a therapeutic framework based on three categories of consequences:

1. Protective Consequences – keeping people safe

Protective consequences involve the temporary removal of a freedom in order to reduce risk of harm to self, others or the environment. They are immediate, safety-driven actions—not punishments.

Examples:

- Increased staff ratio or closer supervision
- Limited access to specific areas (e.g., playground, corridors, equipment)
- Escorting in social situations
- Working in an alternative teaching space to regulate and re-engage
- Removal from a group where safety is at risk
- In extreme circumstances, fixed-term exclusion

2. Educational Consequences – teaching skills and understanding

Educational consequences provide pupils with opportunities to understand the impact of their behaviour and to rehearse more positive alternatives. They directly link to the behaviour shown and are designed to help the pupil grow.

Examples:

- Completing missed learning in a supportive context
- Rehearsing or role-playing more appropriate responses
- Assisting with repair or restoration of property/environment
- Structured tasks (e.g., reflection sheet, social story, research activity)
- Creating or contributing to class resources (e.g., posters, checklists)

3. Reflective Consequences – processing and repairing

Reflective consequences allow pupils to process the incident when calm, repair relationships and restore trust. This ensures they re-join the community with dignity.

Examples:

- A restorative conversation with staff or peers affected
- Completing a guided reflection (“What happened? What could I do differently?”)
- Using drawings, timelines, or comic strips to explore what led up to the incident
- Creating a personalised “Ready to Learn” plan
- Taking part in a structured restorative meeting








All three types of consequences are used flexibly, depending on the situation. A single incident may require protective action at the time, followed by an educational activity and later a reflective process.

a) Responding to detrimental behaviour

- I. Some detrimental behaviours may not be unusual at Southfields Primary School and as far as possible staff are expected, encouraged and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults’ responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:
 - Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
 - Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
 - Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
 - Check-in – asking ‘are you ok?’ ‘what do you need?’ or ‘how can I help?’ during or immediately after a detrimental behaviour.
 - Refocus – gain the pupil’s attention, use their name, then restate the specific valued behaviour that is expected at that moment.
 - Describe the behaviour – use the pupil’s name then tell them simply and calmly what they are doing that is detrimental.
 - Positive phrasing – gain the pupil’s attention, give a clear, unambiguous instruction, delivered with clarity. End with ‘thank you’. *E.g. Pupil name, put the pen down on the table. Thank you.*
 - Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. *E.g. Pupil name, shall we talk here or in the corridor?*
 - Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Pupil name, you can listen from there.* The adult should then focus on catching the pupil getting it right.
 - If the child refuses to return after a short regulation break, staff should monitor them safely without forcing them back. If refusal continues or repeatedly prevents engagement, staff should escalate to a senior leader or the Inclusion Team for support. All actions remain therapeutic, protective or educational, not punitive.

- Intervene – gain the pupil’s attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- II. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others’ learning, invading others’ personal space, aggression, withdrawal, internal truancy.
- Responses to these behaviours are likely to include to those outlined in 7ai. In addition, adults may need to:
- Intervene – gain the pupil’s attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
 - Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by

those working directly with pupils. They may include one or more of the

Educational consequences (Teaching Opportunity)	
Purpose: To guide the child in understanding the impact of their behaviour and to practise alternative, valued strategies.	
Behaviour type:	Examples
 Disruptive / Calling Out / Talking Over Others	<ul style="list-style-type: none"> Complete a short listening-focused task (e.g. sequencing instructions, summarising a peer's point). Revisit class rules and write/draw why they matter. Co-create a visual "learning reminder" poster individually or for the classroom.
 Refusing to Work / Off-Task Behaviour	<ul style="list-style-type: none"> Complete missed learning during break/lunch in a calm, supported setting. Discuss with an adult what made the task difficult and adapt strategies together. Fill in a "My Learning Responsibility" worksheet.
 Rudeness / Answering Back / Verbal Aggression	<ul style="list-style-type: none"> Explore respectful vs. disrespectful language through sorting or role-play. Write or draw "What I could have said instead." Reflect on the impact of words on others (Reflections sheets or Empathy mapping).
 Leaving Class Without Permission / Running Away	<ul style="list-style-type: none"> Map the school site and label safe vs. unsafe zones. Roleplay safe exit strategies ("What could you do if you feel overwhelmed?"). Identify 3 safe adults the child can approach instead.
 Hurting Others / Physical Aggression	<ul style="list-style-type: none"> Create or review a social story that replays the event and its consequences. Use a comic strip to track what happened step-by-step. Practise 3 alternative, safe actions when frustrated (role-play).
 Damaging Property / Misuse of Equipment	<ul style="list-style-type: none"> Help clean or repair the damage (where appropriate). Create a "How to care for our things" mini guide for younger children. Design labels or posters promoting safe equipment use.
 Persistent Low-Level Disruption	<ul style="list-style-type: none"> Work alongside a younger child as a "learning buddy" to model calm behaviour. Build a personal "Ready to Learn" checklist with an adult. Join a short focus group with a TA to practise attention-building tasks.
Staff Script Examples:	<ul style="list-style-type: none"> "That stopped others from learning. You'll do a short listening activity at break." "The work isn't finished. You'll complete it later, and we'll talk about what might help next time." "That response wasn't respectful. Later, you'll practise a better way to say it." (<i>Using the language from our staff and pupil built Moral Compass</i>).

following:

De-escalation and Positive Phrasing

When a pupil's behaviour becomes dysregulated, our aim is to support the pupil to re-regulate before any behaviour conversations or consequences can be given. This is done through a de-escalation script, positive phrasing and limited choice strategy.

<p>De-escalation Scripts: [Child's name] I can see something has happened I am here to help Talk and I will listen Come with me and.....</p>	<p>Staff will use these phrases repeatedly until the child has de-escalated their behaviour and are ready for a discussion. In all instances, there will be an opportunity to repair, reflect and restore relationships through a discussion with the child. The timing of this conversation will depend on the emotional recovery of the child. However, it must be a certainty that this will take place.</p>
<p>If a child refuses to follow the steps... Positive phrasing and limited choice. When responding to children, staff will focus on what the child should be doing or the desired outcome to make expectations clear. Examples are:</p> <ul style="list-style-type: none"> ● Look and listen ● Stand next to me ● Put the pen on the table ● Walk in the corridor ● Walk with me to the library ● Stay seated in your chair <p>Instructions should be concluded with "Thank you."</p>	

b) Analysing Patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

- i. Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents using our ABC (Antecedent, Behaviour, Consequence) forms and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool can then be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice and plan adaptations.
- ii. Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this and support all staff to secure more equitable outcomes in line with the school's aims and values.

c) Responding to dangerous behaviour

Dangerous behaviour is defined as any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- i. **Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Southfields Primary School and the school will always take action to address it. A full description of the school's response can be found in the Anti-Bullying Policy.
- ii. **Prohibited items.** These include: knives or weapons; any article a staff member reasonably suspects have been used or has been threatened to be used to commit an offence or to cause personal injury to or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. More detail about searching and confiscation can be found in Appendix 2.
- iii. **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Southfields Primary School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using 'My Concern' monitored by the Deputy Headteacher and DSL and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Southfields Primary School we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour. More detail can be found in the school's equality, diversity and inclusion policy.

d) Off-site behaviour

We recognise that pupils' actions outside school can have an impact on the school community. Our approach to behaviour is **therapeutic and relational**, aiming to support pupils to understand the impact of their actions, take responsibility and repair any harm caused.

We may respond to off-site behaviour that occurs while a pupil is:

- Taking part in any school-organised or school-related activity (e.g., trips or events)
- Travelling to or from school
- Wearing school uniform or otherwise identifiable as a member of our school

We may also respond to off-site behaviour at other times if it:

- Has consequences for the safety or wellbeing of others in the school community
- Poses a threat to a pupil or staff member
- Could adversely affect the reputation of the school

Where a response is required, consequences will always be **educational, protective or reflective**, helping pupils learn from their actions, repair relationships and make positive choices in the future. These interventions usually take place on school premises or under the supervision of a staff member.

e) Online Behaviour

We recognise that many online interactions happen outside school hours and off school premises. While parents are primarily responsible for behaviour outside school, online incidents can still affect the **school culture, relationships and wellbeing** of our community.

We may respond to online behaviour when it:

- Poses a threat or causes harm to another pupil or member of the community
- Has a significant impact on the safe and orderly running of the school
- Could adversely affect the reputation of the school
- Makes the pupil identifiable as a member of our school

Any response will be **educational, protective or reflective**, helping pupils understand the impact of their actions, repair relationships and make positive choices in the future. Interventions usually take place on school premises or under the supervision of a staff member.

f) Mobile Phones

Pupils who 'have a walking home pass' are permitted to bring a mobile phone into school but are prohibited to use them throughout the school day. They must be turned off, handed in to their class teacher at the start of the day and collected as they leave at the end of the day. Please see the 'Bring Your Own Device Policy 2023-25 for more information.

8. Pupil Transition

To ensure smooth transitions each year, pupils take part in sessions with their new teacher(s). In addition, staff members hold transition meetings to pass on key information regarding each pupil's learning and support needs. Where transitions are likely to be more challenging, identified pupils are supported by key link staff to provide consistency and reassurance.

To ensure behaviour is continually monitored and the appropriate support is in place, information related to behaviour concerns and support strategies may be shared with relevant staff at the start of each term or year. Where pupils transfer to another school, we work with parents/carers and the new setting to share appropriate information. All information is shared in line with GDPR requirements and relevant permissions are sought where necessary.

9. Support and Training

At Southfields Primary School we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a) Induction

- I. **Permanent staff** will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- II. **Peripatetic staff and external providers** routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach

to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

- III. **Agency / supply / ad hoc staff** will be asked to read and accept a summary document (See Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

b) Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

c) A culture of learning and support

At Southfields Primary School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

d) Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider
- Formal training
- Performance review

Where staff members are following the guidance in this policy and need further support to ensure the classroom and school is a safe and effective learning environment, advice can be sought from leaders using the following flow diagram:



In the instance where the strategies and advice given within school is not proving successful, the Deputy head teacher or Headteacher will seek advice from the local authority 'Inclusion panel'.

10. Monitoring arrangements

a) Monitoring and Evaluating Behaviour

The school collects and analyses a range of information to ensure that behaviour is understood in context, that appropriate support is in place and that practice remains consistent and effective.

Data collected includes but is not restricted to:

- Behaviour incidents, including removal from the classroom
- Attendance, suspensions and permanent exclusions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Analysis of ABC charts, risk reduction plans, positive learning logs and ongoing behaviour logs
- Perceptions and experiences of the school's behaviour culture from staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

This data is analysed each term by Cheryl Hilton, Deputy Headteacher, to identify patterns, evaluate impact and inform decision-making.

Analysis takes place at a variety of levels, including:

- Whole school trends
- By age group or cohort
- By individual pupils
- By individual staff members
- By time of day, week, or term
- By protected characteristic

The school will use the results of this analysis to ensure it is meeting its duties under the Equality Act 2010. Where trends or disparities between groups of pupils are identified, the school will review its policies and practices to address them, with the aim of promoting equity, inclusion and positive outcomes for all pupils.

b) Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the full Governing Board at least annually and more frequently if required in response to findings from the regular monitoring of behaviour data (see section 10a). Each review will be formally approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

11. Links with other policies

This behaviour policy is linked to the following guidance and policies:

- Suspension and Permanent Exclusion policy
- Safeguarding and Child Protection policy
- Bring Your Own Device policy
- Use of reasonable force and other restrictive interventions (Dfe 2025)
- Teaching and Learning policy
- Educational visits policy
- Lunchtime and play policy

- Explorers Breakfast and After school club
- Equality, diversity and Inclusion policy
- Anti - Bullying policy
- Attendance policy
- Health and Safety policy
- Special Educational Needs and Disabilities policy

12. Recording, Reporting and Communication including contacting parents

At Southfields Primary School, recording and communication are key parts of our Therapeutic Thinking approach. We record not only detrimental and dangerous behaviours but also progress in valued behaviours. This ensures that staff, parents and pupils share an accurate understanding of needs, triggers and progress over time.

All incidents and observations will be recorded using the following tools, depending on the needs of the pupil and their current provision. Adults should select the most appropriate method, with support from the Deputy headteacher and Inclusion Team where required.

Core Recording Systems

- **Arbor** – Arbor is the school’s central system for recording behaviour. All incidents of detrimental and dangerous behaviour and any protective consequences applied, will be recorded here. Entries must be factual, objective and avoid naming other children. Arbor is also used to track attendance, exclusions and formal communications with parents.
- **ABC Forms (Antecedent, Behaviour, Consequence/Communication)** – Used to analyse incidents where behaviour is frequent, escalating or requires additional support. ABCs support the identification of triggers, patterns and unmet needs and are aligned with Therapeutic Thinking analysis. These are usually completed for pupils receiving Inclusion support.
- **Therapeutic Thinking Tools** – Where needed, staff and the Inclusion Team may use Early Prognosis, Anxiety Mapping, Risk Reduction Plans and Roots & Fruits analysis. These provide deeper insight into what a behaviour is communicating and support planning protective and educational consequences.

Ongoing Logs and Support Tools

- **Positive Learning Logs** – Where pupils benefit from encouragement and reinforcement of valued behaviours, a Positive Learning Log may be used. These focus on progress and effort, not just outcomes. Logs are usually shared weekly with parents to promote collaborative support (Appendix 6).
- **Ongoing Behaviour Logs (Alphabet Coding)** – Where a pupil’s detrimental behaviours are repeated regularly or where Level 1 and 2 behaviours need close monitoring, staff may maintain a daily or lesson-by-lesson behaviour log. These are coded using the alphabet system and provide a detailed record for the Inclusion Team, supporting analysis of improvement or decline in behaviour patterns and planning further support (Appendix 7).
- **Nurture Support and Boxall Profiles** – For pupils accessing nurture provision, staff may record progress and needs using Boxall or similar diagnostic tools. This provides a developmental profile that can guide intervention and therapeutic support.
- **Record of Involvement** – Pupils who receive regular support through the Inclusion Team or Nurture room will have a record of involvement shared with

class staff. This ensures consistent responses across all settings.

Protective and Educational Consequences Recording

- **Protective Consequences** (removal of a freedom to manage harm) must be logged on Arbor. Examples include: increased staffing ratio, change of space, removal from an unsafe area, internal/external seclusion. Parents will always be informed of protective consequences via Class Dojo, phone call or face-to-face conversation (whichever is most appropriate).
- **Educational Consequences** (teaching, rehearsing, repairing) should be recorded briefly, either on Arbor or within the pupil's ongoing log, to evidence how behaviour was addressed and how learning was promoted. Examples include: completing tasks, restorative meetings, rehearsing a safer response.

Communication with Parents/Carers

- Parents should be informed **as soon as possible** when significant detrimental or dangerous behaviour occurs and when protective consequences are applied.
- Communication should emphasise what has been taught or rehearsed (educational consequence), not just what went wrong.
- Minor Level 1 behaviours do not require immediate communication home unless they become persistent.
- For more serious or repeated incidents, communication will usually take place via Class Dojo, phone call or face-to-face conversation. Written records (e.g. exclusion letters) will be uploaded to Arbor and where necessary, MyConcern.
- For pupils with an EHCP, the Local Authority SEND team will also be notified in line with statutory duties.

13. Suspensions and Permanent Exclusions

As a school, we follow statutory guidance on suspensions and permanent exclusions as set out by Peterborough City Council and the Department for Education.

The decision to suspend or permanently exclude a pupil can only be made by the Headteacher or by the Deputy Headteacher in her absence. If such a decision is taken, parents/carers will be informed immediately by telephone, followed by a formal letter outlining:

- The reason(s) for suspension or exclusion.
- The length of suspension (if applicable).
- The right to make representations to the Governing Body.
- Contact details for independent advice and support.

Our Approach

- We consider suspension or exclusion only as a last resort, when all other strategies have been attempted or where behaviour poses a serious risk to safety, wellbeing or education.
- Decisions are made case by case, considering context, proportionality and the needs of all pupils.
- Some pupils have an individualised support plan (e.g. risk reduction plan, EHCP). These are always referred to when deciding next steps.
- There are rare circumstances where a suspension or exclusion may occur without prior interventions (e.g. serious violence, possession of a weapon, persistent unsafe behaviour).

Reintegration

Following a suspension, a reintegration meeting is held with parents/carers, the pupil and a Senior Leader. This meeting will:

- Review the incident and impact.
- Reinforce school expectations and values.
- Identify any additional support (e.g. nurture, therapeutic intervention, mentoring).
- Agree a clear plan for moving forward, which may include adjustments to the pupil's provision.

Managed Moves

A Managed Move may be considered as an alternative to permanent exclusion where it is felt to be in the pupil's **best interests**. This is a **voluntary agreement** between two schools, the family and the pupil, supported by the Local Authority. Managed Moves should:

- Be used as a **fresh start opportunity** with clear goals and review points.
- Only proceed with the **full agreement of parents/carers**.
- Include a **written plan** outlining responsibilities of all parties.

Appendices

Appendix 1: Behaviour principles summary

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Southfields Primary School we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by lived experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
 - Physical
 - Emotional
 - Mental
 - reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix 2: How we respond to pupil behaviour (Parent Friendly Guide)

Southfields Primary School – Therapeutic Thinking Approach

Our approach focuses on understanding behaviour, teaching safer responses, and repairing relationships. This guide shows **how we respond step by step** if a problem arises.

Step 1 – Calm and Connect

- Staff respond calmly and consistently.
- They check in with your child: *“Are you ok? What do you need?”*
- The focus is on understanding feelings behind the behaviour before addressing actions.

Step 2 – Support and Teach

- Once calm, staff use **educational consequences** to teach safer, more positive behaviours.
- Examples include role-playing, rehearsing next steps or creating a plan together.
- Parents are informed if this becomes a **pattern** or causes **harm**.

Step 3 – Restore and Repair

- When ready, your child has a **restorative conversation** with those affected.
- The goal is to **rebuild relationships** and restore confidence to move forward.

Step 4 – Ongoing Support (if needed)

- If difficulties continue, the class teacher and Inclusion Team analyse triggers and provide support.
- Tools used may include ABC forms, Anxiety Mapping or Risk Reduction Plans.
- Parents are involved in creating support plans.

Step 5 – Leadership and Formal Action (if required)

- For **serious, repeated or dangerous behaviour**, a **senior leader** becomes involved.
- **Protective consequences** may be applied (e.g., removal from unsafe area, increased supervision).
- Parents are **contacted on the same day** by phone or in person.

Key Principles for Parents

- We focus on **teaching and supporting**, not punishing.
- Behaviour is seen as **communication** – we aim to understand and respond appropriately.
- Positive behaviours are **recognised and celebrated** as much as challenges are addressed.
- Parents are **kept informed** and are part of the support and repair process

Appendix 3: Searching and confiscation

- i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items or all items set out in the school's behaviour policy.
- ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (deputy).
- iii. The designated safeguarding lead (deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7cii. The staff member should also involve the designated safeguarding lead (deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.
- iv. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.
- v. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.
- vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- vii. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- viii. Any search by a member of staff for a prohibited item listed in section 7cii and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- ix. Parents will always be informed of any search for a prohibited item listed in section 7cii that has taken place and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.

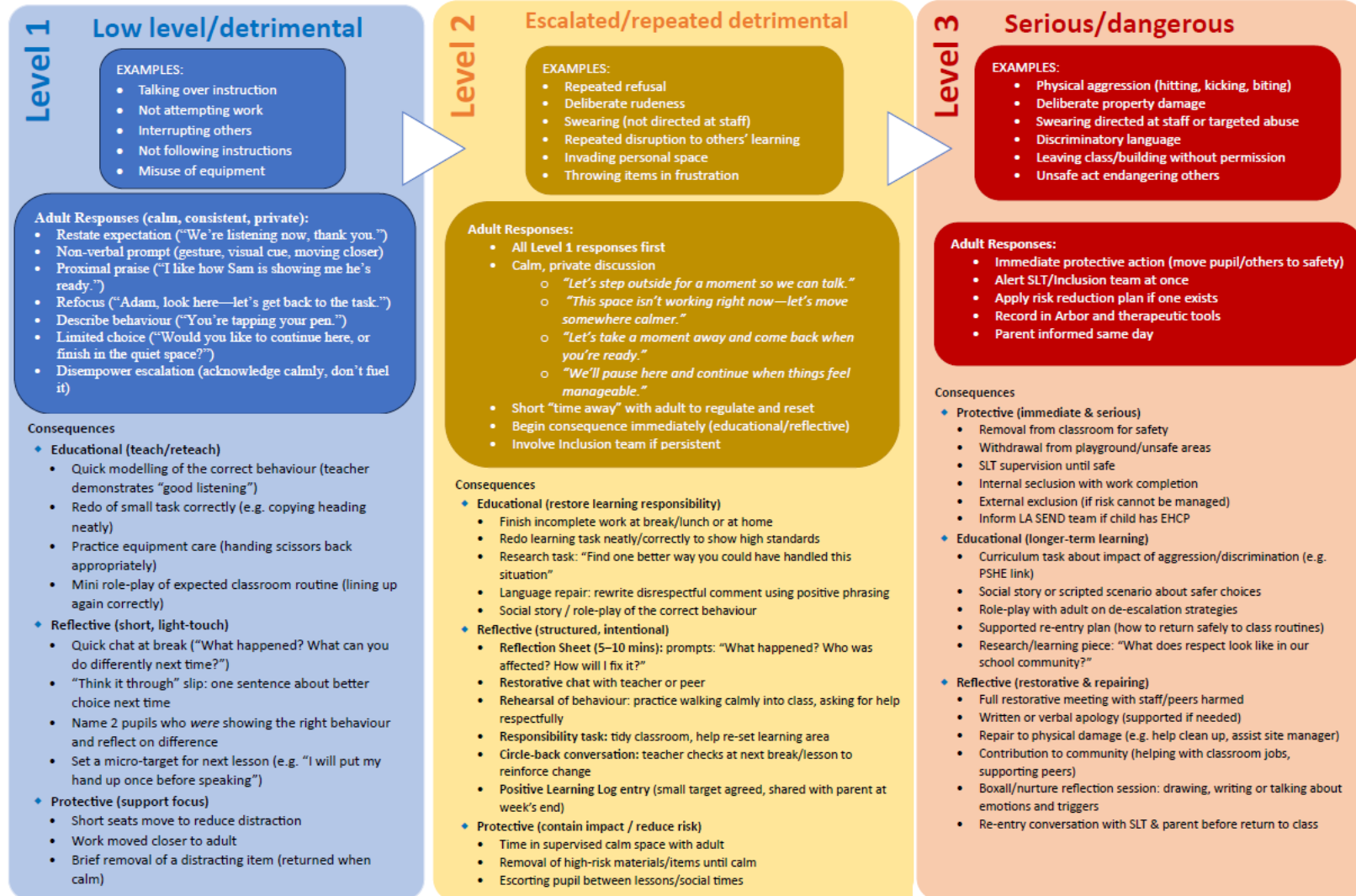
Appendix 4: Staff behaviour response guide

Staff Behaviour Response Guide

Therapeutic, relational, consistent, high expectation

A therapeutic and relational approach frames consequences as purposeful and constructive. They are not punishments. Every consequence must fit into one of three categories:

- Protective Consequences – keep people safe and prevent harm.
- Educational Consequences – teach new skills and understanding.
- Reflective Consequences – allow processing, repair, and preparation for next time.



Staff Behaviour Response Guide

Therapeutic, relational, consistent, high expectation

A therapeutic and relational approach frames consequences as purposeful and constructive. They are not punishments. Every consequence must fit into one of three categories:

- Protective Consequences – keep people safe and prevent harm.
- Educational Consequences – teach new skills and understanding.
- Reflective Consequences – allow processing, repair, and preparation for next time.

Recording & Communication (applies to all levels)

- **Arbor:** log all incidents + consequences, log parent meetings in communication section of child's profile
- **ABC tools:** complete ABC forms these are used for analysis of triggers/patterns
- **Therapeutic Thinking tools:** anxiety mapping, risk reduction, early prognosis where needed and in collaboration with Nurture support and Deputy headteacher
- **Positive Learning Logs:** when needed to encourage behaviour improvement, following a meeting with parents/carers and then shared with parents/carers weekly
- **Ongoing Behaviour Logs (alphabet coding):** for repeated Level 1–2 behaviours, monitored by Deputy headteacher and Nurture support.
- **Nurture tools (Boxall, Sunshine Room):** support logged and shared with teachers
- **Parent contact:** via Dojo, phone call or face-to-face depending on incident

Further examples of educational consequences:

Educational consequences (Teaching Opportunity)	
Purpose: To guide the child in understanding the impact of their behaviour and to practise alternative, valued strategies.	
Behaviour type:	Examples
🔊 Disruptive / Calling Out / Talking Over Others	<ul style="list-style-type: none"> • Complete a short listening-focused task (e.g. sequencing instructions, summarising a peer's point). • Revisit class rules and write/draw why they matter. • Co-create a visual "learning reminder" poster individually or for the classroom.
🚫 Refusing to Work / Off-Task Behaviour	<ul style="list-style-type: none"> • Complete missed learning during break/lunch in a calm, supported setting. • Discuss with an adult what made the task difficult and adapt strategies together. • Fill in a "My Learning Responsibility" worksheet.
🗣️ Rudeness / Answering Back / Verbal Aggression	<ul style="list-style-type: none"> • Explore respectful vs. disrespectful language through sorting or role-play. • Write or draw "What I could have said instead." • Reflect on the impact of words on others (Reflections sheets or Empathy mapping).
🚶 Leaving Class Without Permission / Running Away	<ul style="list-style-type: none"> • Map the school site and label safe vs. unsafe zones. • Roleplay safe exit strategies ("What could you do if you feel overwhelmed?"). • Identify 3 safe adults the child can approach instead.
👊 Hurting Others / Physical Aggression	<ul style="list-style-type: none"> • Create or review a social story that replays the event and its consequences. • Use a comic strip to track what happened step-by-step. • Practise 3 alternative, safe actions when frustrated (role-play).
🗑️ Damaging Property / Misuse of Equipment	<ul style="list-style-type: none"> • Help clean or repair the damage (where appropriate). • Create a "How to care for our things" mini guide for younger children. • Design labels or posters promoting safe equipment use.
👤 Persistent Low-Level Disruption	<ul style="list-style-type: none"> • Work alongside a younger child as a "learning buddy" to model calm behaviour. • Build a personal "Ready to Learn" checklist with an adult. • Join a short focus group with a TA to practise attention-building tasks.
Staff Script Examples:	<ul style="list-style-type: none"> • "That stopped others from learning. You'll do a short listening activity at break." • "The work isn't finished. You'll complete it later, and we'll talk about what might help next time." • "That response wasn't respectful. Later, you'll practise a better way to say it." (<i>Using the language from our staff and pupil built Moral Compass</i>).

✔️ Key Reminders

- Always choose the consequence type that matches the need: **Protective, Educational, Reflective.**
- Consequences are **teaching, safety or processing opportunities**—not punishments.
- Stay **neutral** in language; avoid assumptions ("You're angry") and use descriptive statements instead.

Always – non-negotiables

- ✔️ Stay calm, clear, consistent (avoid lectures/shouting).
- ✔️ Use the agreed **recording system** (Arbor, ABC, behaviour log).
- ✔️ Parents informed for Level 2+ incidents (phone, Class Dojo or face-to-face).
- ✔️ Follow up with child once calm – reteach valued behaviour.
- ✔️ Repair relationship

Appendix 5: Therapeutic Thinking Graduated Response



Therapeutic Thinking Graduated Approach

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check existing knowledge, skills and understanding. <input type="checkbox"/> Complete pupil induction (routines and valued behaviours). <input type="checkbox"/> Establish a realistic starting point. <input type="checkbox"/> Establish realistic next steps. <input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences. <input type="checkbox"/> Provide guided and supported practice of skills. <input type="checkbox"/> Review progress. <input type="checkbox"/> Refer to Behaviour Policy.
<p style="text-align: center;">Universal Plus Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Support the pupil in line with policy. <input type="checkbox"/> Monitor and record the impact of policy on progress. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from parents/carers and staff. <input type="checkbox"/> Gather information from multi-agency colleagues. <input type="checkbox"/> Ensure collated information informs planning. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Plus Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective consequences. <input type="checkbox"/> Identify educational consequences. <input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious). <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Create a Predict, Prevent & Progress plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Specialist Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted and Targeted Plus. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil <input type="checkbox"/> Complete a detailed Therapeutic Plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Review progress. <input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.

Appendix 6: Template External Suspension Letter

Southfields Primary School
Southfields Estate
Stanground
Peterborough
PE2 8PU

Head Teacher
Mrs S Mathlin
Deputy Headteacher
Mrs C. Hilton
Mrs J. Urciuoli

Telephone: 01733 562873
Fax: 01733 703329
email: office@southfields.peterborough.sch.uk
www.southfieldsprimary.co.uk

Date

Dear Mr and Mrs (parent's name)

I am writing to inform you of my decision to suspend (name of child) for a period of (5) days (day and date to day and date). This means that (name of child) will not be allowed in Southfields Primary School for this period.

I realise that this suspension may well be upsetting for you and your family, but this decision has not been taken lightly. (name of child) has been suspended for this fixed period for the following reason/s:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Persistent disruptive behaviour

You have a duty to ensure that (name of child) is not present in a public place in school hours during the period of this suspension unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on these days. It will be for you to show reasonable justification.

I would like to draw your attention to the relevant sources of free and impartial information as follows:

- Department for Education statutory guidance on suspensions:
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)
- The Coram Children's Legal Centre: www.childrenslegalcentre.com, Tel: 08088 020 008
- ACE Education: www.ace-ed.org.uk, Tel: 03000 115 142

(Name of child)'s suspension expires on (date) and we expect (name of child) to be back in school on (date) at 10.00am – please report to the front office with (name of child) for a reintegration meeting with a member of the Senior Leadership Team

Yours sincerely,
Mrs Sarah Mathlin
Headteacher

Appendix 7: Positive Log

My Positive Learning Log

Pupil:

My targets:

- Stay in my personal space on the table

- Put my hand up to share ideas

- Show self-control so others can concentrate



	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Session 2					
Break					
Session 3					
Lunch					
Session 4					
Session 5					
Daily Score	/28	/28	/28	/28	/28
Reward Time earned					

4 Excellent. All targets met.

3 Good. Chose to correct own behavior.

2 Cause for concern. More than 3 warnings given..

1. Chose not to change behavior.

Appendix 8: Behaviour Log

Behaviour Log for:

Behaviour Codes:	
A	Noises – sounds
B	Under Table
C	Aggression - refusing oppositional
D	Bangs head on objects
E	Taps (desk) progressively louder
F	Breakdown of a relationship with comfortable adult
G	Sticks leg in way, knocks into children - reaction
H	Moods, ignores people – stubborn, not listening
I	Throws pencil
J	Throws books/items
K	Pushes chair/table
L	Pushes peers
M	Slams door
N	Stops/prevents learning
O	Growling
P	Hitting objects
Q	Storms out of classroom
R	Kicking wall
S	Hurts adults or children
T	Physical- attempting to bite, kick and hit

	Session 1	Session 2	BREAK	Session 3	LUNCH	Session 4	Session 5
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							