

WORMLEY C of E PRIMARY SCHOOL (VC)

With God, all things are possible



Have Faith, Show Respect, Take Responsibility and Achieve

Behaviour and Discipline Policy: Rights, Responsibilities & Relationships

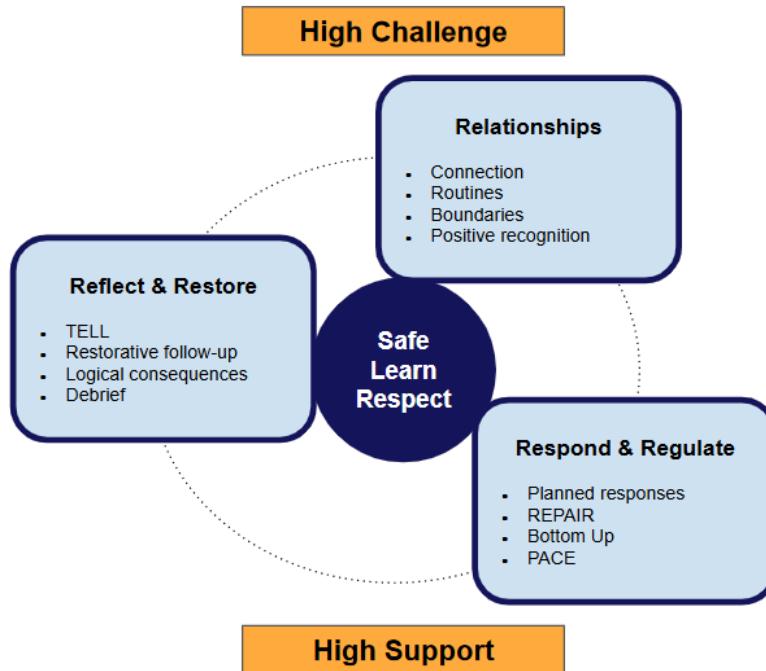
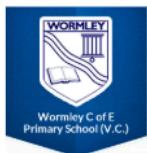
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Rights and Responsibilities Blueprint

Rights, Responsibilities and Relationships Blueprint



Relationships

Connection

- Unconditional positive regard
- Meet and greet
- Check-in, check-up, check-out
- Grounding activities
- Model behaviour
- Language
- Connection before correction
- Outwardly unshockable
- Emotional control
- Regulate and limit your range

Boundaries

- Class charter
- Clear logical consequences
- Flexible consistency

Routines

- Model, demonstrate, rehearse
- Power of 3
- Fantastic Walking
- Legendary Lining Up
- Ending and Sending- Tremendous Transitions

Positive recognition

- Give first attention to best conduct
- Deliberate botherness
- Over and above: Agent card, phone home, recognition board, marbles in the jar
- Keeping on track: Walkaways

Respond & Regulate

Planned responses

- Microscripts: This is how we do it here...Can you remember when I phoned...I've noticed...I need you...
- fogging
- countdowns

REPAIR

- Remind
- Explain choices
- Pause & self-regulate
- Affective check-in
- Independent learning
- Reflect & Repair

Bottom up

- Neurosequential learning
- Co-regulation

PACE

- Playfulness
- Acceptance
- Curious not furious
- Empathy -Language of kindness

Reflect & Restore

TELL

- Time
- Environment
- Listen
- Learn

Restorative follow-up

- What happened?
- What were you thinking and feeling?
- Who might have been affected by your actions?
- How can we put this right?
- What do we need to do differently next time you feel like this?
- My truth, your truth, the truth

Logical consequences

- Restorative conversation
- Restorative task
- Imposition
- Protective consequence

Debrief

- With colleagues
- With children

Section 1: Vision & Values

Vision

Each child should **grow in their awareness of themselves and others**, moving forward in their learning journey and **maximising their learning potential** in school and beyond. Our intention is that they come to know that they are loved by God, and therefore, **all things are possible**.

Have Faith, Take Responsibility, Show Respect and Achieve

Rights and responsibilities

We have chosen to develop a Rights and Responsibilities policy because we want pupils to consider the consequences to their choices in the context of what is 'fair' and 'just': the children's Rights. The policy emphasises prevention, restoration and reparation as well as applying proportional consequences where appropriate. Rights are a set of agreements a bit like a set of promises.

Everyone at Wormley has the right to:

- **be safe and healthy**
- **play, learn and achieve**
- **be respected and treated fairly**

Safe - Learn- Respect.

We understand that, where people are negatively affected by poor behaviour choices, appropriate behaviour needs to be taught and modelled to the children. Working with the children's feelings and experiences develops their internal discipline which leads to long-lasting change. As a church school we believe that we need to teach the children how to forgive and repair situations in a way that helps them value valued behaviour. All staff agree to follow the practices set out in this policy and take active responsibility for growing the children's independence and capacity for self-discipline.

Relational approach

Our relational approach to behaviour has been inspired by training by Positive Regard, Hertfordshire's Therapeutic Thinking training and Hertfordshire collaboration with Paul Dix. This policy outlines the purpose, nature and behaviour correction in our school. All teaching staff are trained in a Positive Regard approach to behaviour intervention. A Relational approach uses the high challenge of the behaviourist approach with the high support of a trauma informed approach to provide the children with unconditional positive regard.

"Kindness can mean being tough and fair - exposing frailties and weaknesses but doing it with warmth and compassion. To remain kind in difficult and challenging environments takes courage and strength." (Dave Whittaker, The Kindness Principle 2001)

Relationship-based practice, or taking a relational approach, includes having high, shared expectations for behaviour that ensures safe, calm learning environments and addresses any form of harmful behaviour.

Relational practice always takes individual needs and capacity into consideration when responding to negative or harmful behaviour instead of more traditional 'one size fits all' fixed punitive responses. Relational practice focuses on empathetic responsiveness and promotes the teaching of social and emotional skills with a focus on self-regulation and resilience and promoting independence as a learner.

Section 2: Valued behaviour

The school aims to create a culture that encourages responsibility and promotes valued behaviour choices. Valued behaviours are those that are positive, helpful and socially accepted. We understand that all behaviour is a form of communication and is about making choices. Children need to learn responsibility for their behaviour as they learn any other area of the curriculum.

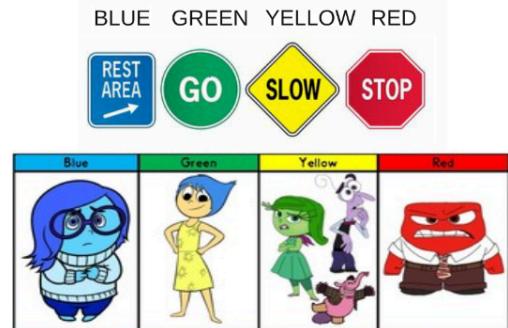
Below are examples of our behaviour curriculum

- Jigsaw PSHE
- Assemblies and collective worship (whole school & class)
- Explore Christian values
- Learning and Wellbeing Agents (character education)
- Scripts that reframe detrimental behaviour to model valued behaviour
- Relentless routines that model valued behaviour
- Restorative follow-ups and conversations
- Playing alongside children to model valued behaviour
- Educational consequences that encourage children to learn valued behaviour
- Interventions e.g. socially speaking, nurture sessions, ELSA
- Emotional literacy e.g. Zones of Regulation
- Calm, consistent adult behaviour creates positive learning environments
- Positive recognition of valued behaviour e.g. phone calls home, Agent card
- Quality learning through an engaging curriculum e.g. empathy through reading and history

Zones of Regulation

The [Zones of Regulation](#) is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels and overall wellness. At Wormley CofE Primary we use Zones of Regulation because helps children to recognise and communicate their feelings in safe and non judgemental way. It is a universal approach for all children but some children will need individual or small group support to be able to regulate using these tools with increasing independence.

The four zones are:



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a

How to use the Zones of Regulation

- Each class is to display the Zones clearly in the classroom.
- To start the year, the boards should be empty. Only add an emotion card to the display once it has been discussed. This might arise from situations such as: an assembly, Jigsaw session or event in class, for example.
- Identify the best-fit zone via group discussions, where possible, as there may be multiple colours to match the emotion.
- There are no good or bad zones or behaviours to be in and we all experience these at one time or another. The zones of regulation are intended to be neural and not communicate judgement.
- For some children who find regulating their emotions particularly challenging, developing an individual board or resource might be appropriate.



Recognising valued behaviour

It is more effective to praise and reinforce positive behaviour than it is to correct negative behaviour. Teaching staff should look for opportunities to give the children feedback when they are responding in the right way: catch them being good. This is more likely when the learning environment is positive and the adults are optimistic. Teachers should provide a wide range of experiences in the curriculum that interest the children and make them want to be engaged. If they are excited by their learning they are far less likely to try and make their own entertainment! Arguably the most effective reward for a child is the pleasure of knowing that they are making the right choices and are positively affecting those around them. This is best achieved through descriptive feedback that is honest and specific.

When acknowledging prosocial behaviours the adults must consider three key questions:

1. *What is the effect of my rewards on every individual in my class?*
2. *Are the rewards leading to a sense of community?*
3. *Are my rewards developing the children's independence by making choices or are they simply methods to control children?*

Social Learning Agenda

Our main approach to developing children's valued behaviours is our Social Learning Agenda. We work towards these aims in a wide variety of ways, providing a wide range of opportunities for the children. The Social Learning Agenda is developed in school through our [Agents](#).



Behaviour charters for the classroom and playground

To help protect our rights and encourage responsibility the children are supported to develop a 'charter' for the classroom or and the playground. They are a bit like a set of agreements or rules. The charters are created with the children and should be referred to whenever promoting valued behaviour or correcting bad behaviour choices. They will be on display in every classroom.

Framework for developing a behaviour charter

Rights	Responsibilities
Safe	<i>How will we agree to keep everyone safe?</i>
Learn	<i>How will we agree to learn?</i>
Respect	<i>How will we show respect to everyone and treat them fairly?</i>

Relentless Routines

Structure routines in threes. Alliteration can help. Model it, demonstrate it, rehearse it. Each time you enter into the routine you need to ask the children to recall it. 'Anjum, what is the first step in our routine?' Remind everyone of the routine before it begins. As the children start the routine, immediately identify those children who are doing it right. The more you positively drill the routine, the quicker they will learn it.

Legendary Lining Up: Eyes to the front- feet together- hands by your sides

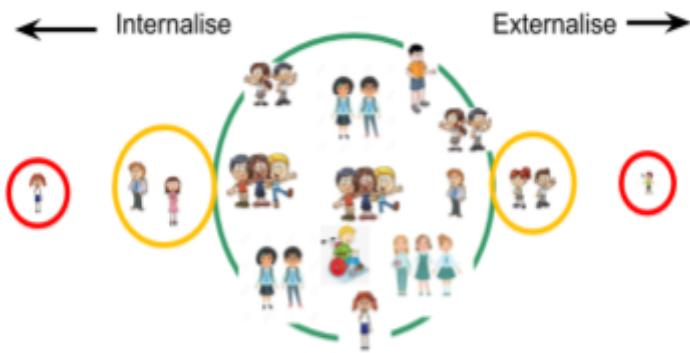
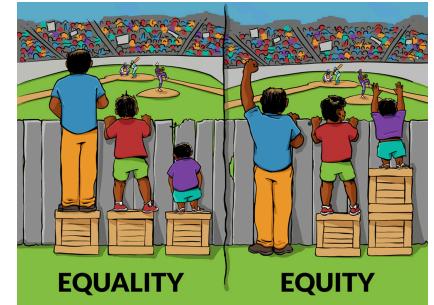
Fantastic Walking: Stay in your place- follow the person in front- voices off

Section 3: Supporting all learners

...‘Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed, and that inclusion is not optional: children have defined entitlements in this area and settings have legal responsibilities.’ EYFS 2012

Equity

Equity is giving everyone what they need to be successful. At Wormley we apply an inclusive model that accepts that children have individual needs. Where pupils have a significant difference to their peers, we accommodate this through reasonable adjustments and adaptations.



Although all pupils may at times behave contrary to the will of the adults, the majority (the green circle) represents pupils who present very little risk of harm to themselves, others or property. This group is often thought of as **safe learners**.

The orange circle on the left represents the one or two pupils who may be at risk of harming themselves either physically or by withdrawing. Often very quiet or withdrawn pupils this group represents pupils who are **internalising** their behaviour.

The one or two young people in the orange circle on the right are much more noticeable, these pupils display behaviours that harm other people. They **externalise** their behaviour and can become a risk of harm to themselves, others and property.

Occasionally, we have a young person who presents a risk of harm beyond that of any other pupil. Usually these pupils have a special need or particularly challenging circumstances. These pupils (represented in red), can not be kept safe by simply following policy and need a differentiated plan in order to be safely included.

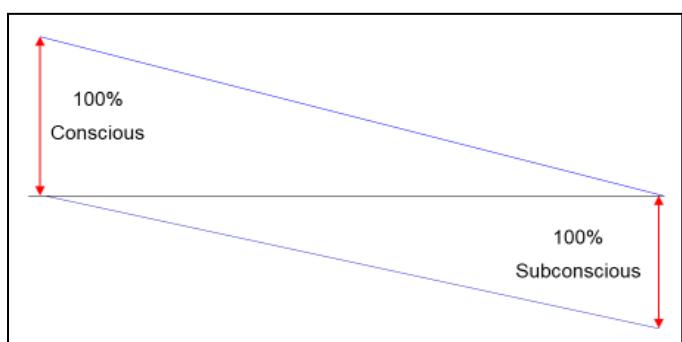
This policy is the plan for the majority of children (green & orange). In addition, some children may require an individual plan to formalise strategies that differentiate from the policy.

When making adaptations to provision, teaching staff need to refer to the model above considering the following:

- Consider the feelings of all children when trying to teach valued behaviour. Approaches that create fear, turn *green* children *orange*.
- *Orange* children usually benefit from a nurturing approach however they need to be in separate groups. Those that act-out are likely to heighten the anxieties of those who internalise behaviours.
- Look carefully at the *green* group for potential internalisers. They often seem to be OK and have strategies to avoid being noticed.
- Very few children would be considered dangerous or highly difficult (red). These children will need external professional support and careful plans.

Mental health and well-being

One in six children have a clinically diagnosed mental health disorder and about one in seven has a less severe problems¹. This policy recognises that some children are more vulnerable to developing mental health issues because of exposure to certain risk factors and a lack of protective factors². The school aims to promote positive mental health by identifying and addressing potential problems at an early stage, and build the children's resilience.



Behaviour can be a mixture of both conscious and subconscious choices. Sometimes the behaviour chooses the child such as children with conduct disorders of mental health issues³.

Largely sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. If children are anxious we can help make them more conscious to help them address problems.

Section 4: detrimental behaviour

Behaviour that causes harm to an individual, a group, to the community or to the environment is considered detrimental behaviour. detrimental behaviour can be grouped as difficult or dangerous.

Difficult behaviour is behaviour that is detrimental, but not dangerous. Dangerous behaviour 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.

Consequences, restore and repair

At Wormley School we believe it is best to do things *with people*. We always aim to use a fair process and our responses to challenging behaviour should involve building relationships and repairing harm.

Although we teach the children that there are natural consequences to behaviour, we also make it clear that enforced consequences are a necessary part of discipline and behaviour intervention. When pupils do not respond to our positive correction, teaching staff will apply consequences. Less severe consequences might be deferred whilst more serious consequences are non-negotiable and are immediate. Teaching staff, including the leadership team, will use their professional judgement when deciding on the most appropriate consequence.

When establishing behaviour consequences we try to ensure a relatedness between the detrimental behaviour and the consequential outcome. Some behaviours require a *protective* consequence but usually require an *educational* consequence. Educational consequences provide pupils with skills and incentives to behave differently when faced with the same feelings. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Responding to detrimental behaviour

Microscripts

- ★ *This is how we do it here...*
- ★ *I understand and yet...*
- ★ *I've noticed...I need you...*
- ★ *I see that something is wrong. I'm here to help. You talk and I'll listen.*
- ★ *Can you remember when I phoned...*

¹ DfE (2016) Mental health and behaviour in schools (p.4)

² DfE (2016) Mental health and behaviour in schools (p.8)

³ DfE (2016) Mental health and behaviour in schools (p.8)

Classroom Support Plan: REPAIR

Simple steps that are focused on small but certain consequences and a restorative ending. Take-up time at each stage is important as it gives the child time to regulate and make a choice. This is not a process to follow to the letter but rather adults should use flexible consistency to ensure the principles of positive correction, fair warning and certain yet logical consequences are applied.

	Stage	What happens...	You might say...
R	Reminder	<i>Remind children of the rights, responsibilities or routines they should be following. Direct them if appropriate.</i>	[Name], Safe. Learn. Respect. Thank you. [Name], we agreed... [Name], I need fantastic walking.
E	Explain choices	<i>Opportunity to warn the children of the consequences of their choices.</i>	Think carefully about your next choice... <i>I was clear that I needed proof of listening. Listening or you will need to reset.</i>
P	Pause and self regulation	Suggest they self-regulate in a safe space e.g. Regulation Station.	<i>I need you to reset at the Regulation Station.</i> <i>Reset in xxx or the Regulation Station</i>
A	Affective Check-In	<i>Take a moment to privately have a high challenge, high support conversation. Be specific about the impact of their behaviour, how it makes you feel and identify what is needed to change it.</i>	<i>This is a quick check-in so that we can get you back to learning.</i> <i>When you...</i> <i>I feel...</i> <i>I need you to...</i> <i>Do you need any help with this?</i>
I	Independent learning	<i>The child has not responded to the support and therefore needs to learn on their own in a Support Hub.</i>	<i>We agreed that.. However...so you need to learn independently in the Support Hub.</i>
R	Reflect and debrief	<i>Teacher's choice on the way to Repair, Restore & Return to learning.</i>	<i>Restorative conversation</i> <i>Restorative task</i> <i>Protected consequence</i>

Key points for correcting detrimental behaviour:

- Focus is on returning to learning or play
- Ask the child to step out not sent out
- Keep your own emotions in check
- Check body language
- Ignore secondary behaviours- don't chase them!
- How the child returns will affect their ability to stay
- Calm chat that is planned, well-volumed, predictable, safe and effective.
- Leads to fewer removals from class while making sure everyone stays within the boundaries

De-escalation & distraction

Positive language

- Plan the 'Language of Discipline' giving some thought to words and meaning of what we are saying. In some cases we may use rehearsed 'scripts' to help the child and assisting adults e.g. '*[Child's name] I can see you are upset. I'm here to help. Shall we talk by the seat or the tree?*'
- Balance 'Language of Discipline' with 'Language of Encouragement',
- Use a least-to-most severe intervention approach when managing and disciplining individuals and groups. This means becoming appropriately assertive where necessary
- Use non-verbal cues
- Use a pleasant yet expectant tone
- Use descriptive reminders. '*Name. (Pause) You are calling out...*' '*A number of children are calling out.*'
- Use directional language (Direct: '*Name...please walk in the corridor*') (Conditional directive: '*When you are sitting quietly, then I will call the lunch register.*')
- Invite, model and expect respect by:
 - o using manners
 - o separate behaviour from child
 - o allow consequences to do the teaching
 - o use private corrections
 - o re-establish relationship after correction

Body language and mindset

- Use non-verbal cues
- Have an open stance
- Consider distance from the child and their personal space
- Tactically ignore rather than being drawn into attention seeking actions. One way to do this is by focussing on those making the right choices e.g. '*Thank you Name for starting so quickly.*' Another is to engage the child without mentioning the negative behaviour e.g. Child A is trying to engage children across the room instead of starting the learning task. '*Name [pause]. You made a great start to the task yesterday. Would you like some help starting today?*'
- Sometimes just a quick rule reminder or direction will work e.g. '*Name [pause]. The class has agreed that we will focus on our learning because everyone has the right to learn. Please start your task or use our checklist of what to do if you are stuck.*'
- Focus on the behaviour, not the child e.g. '*Name...You are calling out. The agreement on our charter says that we wait our turn to speak*', not '*Name you are such a disruptive child.*'
- Allow cool-off time. Some behaviour consequences will need to be deferred until after 'cool-off' time.
- Partially agree and move on e.g. Pupil: '*I wasn't talking, I was doing my task.*' Teacher: '*Ok, maybe you were but now I want you to press on to finish the task.*'
- Allow take-up time. This avoids the teacher domineering or creating a win-lose scenario. '*Name ... (pause to gain attention) ... come up here a sec please.*' Then deliberately look away ... talk to someone else or move to a quiet area. The child will come in their own time and not lose face. You can then have a quiet word about the behaviour without the show-down.
- Assertiveness: minimise unnecessary confrontation.
 - o When correcting or disciplining children, teachers must minimise any unnecessary confrontation i.e., unnecessary criticism, sarcasm, ridicule, embarrassment or public shaming. Any unintended, hurtful communication by a teacher should always entail an apology.
 - o Being assertive means communicating clearly, confidently and calmly. It is about looking for a win-win-win solution: a positive outcome for you; a positive outcome for the child and a positive outcome for any affected peers.

- o Acting appropriately assertive involves a firm, decisive tone that addresses the behaviour without being personal to the child. This is fundamental to valued behaviour intervention.

Limited Choices

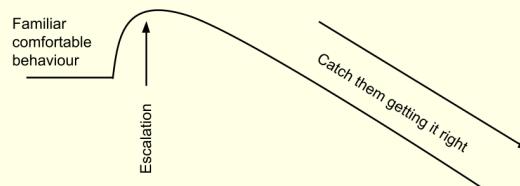
- Limited choices often follow directly from positive phrases '*Peter we are going inside, do you want to walk on your own or with me, on your own or with me, Peter?*'
- Positive phrases and limited choices should be punctuated with take-up time (an opportunity for the child to think, process and consider.)
- The choices offered have to be thought through so that you, the adult, are also content with either choice.
- It is also only a choice if both options are things that would be acceptable to the child.
- For example
 - o *Where shall we talk, here or in the library?*
 - o *Put the pen on the table or in the box*
 - o *Are you going to sit on your own or with the group?*
 - o *Are you starting your work with the words or a picture?*

Disempower

- Anti social empowered behaviour needs to receive as little interaction as possible while waiting to empower (interact positively) with any pro social behaviour as soon as it is evident. The message is anti social behaviour is pointless, pro social behaviour is powerful.
- It is an effective strategy to empower other prosocial behaviours in the dynamic while disempowering anti-social behaviours in any individual.
- **Fogging**
 - o *I hear what you are saying,*
 - o *I understand what you are saying,*
 - o *Maybe you're right,*
 - o *Perhaps...and yet we are going...we need to talk about your behaviour...*
 - o *I can see something has happened...*
- **Reduce the oxygen:**
 - o *You can listen from there*
 - o *Come and find me when you come back*
 - o *Come back into the room when you are ready.*
 - o *We will carry on when you are ready.*

Riding the wave

Maximum internalised limit



Related and reasonable consequences

When applying behaviour consequences we emphasise the fair, and reasonable, certainty of the consequences rather than merely their severity; we remember to always keep fundamental respect intact when applying the consequences.

Although we teach the children that there are natural consequences to behaviour such as feeling unhappy or the loss of trust, we also make it clear that enforced consequences are a necessary part of discipline and behaviour intervention. When pupils do not respond to our positive correction, teaching staff will apply consequences. Less severe consequences might be deferred whilst more serious consequences are non-negotiable and are immediate.

When establishing behaviour consequences we try to ensure a relatedness between the disruptive behaviour and the consequential outcome. Where appropriate we should ask each of the children involved to reflect and give their view of the incident. Then we can consider what they should do to address the behaviour in question.

Educational Consequences

Restorative conversations

- About putting it right not blame
- Repair relationships
- Giving them the voice and space to make decisions
- By focusing on the victim and their needs will change the behaviour of the wrongdoer
- Punishment likely to generate resentment; restoration likely to cause change
- Not soft. Consequences still applied as part of the process. Tough, but valuable, learning experience
- Trying to tap into the emotional side...Kids begin to care about others
- Different types:
 - *No prep chat*: using key questions to ensure harm is repaired
 - *Restorative Circle*: Everyone affected together to explore harm and agree how to repair harm
 - *Restorative Conference*: For more serious incidents. Requires careful planning and individual discussion first.
 - ★ *What happened?*
 - ★ *How did you feel at the time? How are you feeling now?*
 - ★ *Who might have been affected by your actions?*
 - ★ *Which of our rights did you not keep?*
 - ★ *How can we put this right?*
 - ★ *What do we need to do differently next time?*
- Frameworks that help...*Cartoon conversations*, *Blob Tree*, *Solve-It strategy (Jigsaw)*, *Zones of Regulation*
- Putting it right by...*Showing it*: remorse, sorry; *Fixing it*: clear up the mess, repair friendship, get to know each other; *Changing it*: stop the harmful behaviour

Restorative tasks

- Project, e.g., research bullying, make a poster, give a talk to the class
- Carry-out small jobs around the school to contribute positively to the culture of the school, e.g., help in the dining room
- Rehearse and practise, e.g., practise going to a calm area, practise changing behaviour when told to stop ('Do you mean that? *No, sorry.*')

Imposition

- Complete learning at break time, lunch time or at home
- Stay behind for 2 mins if the Intervention Script was needed

Protective Consequences

Class-based

- **Support Hub**
 - When children do not respond to the classroom plan and their low level disruption is causing disruption to learning or an activity, children should report to the Support Hub.
 - At the Support Hub the children are given the opportunity to regulate, talk through their feelings and get back to learning.
 - At the Support Hub the adults supervising will have limited interaction. They will offer the child options to regulate if necessary and help them regulate if appropriate.
 - The child should bring suitable learning tasks to continue at the Support Hub.
 - The teacher remains in control of the consequences with the support of SLT.
 - The teacher records the behaviour on CPOMS using the label Support Hub
- Limited freedoms inside the classroom, e.g., place to sit, areas of the classroom
- Meet with the parents

Limited freedoms around school

- Miss a breaktime/lunchtime to ensure the safety of others and prevent another incident
- Limited time at breaktime/lunchtime, e.g., gradually earning time on the playground by demonstrating valued behaviours in short periods (Mon- 5mins, Tues-10 mins, etc.)
- Limited access to spaces, e.g., only play on a section of playground
- Increased supervision, e.g., adult on the playground, child has breaktime in sight of adults inside
- Limited access to activities, e.g., a child is not allowed to go on trip due to previous unsafe behaviour

Formal

- **SLT Intervention:**
 - When a minor or major incident has happened that the teacher believes requires SLT intervention, the teacher will arrange for SLT to speak with the child.
 - A member of SLT will lead the intervention and agree consequences with teacher support.
 - A member of SLT is responsible for recording the incident on CPOMS
- Behaviour Concern Letter
- Suspension
- Exclusion

Individual plans for difficult or dangerous behaviour

In order to support behaviour needs we must have tools that allow us to accurately analyse the experiences and feelings behind a behaviour. Teachers should refer any children who need additional and specific support to the SENCos or deputy headteacher. For a small number of pupils individual plans are used to try and prevent future exclusions by minimising the risk of dangerous or highly difficult behaviour.

Exclusions

Suspensions or permanent exclusions may be used as a protective consequence. Only the Head Teacher can suspend or exclude a pupil and this must be on disciplinary or safeguarding grounds. In the headteacher's absence, the deputy or assistant headteacher may suspend or exclude a child on the headteacher's behalf.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). Suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. A suspension might be applied when a pupil is responsible for *persistent minor incidents* causing minor injury, disruption or upset or a *major incident* causing significant injury, disruption or upset. See our [graduated response](#) table for specific examples.

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy (detrimental behaviours); and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

All suspensions and exclusions are conducted in accordance with the [DfE guidance](#).

Physical Intervention

On occasions, staff will interact physically with a child. Examples of expected contact include: guiding, comforting, escorting, reassuring a distressed child, supporting PE and hand-over-hand teaching. Physical intervention should always be in the student's best interest and should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

In rare circumstances teachers may have to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder (see Physical Intervention Policy). This is done in accordance with the DfE guidance.

Supporting victims of major incidents causing significant injury, disruption or upset

At any level of upset, the victims should be the focus of repairing any harm as set out in our restorative approach. However, when major incidents occur such as racial insults, bullying, or physical assaults, victims may also be offered additional therapeutic support to help them recover emotionally and feel safe. This support may include, but is not limited to, social and emotional coaching, participation in a nurture group, access to online guidance, referral to the Mental Health Support Team (MHST), the school nurse, or counselling services. The type and level of support will be tailored to the individual's needs to promote wellbeing and resilience.

Graduated response to detrimental behaviour

detrimental behaviour		Possible Consequences		
Level	Examples	Response	Educational	Protective
Low level harm causing disruption or upset	<ul style="list-style-type: none"> calling out distracting others incomplete learning breaking class charter breaking playground charter 	<ul style="list-style-type: none"> classroom Support Plan de-escalation support victims adaptations 	<ul style="list-style-type: none"> restorative conversation rehearse prosocial responses finish learning task 	<ul style="list-style-type: none"> restricted freedoms temporarily
Persistent low level harm causing disruption or upset	<ul style="list-style-type: none"> continuing to display low level detrimental behaviour despite responses and consequences 	<ul style="list-style-type: none"> apply responses and consequences outlined at the minor incident level 		
Minor incident causing minor injury, disruption or upset	<ul style="list-style-type: none"> physical: pushing, dragging, kicking, hitting verbally insulting or harassing child or adult including offensive or upsetting language minor damage or intent to damage property detrimental behaviour online 	<ul style="list-style-type: none"> classroom support plan de-escalation support victims SLT intervention behaviour concern letter involve parents adaptations record on CPOMS 	<ul style="list-style-type: none"> restorative conversation restorative task rehearse prosocial responses referral to SENCo 	<ul style="list-style-type: none"> restricted freedoms temporarily
Persistent minor incidents causing minor injury, disruption or upset	<ul style="list-style-type: none"> continuing to display detrimental behaviour typical of minor incidents despite responses and consequence 	<ul style="list-style-type: none"> apply responses and consequences outlined at the major incident level 		
Major incident causing significant injury, disruption or upset	<ul style="list-style-type: none"> persistent detrimental behaviour despite an individual plan physical: attacking pupil or adult, fighting, using an object to harm verbally insulting or harassing child or adult including offensive, upsetting or racialised language damage or intent to damage property sexually harmful behaviour bullying, including racialised or discriminatory behaviour detrimental behaviour online 	<ul style="list-style-type: none"> classroom Support Plan de-escalation support victims SLT intervention behaviour concern letter involve parents consider adaptations record on CPOMS 	<ul style="list-style-type: none"> restorative conversation restorative task rehearse prosocial behaviour consider referral to SENCo 	<ul style="list-style-type: none"> restricted freedoms temporarily potential suspension potential exclusion

Section 5: Communication and recording

Communication within school

detrimental behaviour, responses and adaptations need to be communicated to all adults who are likely to be supporting or supervising the child. This is ideally done in person however email is more suitable for larger groups or for less urgent situations. Minor and major incidents as well as visits to the Support Hub must be recorded on CPOMS. Low level behaviours will need to be recorded on CPOMS when they become persistent.

If incidents occur at break or lunch times, those on duty should make the class teacher aware so they can appropriately support all the children involved. The adults on duty should make every attempt to resolve the issue before the children return to class to ensure minimal learning time is lost. If the incident is likely to cause further upset or require the teacher to speak with parents, the adults on duty need to make sure the teacher has all the relevant information explained or handed to them as soon as possible.

Communication with parents and carers

Parents and carers should be informed of detrimental behaviour so they can work in partnership with the school to improve the child's prosocial behaviour. When communicating with parents or carers, staff should use the following framework to ensure feedback includes non-judgemental analysis and a well-considered response.

- Describe the behaviour: *Name was not safe on the playground because they hit two children.*
- Identify the trigger *I think Name was angry and felt left out of the group.*
- Explain the action *Name will spend playtime tomorrow rehearsing alternative responses.*

Teachers will report *low-level or minor incidents* to parents and carers. Typically *major incidents* will be reported to parents by the senior leadership team unless they delegate this task to a teacher. Communication to parents will ideally be in person, however a telephone call is equally acceptable. For some parents, email communication is the most convenient. Teachers may use their class email account rather than their individual work email account.

Behaviour Concern letters are issued by a member of the senior leadership team as a way of communicating formally that the school is concerned about the anti-social behaviour of a child. If a child receives several behaviour concern letters, a member of the senior leadership team will arrange to meet with parents.

Equality Impact assessment

Protected characteristics	Does this policy impact any of these characteristics?	How would you describe the level of impact?
• <i>age (for staff only)</i>	Yes	High
• <i>disability</i>	Yes	High
• <i>ethnicity and race</i>	Yes	High
• <i>gender (sex)</i>	Yes	High
• <i>gender identity and reassignment</i>	Yes	High
• <i>pregnancy, maternity and breastfeeding</i>	Yes	High
• <i>religion and belief</i>	Yes	High
• <i>sexual orientation</i>	Yes	High

Signed and agreed by:

Governor: _____ ***date*** _____

Leadership: _____ ***date*** _____

Appendix 1: Playground Charter (Developed with the pupils)

Everyone has the right to be **safe and healthy**. So we agree to...

Eat a healthy snack



Play safely- no play fighting



Stay in the designated area and use it properly



Everyone has the right to **play, learn and achieve**. So we agree to...

Use the equipment in the correct way



Play fairly



Include others in our play



Everyone has the right to be **respected and treated fairly**. So we agree to

Speak kindly



Put rubbish in the bin and recycle



Listen and follow instructions



Appendix 2: Behaviour Concern letter

Dear parents

We need to make you aware that BLANK has been issued with a *Behaviour Concern* letter because of the following reasons ([See p12](#)):

<input type="radio"/> Persistent low level harm causing disruption or upset	<input type="radio"/> Minor incident causing minor injury, disruption or upset
<input type="radio"/> Persistent minor incidents causing minor injury, disruption or upset	<input type="radio"/> Major incident causing significant injury, disruption or upset

Notes:

As a result, your child will receive the following consequences:

Educational

- Take part in a restorative conversation (e.g., *putting things right with the victims*)
- Rehearse or practise pro-social responses (e.g. *assertive responses or reporting to adults*)
- Complete a restorative task (e.g., *positively contributing to pupil wellbeing*)

Protective

- Temporary restriction of freedoms (e.g., *staying off the playground*)

A *Behaviour Concern* is issued for **difficult or persistently difficult behaviour** that does not uphold our school's *Rights and Responsibilities* ([see p3](#)). It is considered a serious warning to the child and is recorded on the school's information system. Further incidents may lead to a formal meeting between parents and a member of the senior leadership team. It is hoped that this letter assists us with working together to help your child to reflect on their detrimental behaviour and ensure they make positive choices in the future.

Please sign and return this form to show that you have been made aware of this incident and have spoken to your child about their behaviour.

Many thanks for your support.

Senior Leadership Team

Please sign and return this form to show that you have been made aware of this concern and have spoken to your child about their behaviour.

Signed _____ Date _____

Parents comments:

Graduated response to detrimental behaviour

detrimental behaviour		Possible Consequences		
Level	Examples	Response	Educational	Protective
Low level harm causing disruption or upset	<ul style="list-style-type: none"> • calling out • distracting others • incomplete learning • breaking class charter • breaking playground charter 	<ul style="list-style-type: none"> • classroom Support Plan • de-escalation • support victims • adaptations 	<ul style="list-style-type: none"> • restorative conversation • rehearse prosocial responses • finish learning task 	<ul style="list-style-type: none"> • restricted freedoms temporarily
Persistent low level harm causing disruption or upset	<ul style="list-style-type: none"> • continuing to display low level detrimental behaviour despite responses and consequences 	<ul style="list-style-type: none"> • apply responses and consequences outlined at the minor incident level 		
Minor incident causing minor injury, disruption or upset	<ul style="list-style-type: none"> • physical: pushing, dragging, kicking, hitting • verbally insulting or harassing child or adult including offensive or upsetting language • minor damage or intent to damage property • detrimental behaviour online 	<ul style="list-style-type: none"> • classroom support plan • de-escalation • support victims • SLT intervention • behaviour concern letter • involve parents • adaptations • record on CPOMS 	<ul style="list-style-type: none"> • restorative conversation • restorative task • rehearse prosocial responses • referral to SENCo 	<ul style="list-style-type: none"> • restricted freedoms temporarily
Persistent minor incidents causing minor injury, disruption or upset	<ul style="list-style-type: none"> • continuing to display detrimental behaviour typical of minor incidents despite responses and consequence 	<ul style="list-style-type: none"> • apply responses and consequences outlined at the major incident level 		
Major incident causing significant injury, disruption or upset	<ul style="list-style-type: none"> • persistent detrimental behaviour despite an individual plan • physical: attacking pupil or adult, fighting, using an object to harm • verbally insulting or harassing child or adult including offensive, upsetting or racialised language • damage or intent to damage property • sexually harmful behaviour • bullying, including racialised or discriminatory behaviour • detrimental behaviour online 	<ul style="list-style-type: none"> • classroom Support Plan • de-escalation • support victims • SLT intervention • behaviour concern letter • involve parents • consider adaptations • record on CPOMS 	<ul style="list-style-type: none"> • restorative conversation • restorative task • rehearse prosocial behaviour • consider referral to SENCo 	<ul style="list-style-type: none"> • restricted freedoms temporarily • potential suspension • potential exclusion

Appendix 3: Glossary of terms

Detrimental Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase valued behaviour and reduce anti-social behaviours through planned responses.

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning.

Consequences are designed to help children learn and develop valued behaviours transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Valued behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Appendix 4: Behaviour principles

- A commitment to a positive and respectful culture within our school or setting**

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.

- Behaviour is a form of communication**

Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a relational approach to behaviour.

- Not all behaviours are a choice**

Children and Young People (CYP) with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

- Behaviours can change and improvement can be secured**

Expectations of pupil's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and improvements secured.

- Clear boundaries are paired with an individualised graduated response where needed**

A nurturing and structured environment is used to keep CYP safe. A clear well communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a CYP's needs including educational, mental health and other needs or vulnerabilities.

- Children may develop academically and emotionally at different rates**

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning.

- Children and young people are supported to develop internal discipline/self-regulation and resilience**

A variety of feedback, reward, or consequence systems are used to develop CYP as resilient independent learners with positive emotional wellbeing and behaviour.

- A commitment to equality and equity**

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some CYP may need additional support to increase positive emotional wellbeing and support behaviour.

- A commitment to exclusion reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

- Engagement of families, outside agencies and the wider community is sought when planning support for CYP**

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for CYP. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.