



Springwell Park
Primary School

Springwell Park

Behaviour and Relationships Policy

September 2026

Statement of intent

At Springwell Park we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Modelling relationships based on kindness, respect and understanding of the needs of others.
- Promoting self-esteem, self-discipline and resilience.

- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging misbehaviour.
- Working in partnership with parents to reinforce positive behaviour in school.
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Teaching young people to take responsibility for their own behaviour and feelings.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.
- Children will be supported and expected to repair behaviour mistakes and relationships where appropriate.

At Springwell Park, we acknowledge that behaviour can be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

We aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.

Our approach recognises that behaviour is communication and that children may require different levels of support to meet the school's expectations. The school will maintain high expectations for behaviour while making reasonable adjustments and providing appropriate support for pupils whose SEND, communication needs, developmental stage, mental health, trauma, safeguarding circumstances or other vulnerabilities may affect their behaviour.

Our Behaviour Expectations

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we all have a responsibility to work towards standards of behaviour based on the basic principles of honesty, respect and consideration. We therefore expect that standards of behaviour reflect these principles. Behaviour expectations will be taught in an age-appropriate way and adapted where reasonable adjustments are required to enable pupils with SEND or other additional needs to understand and meet them.

At Springwell Park we expect that all children will

- Show respect for each other and staff
- Be friendly, kind and caring
- Speak using a calm voice
- Help each other to be safe
- Help each other to learn
- Take turns including when we speak.
- Have fantastic walking when moving around school.
- Listen to the adult in assemblies.
- Give their best efforts to their work.
- Show respect to the school environment, building and property.
- Win and lose gracefully.
- Have kind hands and feet.

At Springwell Park we expect that all staff will:

- Start the year with clear and consistent sets of rules and routines that are understood by all pupils.
- Follow the school policy for agreed rewards and positive reinforcements.
- Encourage respect and development of positive relationships.
- Adults in assembly will support children with their behaviour.
- Follow the consequence pathway for inappropriate behaviour.
- Establish clear responses for handling behavioural problems.
- Make effective use of the physical space available.
- Remind children of fantastic walking around school.
- Lead classes quietly and calmly around the building during transition times e.g. playtime and lunch.

Our Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and what is unacceptable. Routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Our Behaviour Curriculum is supported by the Springwell Way which sets out the key values that we want all members of the Springwell family to use. This aligns with our Code of Conduct which gives clear expectations for the behaviour that we expect at Springwell park.

The Springwell Way



We value **Kindness**: we aim to be kind and caring, considerate to each other and to include everyone.



We value **Courage**: we aim to be brave to express our feelings and talk about our problems and to take risks with our learning without fear of failure.



We value **Appreciation**: we aim to appreciate our strengths, our school community and everyone in it.



We value **Resilience**; we aim to become independent learners and always try our best even when we find things difficult.



We value **Aspiration**; we aim to set ourselves goals and follow them aspiring to be the best we can be.



We value **Pride**: we aim to take pride in ourselves, our achievements, our work and our school environment.

Our Code Of Conduct

At Springwell Park We:

Treat everyone with respect.

Show kindness to all.

Always try our best at everything we do.

Walk calmly and safely around our school.

Take pride in ourselves and our school.

Supporting Behaviour

Praise

- Praise is given for the right choices made.
- The praise is given immediately following the desired behaviour.
- Children are praised in public and reprimanded in private where possible.
- All adults focus on the behaviour that they want to see and praise that behaviour.
- Children will be praised in public and reprimanded in private wherever possible.

Rewards and Recognition

At Springwell Park Primary School, we believe that positive behaviour is best encouraged through consistent recognition, encouragement and celebration. Our approach is rooted in positive relationships and aims to ensure that every child experiences success, feels valued and is motivated to make positive choices. Rewards are used to recognise effort, kindness, resilience, responsibility and consistently demonstrating our School Code of Conduct.

The Springwell Star Board

Each classroom uses the 'Springwell Star Board' as a positive visual recognition system. This provides immediate encouragement and celebrates positive behaviour without the use of public shaming or negative behaviour charts.

Every child begins each day on Ready to Shine, reinforcing the belief that every day is a fresh start and every child has the opportunity to succeed.

The three stages of the Springwell Star Board are:

- Ready to Shine
- Shining
- Inspirational

Children move upwards through the stages as they consistently demonstrate positive behaviour, follow the School Code of Conduct and embody our school values. Progression through the stages is based on staff recognising positive choices, effort and contribution rather than comparison with others. The Springwell Stars Board will reset at the start of the new school day.

Golden Tickets

Children who reach and remain on the Inspirational stage by the end of the school day are awarded a Golden Ticket in recognition of their excellent behaviour.

Star of the Week

Each week, class staff select one child from those who have achieved Inspirational status to receive the Behaviour Star of the Week Award. This recognises children who have consistently demonstrated exemplary behaviour, kindness, resilience or have made significant positive choices throughout the week.

Behaviour Stars of the Week are celebrated in the school newsletter so that families can share in their success. They are also invited to a reward with the Headteacher in recognition of their achievement.

Half-Term Feb 50 Behaviour Celebration

At the end of each half term, a Behaviour Celebration takes place to recognise children who have consistently followed the School Code of Conduct and demonstrated exceptional behaviour. Five children from each class are selected to participate in this celebration, providing all pupils with an opportunity to be recognised throughout the year.

Additional Recognition

Staff are encouraged to use a wide range of positive recognition strategies to celebrate children's successes. These may include:

- Specific verbal praise.
- Praise Pads or positive recognition notes.
- Positive phone calls home.
- Messages to parents or carers.
- Sharing achievements with senior leaders.
- Recognition during assemblies and class celebrations.
- Opportunities to take on additional responsibilities or leadership roles.
- Head Teacher's rewards
- Stickers / certificates for all staff to give out when they witness positive behaviour.

By placing emphasis on positive reinforcement, we aim to create a school culture where children feel safe, valued and motivated to make positive choices every day.

Sanctions

The Consequence Pathway

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Following single or repeated incidents of unacceptable behaviour, the Consequence pathway will be followed:

Sanctions will be reasonable, proportionate and consistent with this policy. Staff will consider the individual circumstances of the pupil and the context in which the behaviour occurred, including age, developmental stage, SEND, communication needs, mental health, trauma, safeguarding concerns and any reasonable adjustments that may be required.

Consequence Pathway

Stage 1

These behaviours are minor and are typically managed by the class teacher through reminders of expectations, positive reinforcement and opportunities to correct behaviour.

- Minor disruption to learning.
- Interrupting others.
- Silly noises or inappropriate comments.

- Not following a reasonable instruction after an appropriate reminder or opportunity to respond.
- Running in corridors or classroom
- Not tidying up.

Reminder

Verbal or visual reminder of the expected behaviour. Where appropriate, children will be reminded calmly of the expected behaviour and the likely consequence if the behaviour continues.

Rather than sanctions alone, Stage 1 responses should focus on teaching and restoring. Stage 1 behaviours are viewed as opportunities to teach, remind and reinforce.

If the pupil continues with “Low-level unacceptable behaviour” then there will be a move to stage 2 of the Consequence Pathway.

Stage 2

Repeated or Moderate Behaviour

These behaviours either continue after Stage 1 support and reminders, or have a greater impact on learning, safety or the wellbeing of others.

Choice

Provide two positive options – eg carry on with your work or move seats

Examples may include: repeated disruption following reminders; persistent refusal to follow reasonable instructions; repeated inappropriate language; deliberately distracting or disrupting other pupils; repeated unsafe behaviour; behaviour which begins to significantly affect another pupil's learning or wellbeing.

Staff will use a calm, predictable response and provide an opportunity for the pupil to make a positive choice and repair the situation.

Stage 3

Repeated behaviours despite consistent Stage 2 interventions

Reset

Where appropriate, the pupil may be supported to move to an agreed nearby space or another classroom for a short period to regulate, reflect and reset. The response will be proportionate and will take account of the pupil's individual needs and any reasonable adjustments required. the class next door to think about behaviour choices and reset.

Stage 3 may be used where behaviour continues despite consistent Stage 1 and Stage 2 strategies, or where the behaviour is sufficiently serious to significantly affect the safety, wellbeing or learning of others.

Examples

- Defiance
- Refusing several reasonable instructions.
- Walking away from an adult.
- Refusing to remain in the classroom.
- Deliberately preventing others from learning.
- Physical Behaviour

The Class teacher will inform the parent/carers about persistent disruptive behaviour at the end of the school day.

Stage 4

A child may move to Stage 4 when Stage 1–3 strategies have been consistently implemented but have not led to sustained improvement. Behaviour is becoming more frequent, intense or persistent. The behaviour suggests unmet social, emotional or mental health needs. There are concerns about the child's welfare, relationships or emotional regulation.

In class/on corridor support

Call Pastoral to support within the classroom or on the corridor

- Staff may complete an ABC (Antecedent, Behaviour, Consequence) chart.
- Develop an Individual Behaviour Support Plan.
- Provide regular check-ins with a trusted adult.
- Arrange mentoring or nurture sessions.
- Teach emotional regulation and social skills.
- Consider reasonable adjustments for pupils with SEND.
- Liaise with the SENCO where appropriate.
- Complete or review an Early Help Assessment if wider family support is needed.

Stage 5

Call SLT – removal from class.

- The child's behaviour presents a risk to the safety of themselves or others.
- Learning cannot continue safely despite previous interventions.
- They have not responded to Stage 4 support and are unable to regulate within the classroom.
- A serious incident requires immediate intervention.

Removal from the classroom is a supportive intervention used only when necessary to maintain the safety and wellbeing of pupils and staff or to restore effective learning. It is not intended as a punishment. During any period of removal, staff will help the child to regulate, reflect on the incident, repair relationships where appropriate and prepare for a successful return to learning. The aim is always to teach, support and reintegrate, rather than exclude.

Before returning to class, the child should:

- Be emotionally regulated.
- Understand the expectations for returning.
- Have an agreed plan for success.
- Be welcomed back positively by staff.

Reflection

Reflection will provide an opportunity for restorative conversations to take place with individual pupils or groups of pupils who have been involved in a number of behaviour incidents during the school day. Pupils will be encouraged to carry out their own restorative practice supported by the Pastoral Team. The Reflection Room will take place between 11.45am and 1.15pm in the Computer Room and is staffed by the SLT. A record of restorative conversations and outcomes will be kept. Each time a child is on Reflection, parents/carers will receive a text home. After three times on Reflection, parents/carers will be invited in for a meeting to discuss their child's behaviour. Other sanctions could include an individual behaviour plan, positive regulation plan, Report card or positive card.

In the case of serious non-negotiable behaviours, for example the use of physical aggression, damage to property or the use of discriminatory language, the consequence pathway is not necessarily linear. Where

behaviour presents an immediate or significant risk to safety, wellbeing or the orderly operation of the school, staff may move directly to an appropriate higher-level response. The response will remain proportionate and will take account of the pupil's individual circumstances and needs.

Progression through the stages is not automatic. Staff will always consider the child's age, stage of development, SEND, known trauma, communication needs and any individual behaviour support plan. The priority is to understand the reason behind the behaviour, support regulation and teach positive alternatives while maintaining clear, consistent boundaries. Some behaviours should lead to immediate senior leadership support because a member of the Pastoral Team will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Please call for someone to come to your classroom to support with the children rather than trying to move the child from the classroom when they are disregulated.

Behaviour incidents will be recorded on CPOMs. The Pastoral Team will monitor all reported incidents to help to identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate that they need help or protection. Although unacceptable behaviour does not necessarily mean a pupil has SEN, a discussion with the school SENDCo will take place to determine whether there may be any undiagnosed learning or communication difficulties or mental health issues that may be contributing to the child's behaviour.

Playtime/Lunchtime

At playtime or lunchtime if a child's behaviour is unacceptable, they may be asked to sit out in the KS1/KS2 Well Being Hut for a short time to allow them to regulate their behaviour.

The Hub – Early Years Support Provision

The Hub provides a nurturing, supportive and time-limited provision for children in Nursery and Reception who experience significant difficulties with emotional regulation, sensory regulation or behaviour and who may become overwhelmed within the larger mainstream nursery/reception environment. A referral to The Hub may be considered where a child is experiencing persistent difficulties with regulation despite Referrals will be considered on an individual basis and will take account of the child's developmental stage, identified needs, SEND, communication and interaction needs, and any relevant pastoral or safeguarding information.

The Hub operates Monday to Friday, from 1.00pm to 3.00pm. Placement within The Hub is intended to be time-limited, with an initial period of six weeks. At the end of the six-week period, the child's progress will be formally reviewed by the relevant staff. Where appropriate, a planned and supported reintegration into the mainstream classroom will be agreed.

Suspensions/Exclusions

Suspension and permanent exclusion are serious measures and will only be considered where appropriate, lawful and proportionate. Any decision to suspend or permanently exclude a pupil will be made by the Headteacher in accordance with current Department for Education statutory guidance and the school's Suspension and Permanent Exclusion Policy.

- In making decisions about suspension or permanent exclusion, the school will consider the individual circumstances of the pupil, including their age, developmental stage, SEND, reasonable adjustments, communication needs, mental health, safeguarding circumstances, vulnerabilities and any factors that may have contributed to the behaviour.
- The school will not use informal or unofficial exclusions. Where exclusion is required, the statutory procedures will be followed.
- The separate Suspension and Permanent Exclusion Policy sets out detailed procedures relating to decision-making, notification, parental rights, pupil views, governing board responsibilities, reintegration, off-site direction, managed moves, pupil movement and permanent exclusion.

Bullying

Bullying, including cyberbullying, prejudice based and discriminatory bullying, will not be tolerated. The school will take proactive steps to prevent bullying and will respond promptly to incidents in accordance with the Anti Bullying policy.

Unofficial Exclusion and Off-Rolling

Springwell Park will not use informal or unofficial exclusion as a behaviour management strategy. Pupils will not be asked or pressured to remain at home because of their behaviour unless a formal suspension has been issued in accordance with statutory requirements.

The school will not remove a pupil from the school roll other than in accordance with the applicable legislation and statutory guidance.

Any use of off-site direction or managed move will be managed in accordance with the school's Suspension and Permanent Exclusion Policy and current Department for Education guidance.

Reintegration Into School

A reintegration meeting or conversation will normally take place following a suspension to welcome the pupil back, review expectations and identify any support required. Parents/carers will be invited to participate wherever possible. A pupil will not be prevented from returning to school because a parent/carer is unable or unwilling to attend a reintegration meeting.

Positive Regulation Plan Individual Behaviour Plans (PRPs/IBPs)

Individual plans will be written for those children who are struggling to regulate their behaviour, have a specific need or who have experienced trauma. All staff working with the child will familiarise themselves with their IBP. The IBPs are a working document and will be reviewed regularly. IBPs should be passed up to the next teacher when the child moves year groups.

The Behaviour Plan/Positive Regulation plan will consider:

- Any triggers for the behaviour and early warning signs.
- Strategies for positive behaviour.
- Behaviour targets
- Support following any behaviour incidents.

Individual Behaviour Plans are shared with parents and carers and reviewed regularly.

SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. The school SENDCo will support staff with the delivery of this. The school will liaise with outside agencies to provide additional support such as Inclusion, the school Educational Psychologist, Jigsaw, CAMHS, Mental Health Support Team and school health professionals.

Parents/Carers

At Springwell Park, we recognise that parents/carers play a vital role in promoting good behaviour in school. We expect that parents/carers will support the school in implementing this Behaviour Policy and that they are aware of the Springwell Way and the school values. Parents/Carers will be informed at an early stage if any behaviour problems occur.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

Positive Role Models

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school focuses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. The adults encountered by the children at Springwell Park have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. Staff will at all times endeavour to deal with behaviour incidents using restorative approaches and using strategies that do not involve shouting at pupils. We aim to achieve a climate of mutual respect between all members of our school community.

Physical Intervention

Springwell Park is committed to preventing the need for restrictive intervention through positive relationships, proactive support, appropriate reasonable adjustments and effective de-escalation. Restrictive intervention will only be used when necessary, proportionate and lawful, and in accordance with current Department for Education guidance.

Restrictive intervention will never be used as a punishment or simply to secure compliance.

Springwell Park's Restrictive Intervention and Restraint Policy provides detailed guidance on prevention, de-escalation, the use of reasonable force and other restrictive interventions, recording, reporting, safeguarding, staff training, post-incident support and review.

The current DfE guidance, Restrictive interventions, including the use of reasonable force, in schools, came into effect on 1 April 2026.

Child on Child Abuse

At Springwell Park, all forms of sexual abuse and discrimination are prohibited, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer child on child sexual abuse and discrimination are in the Child on Child Abuse Policy.

The school will respond promptly and accordingly to any sexual harassment complaints in line with the Child Protection and safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Risk assessments will be completed for the pupils involved.

Where pupils need to be kept apart for safeguarding reasons, the school will follow its safeguarding procedures and undertake an appropriate risk assessment. Any arrangements will be reviewed regularly and will prioritise the safety, welfare and education of all pupils involved.

Any sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and by previous related incidents. Advice will be sought where necessary from the local authority safeguarding team.

Off Site Behaviour

Pupils at the school must agree to represent the school values in a positive manner. The guidance laid out in the Behaviour Policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school may apply appropriate sanctions for bullying or non-criminal misbehaviour outside school where the behaviour falls within the school's disciplinary jurisdiction. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Any decision to discipline a pupil for behaviour outside school will be reasonable, proportionate and consistent with this policy and applicable statutory guidance.

Analysis of behaviour data

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Pupils referred for in school support from Learning Mentor and Pastoral Team
- Involvement of outside agencies
- Use of pupil support units, off-site directions and managed moves

The data will be monitored and objectively analysed termly by the Pastoral Lead. Attempts will be made to identify possible factors contributing to the behaviour and to help staff to be proactive and preventative with behaviour. This will also enable staff to identify and respond to Stage 1 signs before they escalate. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Behaviour data will be reported to Governors at half termly Governor's meetings.

The school will monitor behaviour, suspension, permanent exclusion, removal, off-site direction and managed move data to identify patterns, trends and any disproportionate impact on particular groups of pupils. This will include consideration of SEND and disability, protected characteristics, disadvantaged pupils and pupils with safeguarding or social care involvement.

Governors will receive appropriate information to enable them to provide effective oversight of behaviour, suspension, exclusion, off-site direction, managed moves and safeguarding-related pupil separation.

Appendix

1. Springwell Values
2. Code of Conduct
3. Consequence Pathway
4. Individual Behaviour Plan
5. Positive Regulation Plan
6. Reflection Sheet
7. De-Escalation Strategies



Code Of Conduct

At Springwell Park We:



Treat everyone with respect.



Show kindness to all.



Always try our best at everything we do.



Walk calmly and safely around our school.



Take pride in ourselves and our school.

Consequence Pathway



Stage 1: Reminder

A verbal or visual reminder of the expected behaviour.

Stage 2: Choice



Provide two positive options – e.g. carry on with your work or move seats.



Stage 3: Reset

Go to the class next door or another area to think about behaviour choices and reset.



Stage 4: Pastoral Support

Call pastoral to support within the class or on the corridor.



Stage 5: SLT Support

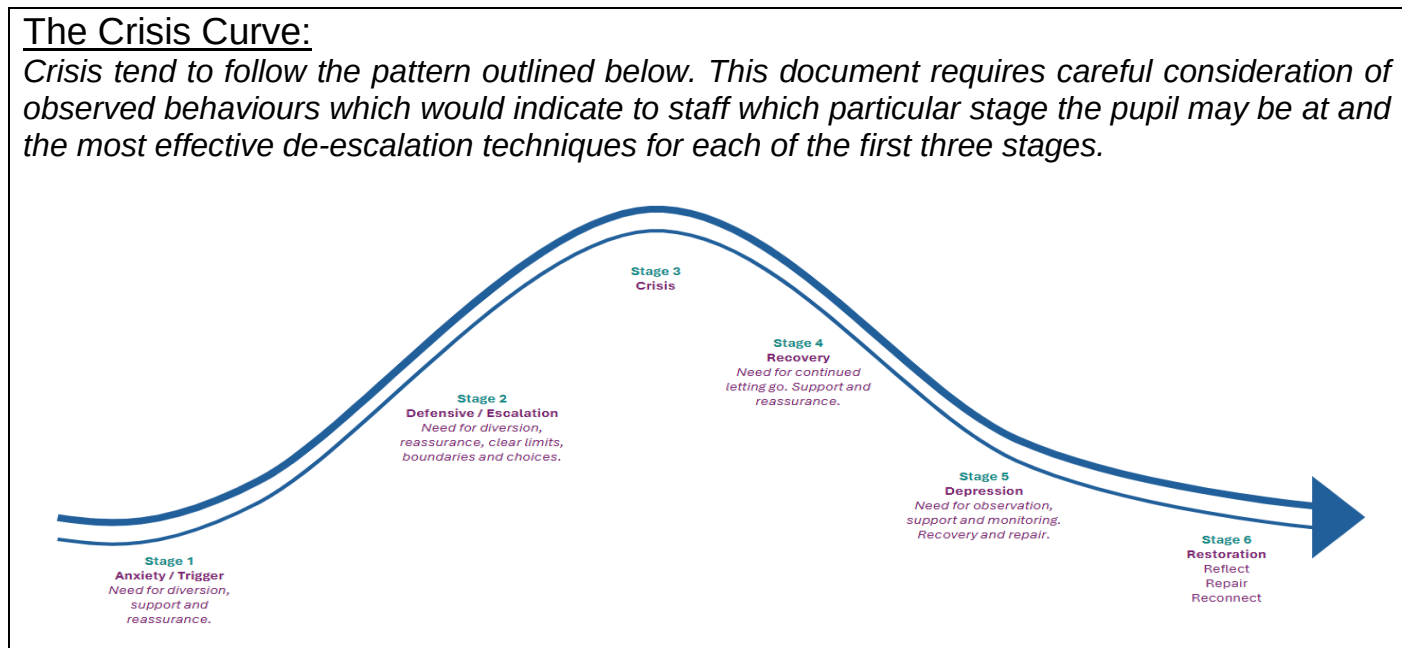
Call SLT – removal from class
Reflection
Behaviour Plan
Meeting with parents

Name of Pupil:	Class:	DOB:
Date of Plan:	Review date for plan:	Plan No.

Overview of barriers to learning:

Cognition and Learning	Communication and Interaction
Social, emotional and mental health	Sensory / Physical

Prevention:
Situations which could be possible triggers.



What the behaviour looks like:		
Anxious (Early warning signs) Level 1	Defensive (signs that crisis is escalating) Level 2	Crisis (the peak of the crisis) Level 3

--	--	--

De-escalation strategies at each stage of the crisis:		
Anxious Level 1	Defensive Level 2	Crisis Level 3

Positive Listening De-brief
Tell me what happened... How did you feel? I had to do to keep you and safe. What do you need to do to make this better? What do you need to do to join your class? What could you do when you feel this way again?

Stages of a crisis -examples							
Stage	Baseline	Anxiety/ trigger	Defensive/ escalation	Crisis	Recovery	Depressi on	Restoratio n
Signa ls	• Calm • Compli ant • Engage d • Ready • Willing • Happy • Commu nicativ e	• Withdra wn • Fidgeting • Questioni ng • Pacing • Talking fast • Ticks • Stimming • Rocking • Clenchin g fists	• Loud • Yelling • Screaming • Non- compliance • Swearing • Abscondin g • Body tenses • Shutdown • Punching/t hrowing objects	• Destruct ion of property • Intentio n to harm self and/or others • Non- verbal/s creamin g • Abscond ing • Climbing	• Reduct ion in energy • Less aggress ion and violenc e • More verbal/ commu nicativ e • More regulat ed breathi ng • Crying	• Cryin g • Withd rawn • Regre tful • Remo rseful • Signif icant reduc tion in energ y • Sleep	• Commu nicativ e • Compli ant • Remors eful • Return to baselin e
Strat egies	• Build positiv e relatio nships • Teach replace ment behavi our • Build social and emotio nal capabil ities • Positiv ely reinfor ce • Provid e a Safe, Positiv e, Predict able and Consist ent enviro nment	• Ack now ledg e the emo tion , vali dat e emo tion • I won der / I noti ce / I ima gine • Red irec t usin g non - ver bal or shor t ver bal inst ruct ions • Offe r	• Acknowled ge the intensity of the stress, affect labelling • Identify the trigger and remove it • Use help script... • Validate emotions • Call for help • Watch your non- verbal's • Limited choices • I wonder / I notice / I imagine • Isolate the crisis -have a planned response for the rest of the class	• Think Safety - eliminat e elements of the potential ly harmful situation • Wait, maintain visual, calm presence , help script • Help script • Call for support	• Active Listeni ng: non- judgme ntal, undivi ded attenti on, listen to facts and feeling s, paraph rase • Caring gesture i.e. drink of water Calmin g space, mindfu l colouri ng, shoul der to shoul der walk • Preferr ed activity	• Carin g gestu re i.e. drink of water • Calmi ng space • Prefe rred activit y • Active Listen ing	• Caring gesture i.e. drink of water • Welco me back to the learn ing space • Engage in school wide restora tive practic e • Design student focus plan

		preferred calming activity, utilise sensory aids • Access to regulation or relaxation space					
Avoid	• Known triggers • Inconsistent practices	• Drawing attention of others to that student • Punitive actions, threats, control battles, • Intense emotive reactions	• Control battles • Directive/controlling statements • Threats/punishments • Intense emotive reaction • Touch & Personal space	• No physical intervention unless imminent and immediate risk of serious physical harm to self or others	• Judgmental responses • Punishments • Known triggers	• Discussing previous events • Punishments	• Holding grudges • Retelling the events numerous times

Behaviour plan



BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
Challenging behaviour What does it look like? – What triggers it?	Targets What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behavior?	Early warning signs How do we prevent an incident?
Reactive strategies How do we diffuse the situation?	Support after an incident
Agreement: Parent name Parent signature Date	Staff name Staff signature Date



Behaviour Think Sheet

Name _____ Year _____

Date and time _____

What did I choose to do?

What could I have done instead?

What should I do next?

Signed

De-escalation Strategies:

- Remain calm.
- Be positive
- Praise
- Focus on the behaviour that you want to see rather than what they are currently doing wrong.
- Use simple and direct language.
- Communicate with conviction.
- Provide adequate personal space for the pupil
- Do not block the pupil's escape route.
- Stand sideways to the pupil rather than facing them.
- Reassure the pupil and give them an outcome or a goal.
- Always use positive phrases and reframe any negative language.
- Give the pupil time and space to process information.
- Avoid arguing or entering into a power struggle.
- Use the pupil's agreed regulation strategies where these are known.
- Reduce language and demands when the pupil is dysregulated.
- Offer choices wherever appropriate.
- Consider sensory, communication or environmental factors.
- Seek additional adult support early where there is an emerging risk.
- Prioritise the safety of the pupil and others.
- Record and review significant incidents to identify preventative strategies.

Related Guidance and Legislation

This policy should be read alongside:

- Department for Education, Behaviour in Schools: Advice for Headteachers and School Staff (February 2024).**
- Department for Education, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (July 2026).**
- Department for Education, Restrictive Interventions, including the Use of Reasonable Force, in Schools (April 2026).**
- Equality Act 2010.**
- Children and Families Act 2014.**
- SEND Code of Practice: 0 to 25 years.**
- Keeping Children Safe in Education.**
- The school's Suspension and Permanent Exclusion Policy.**
- The school's Restrictive Intervention and Restraint Policy.**