



Maidenbower Junior School

Behaviour Policy

Together
Everyone
Achieves
More
at MJS

Approved by:	Head teacher, SLT, GDPR Officer and Full Governing Body	Date: Feb 2023
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1. MJS VISION AND VALUES

Every student has the right to feel safe at school and to learn. Our vision and belief emphasise a partnership based on trust and respect between all members of the school community.

The purpose of this approach is to continue to ensure that our school is a place where all pupils can achieve their potential as learners and leaders, with relevant support, care and guidance from appropriate staff. This will be achieved by incorporating therapeutic approaches to dealing with behaviour into the school's procedures for promoting good behaviour amongst its pupils.

Our behaviour policy is based on our school values of:

-  Respect
-  Responsibility
-  Resilience
-  Tolerance
-  Curiosity
-  Growth.

This behaviour policy should be the plan for most pupils, with some requiring a bespoke behaviour plan to formalise strategies that differentiate from policy.

This policy is based on the rights, responsibilities and needs of individual and groups of pupils.

- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected
- ✓ We all are responsible members of our school community

The information contained within this policy and the appendix are of equal importance. For relevant information please ensure you review the policy in its entirety.

2. SUPPORTING ALL LEARNERS

At MJS, we apply a consistent approach which supports all children to have behaviours for learning and pro-social behaviours that benefit the dynamic. Common strategies are used in every classroom.

All learners benefit from quality first teaching and staff foster and maintain relationships and environments that allow all pupils to flourish. Staff are aware of the needs of our pupils and appropriate support and professional development is provided to ensure to individual needs can be met.

Playtimes are supervised by teachers and classroom assistants who encourage the children to play well together and form good relationships with their peers. The staff closely monitor the children and follow the procedures set out under the Anti-social behaviour section when behaviour is causing concern.

Peer mediators support lunchtime play for our younger children, where they engage with,

1. Reviewed: January 2026
2. Review : January 2027

How we teach behaviour

All staff within our school exercise the following strategies to promote pro-social behaviour and positive attitudes:

- ✓ **Relationships** (invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)
- ✓ **Role modelling** (this is essential –e.g. we have to show them how to 'play nicely' by playing alongside them)
- ✓ **Consistency** (equity not equality)
- ✓ **Routines** (but with flexible thinking referring to individual circumstances and quick wins)
- ✓ **Prioritising prosocial behaviour** - really valued in every child – thanking them, proximal praise. Use non-verbal signals and gestures to gain attention, praising good role models.
- ✓ **Planning alternatives to antisocial behaviour** (referenced later in the policy)
- ✓ **Reward and positive reinforcement** (should be given freely and unexpectedly, not as a form of bribery)
- ✓ **Feedback and recognition** - give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- ✓ **Comfort and forgiveness** (understanding and know that we will do it differently tomorrow)
- ✓ **Strategic ignoring** (where appropriate, for unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- ✓ **Positive phrasing** (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)
- ✓ **Restorative Practice** (follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Refer to a range of methods and strategies which can be used to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
- ✓ **Curriculum planning** – aspects of the curriculum will be planned to pro-actively teach pupils pro-social behaviours and their responsibilities as pupils at the school and as local citizens, e.g. internet safety, PSHE. Additional lessons may be required on a class or year group level, based on the current needs of the children.

The SLT are responsible for:

- ✓ A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- ✓ Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- ✓ Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- ✓ Effective monitoring and review of therapeutic behaviours throughout the school.
- ✓ Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- ✓ Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

1. Reviewed: January 2026
2. Review : January 2027

- ✓ Analysing staff surveys to elicit areas that are affecting staff and pupil wellbeing and require further support.

The Governors and Headteacher are responsible for:

Monitoring and evaluating the impact of the policy.

3. PRO-SOCIAL BEHAVIOUR

Pro-social behaviour at Maidenbower Junior School is defined as behaviour, which is positive, helpful and values social acceptance. All staff are expected to acknowledge, promote and consolidate the listed pro-social behaviours below.

Examples of Pro-social behaviours	Example of adult Response to behaviour
Behaviours that benefit self <ul style="list-style-type: none"> • Be the best that you can Be • Good listening • Managing & looking after their own resources • Being ready to learn • Being able to self-regulate – or ask for help when they need it. 	<ul style="list-style-type: none"> • Praise specific to certain behaviours. • Saying thank you. • Smiles and positive non-verbal gestures, e.g. thumbs up. • Merit points and/or weekly certificate in assembly.
Behaviours that benefit another child <ul style="list-style-type: none"> • Helping another child • Sharing resources • Good listening • Giving reminders of golden rules • Being a good role-model • Being polite and using good manners • Inspiring & engaging others with interests in learning • Teaching another child a skill • Inviting another child to play • Looking after others' belongings 	As above.
Behaviours that would benefit the class <ul style="list-style-type: none"> • Good listening, putting hands up • Choose it, use it, put it away – looking after resources • Contributing to class discussions • Turn-taking • Respecting personal space • Being able to self-regulate 	<ul style="list-style-type: none"> • Shared goal, e.g. collecting marbles. • Whole class praise. • SLT to praise the whole class. • Circle times to promote/teach prosocial behaviour • Adjusting provision to promote prosocial behaviour.
Behaviour that benefit the school or community <ul style="list-style-type: none"> • Respecting property • Looking after school grounds • Being able to self-regulate • Being an ambassador for the school • Confidence to have a voice and express an opinion/idea 	<ul style="list-style-type: none"> • Share successes in assemblies and whole school newsletters.

1. Reviewed: January 2026
2. Review : January 2027

<ul style="list-style-type: none"> • Working hard to move forward with learning • Growing into being a good citizen – celebrating diversity, respecting different viewpoints and beliefs. • Helping others – supporting charities • Being aspirational 	
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4. UNSOCIAL BEHAVIOUR

At Maidenbower Junior School unsocial behaviour is defined as where children are unwilling or unable to behave socially in the company of others, but not to the detriment of themselves or others.

Examples of Unsocial Behaviour	Responses to behaviour
• Reluctance to enter the classroom / school	• Give parent space/time to get them into school. Give them a responsibility/job to do each morning. Adult to meet & greet. Praising behaviour when pro-social
• Isolated play in the classroom or playground	• Encourage participation, verbal & nonverbal praise, personalise play to include child's interests. Allocate a chosen friend to play with. Interventions to support social communication / boost self-esteem
• Not participating in discussions or with a talk partner	• Pair with a chosen friend. Place in a group of 3
• Selective Mutism	• Time & patience. Conversations with parents to ascertain interests. Use sliding in techniques. Private praise
• Refusal to join in with PE, music, drama sessions	• Sneaky peek of the lesson before it starts. Child to help set up for the lesson. Modelling of activities/skill
• Not engaging/non-compliance with learning activities	• Differentiate activities based on interests, support with modelling. Having achievable goals. Reminding them it's ok to make mistakes. Regular check-ins with child to build confidence/give reassurance. Using a visual timetable. Consider the timings of a task. Reminder that the work does not go away and will need to be done now or later.

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2. Review : January 2027

5. ANTI-SOCIAL BEHAVIOURS

Anti-social behaviour is defined as behaviour that causes harm to an individual, the community or to the environment. It is likely to cause injury, harassment, alarm or distress. Anti-social behaviour violates the rights of others or creates unhelpful feelings in self and others.

Difficult behaviour: behaviour that is antisocial, but not dangerous.

Dangerous behaviour: behaviour which is antisocial 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.

Staff will implement protective and educational consequences following antisocial behaviour. Consequences should be a logical response to the behaviour that has been shown.

Protective consequences: the immediate risk mitigation needed to reduce the risk of harm from the behaviour that has been displayed, e.g.

- Temporary increased staff ratio, e.g. additional staff at play and/or in the classroom.
- Limited access to outside space, e.g. can only play in certain zones on the playground.
- Adaptions in social situations, e.g. supervised times such as going to the cloakroom, being kept apart from identified children.
- Restricted off site activities, e.g. parents attending school trips.
- Differentiated teaching space, e.g. own table in class, moving to a different classroom on a short term basis.
- Differentiated curriculum or resources, e.g. adaptive teaching to meet the needs of the pupil.

Educational consequences: the learning, rehearsing or teaching so the freedom can be returned. These consequences can take place at breaktime, golden time or during lessons at teacher's discretion, with the sole aim of addressing and improving behaviour, not to punish. Examples of educational consequences:

- Learning and understanding the relevance of a task, e.g. through a restorative conversation or reflection sheet.
- Rehearsing and practising behaviour, e.g. restorative conversation such as practising lining up, walking quietly, etc.
- Understanding and assisting with repairs, e.g. verbal or written apologies, tidying classroom, repairing low level damage (a book)
- Educational opportunities (chance to learn), e.g. completing work at break-time, sending work home.
- Researching the implications of behaviour, e.g. reading about anti-racism campaigns, make a poster, etc.
- Conversation and exploration (developing empathy, tolerance and understanding), e.g. restorative conversation about child's value to the class and school, what they can do to build relationships, etc.

Although all behaviour needs to be treated in context, the following flowcharts are a guide to how staff should respond to differing behavioural incidents.

Low level

Examples of this behaviour:

Annoying behaviours for adults, e.g. calling out, regularly out of seat, talking whilst teacher/others are, etc.

Praise of desired behaviours of others.
Eye contact. Teacher positioning in class.



Verbal warning. Refer to school values displayed in classroom. Be clear of expected behaviour desired.



If it continues, discussion with child away from other children at playtime to discuss impact of their behaviour and what the next steps are if it continues.



If no improvement, inform parents. Is there anything at home that may be contributing to this behaviour?

Can classroom environment be tweaked, e.g. where the child sits, etc.

Set timescale to meet as a follow up to review progress.



If no improvement, Year Leads to become involved. Discussion with pupil and with parents where necessary.

Moderate level

Examples of this behaviour:

Behaviour that is affecting other children's learning and/or wellbeing, e.g. disrupting learning, being deliberately unkind, disrespectful, persistent low level behaviours, work refusals.

Restorative discussion with pupil at break to address behaviour and set expectations.



Year Lead involved to be part of discussions with child.

Parents informed with timescales set to review behaviour with parent.

This may involve a learning look from Year Lead/SENCo/Deputy Heads.



If no improvement, refer to SLT to follow up.

Staff are required to log incidents and meetings on CPOMs that are underlined in this flowchart.

1. Reviewed: January 2026
2. Review : January 2027

High level

Examples of this behaviour:

Behaviour that hugely impacts the class and the wellbeing of others, e.g. refusal to work, aggression, bullying, etc.

Communication with Year Lead about moving short-term to a different class environment.

Restorative conversation between teacher, Year Lead and pupil/s to address behaviour and what staff are wanting to see.

Decision made about pupil returning to class, determined by their response. Is it safe for the child to return to the class? Are staff confident this can happen?

If not, protective consequence put in place with child remaining in alternative class. Consider what educational consequence is needed to support positive behaviour.

Parents notified on the day and invited in for a discussion with teacher and Year Lead. SLT to be involved if needed.

If behaviour is repeated, SLT to become involved to speak with child and parent with a plan of action put in place to support the child.

Staff are required to log incidents and meetings on CPOMs that are underlined in this flowchart.

Dangerous level

Examples of this behaviour:

Behaviour that is dangerous and pupils/staff/property are at risk of being harmed, or have been harmed. E.g. throwing chairs, threatening others, physical towards others, discriminatory language.

SLT called. Immediate staff prioritise the safety of all involved. Child removed from class by SLT or appropriately trained staff, or other children removed.

Once calm, SLT to unpick behaviour/incident with pupil to gather their voice and fact find by speaking to staff and other children involved.

Potential internal exclusion from class for the rest of the day, depending on context and discussions with class teacher. Pupil to remain with SLT or be moved to a different class if appropriate.

Parents contacted (face to face where possible).

SLT to check in with staff affected as soon as they can, offering staff time out if they need it.

SLT/teacher to check in with class as they may be affected by the incident.

SLT to consider whether class parents need to be notified.

SLT to organise a formal debrief of the incident with all staff involved.

Reintegration back into class the following day, with time at the start of the day to reset expectations, support their sense of belonging.

SLT to check in during the day.

1. Reviewed: January 2026
2. Review : January 2026

SLT to decide further sanctions depending on the severity, with option of sending pupil home immediately.

6. MJS SCRIPTS FOR UNSOCIAL AND ANTI-SOCIAL BEHAVIOUR

Key principles

It is crucial that all adults in school are role models by demonstrating a calm, respectful way of talking to pupils, especially when situations could get stressful.

- Use the child's name to key them into the conversation and build on your relationship.
- Adults must be role models in the way we talk (softly and calmly) and use body language.
- Adults must be calm. Imagine the child's parent is listening!
(If you're not calm at any point, then say "We both need a short time to reflect / calm down. I'll come back to you in a minute." Walk away, ignore any behaviours that aren't dangerous and make sure you go back in one minute.) Self-regulation is paramount and use a change of face if you or the child need it (Change of face refers to a different adult stepping in to try new ideas and fresh energy).
- Keep your focus on the primary behaviour. Secondary behaviours should be dealt with later.
- Don't get drawn into an argument. Stick to stating your request and don't get sidetracked.
- Consequences are small and certain.
- The ending is restorative not punitive.

Where a pupil remains significantly dysregulated despite reasonable de-escalation strategies and support, and this dysregulation continues for up to one hour, staff must seek support from a member of the Senior Leadership Team. SLT will assist with risk assessment, review of strategies implemented, consideration of safeguarding concerns, communication with parents/carers where appropriate, and decision-making regarding next steps. Staff can contact SLT anytime for support.

Script Structure

There are many examples of how staff should try to respond to different incidents in the tables in the appendix. While staff will need to tailor their response based on the context of the situation and their relationship with the child, it is important that we are consistent in the way we speak to children. When interactions are calm and consequences are clear, pupils will learn that detrimental behaviour does not get unwarranted attention.

1. Reviewed: January 2026
2. Review : January 2027

Phase	Example
1. Reminder and/or disempower Positive Phrasing Distracting/redirecting Private, light tone Offer help	<i>Tell me what you have to do. OK, you can listen from over there.</i>
2. Choices Name the behaviour Give only 2 choices Repeat Change of face if possible Offer time out (5 mins max)	<i>I can see you are choosing to ____ rather than join in. You can choose to do your work now or later. The work won't go away.</i>
3. Last chance 30-second intervention Name the behaviour State expected behaviour	<i>I noticed you are having trouble doing _____. I need to see (desired behaviour). Do you remember (earlier) when you (showed a pro-social behaviour)?</i>
4. Repair Educational consequence Protective consequence if there is a risk of harm	Restorative conversation (can be quick and on the move) Rehearsing and practising Completing work

1. Reviewed: January 2026
2. Review : January 2027

Unsocial behaviours	1. Reminder or Disempower Positive Phrasing Distracting/redirecting Private, light tone Offer help		2. Choices Name the behaviour Give only 2 choices Repeat Change of face if possible Offer time out (5 mins max)	3. Last chance 30-second intervention Name the behaviour State expected behaviour	4. Repair Educational consequence (Protective consequence if there is a risk of harm)
Leaving their desk without permission	'Stay seated in your chair (name). Thank you.'	'You can listen to the instructions/story from there.'	'Are you going to sit on your own or with the group?' 'Would you like to sit on the chair at this desk or that desk?'	'I noticed you are having trouble doing _____. I need to see (desired behaviour). Do you remember (earlier) when you (showed a pro-social behaviour)? That is who we need to see now. We'll speak after the lesson for two minutes to see how you did. Thank you for listening.' <i>Once at this stage, the incident must be followed up with repair (e.g. restorative conversation)</i>	Restorative conversation (can be quick and on the move) Rehearsing and practising Completing work Look at differentiated curriculum for future tasks — possibly practical and creative activities to encourage engagement in class
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'You can listen to the instructions/story from there.'	'Would you like to sit in your carpet space/at your desk, or next to me?'		
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat). Fantastic from this group – I can see you are all ready to start the lesson.'	'OK, you can watch from over there.'	'You can practise with a friend or on your own.'		
Rocking on a chair (Some children may find it very difficult to sit still – offer alternatives, e.g. carpet, wobble stool)	'Put the four chair legs on the ground so you don't get hurt.' 'Well done all those children in the class who are sitting sensibly.'		'You are swinging on your chair. Do you want to sit on the chair or on the carpet?'		'We may need to practise how to sit on the chair safely before you go out to breaktime.'

1. Reviewed: January 2026
2. Review : January 2027

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Refusing to complete work or follow instructions	<p>'I know you want to do ____, first I need you to ____, then you can ____.'</p> <p>'Can you tell me/show me what you have to do?'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'</p> <p>'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'</p>	<p>'You can choose to finish it later.'</p>	<p>'I can see you are not ready to do maths now, so we can do ____ now and come back to maths when you are ready.'</p> <p>'Let's see if we can do this in the book corner?'</p> <p>'I wonder if we will be faster at the table or book corner?'</p> <p>'Are you starting your work with the words or a picture?'</p> <p>'You can work with a friend or on your own.'</p> <p>'You are choosing to _____. The work will not go away. You can choose to do it here or here.'</p>	<p>'I noticed you are having trouble doing _____. I need to see (desired behaviour). Do you remember (earlier) when you (showed a pro-social behaviour)? That is who we need to see now. We'll speak after the lesson for two minutes to see how you did. Thank you for listening.'</p> <p><i>Once at this stage, the incident must be followed up with repair (e.g. restorative conversation)</i></p>	<p>Restorative conversation (can be quick and on the move)</p> <p>'What bits do you find difficult?'</p> <p>'Who did you affect when you chose to not do your work?'</p> <p>'What would make it better next time?'</p>

1. Reviewed: January 2026
2. Review : January 2027

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Choosing to do another activity than the one the class are doing)	'If you do _____ first, then you can draw/read after that.' 'Excellent work on this table over here. Thank you.'	'You can choose to do this later if you would like to, when the others are doing _____'	'I can see you are choosing to _____ now rather than join in. You can choose to do this now or later'. (repeat)	'I noticed you are having trouble doing _____. I need to see (desired behaviour). Do you remember (earlier) when you (showed a pro-social behaviour)? That is who we need to see now. We'll speak after the lesson for two minutes to see how you did. Thank you for listening.' <i>Once at this stage, the incident must be followed up with repair (e.g. restorative conversation)</i>	Restorative conversation (can be quick and on the move) 'Tell me what you were asked to do.' 'Who did you affect when you didn't do ____?' 'What will you do differently next time you feel this way?'
Calling out/talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I'm just waiting to make sure it's quiet so everyone can hear.'	'You can get some scrap paper to write down what you want to tell me if you want. You could put it on my desk so I can read it later.'	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'	(This cell is merged with the previous row for the 'Last chance' column)	'We need to talk later about how we make sure everyone gets a turn to talk.'
Playing/fiddling with equipment (Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)	'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.'		'Put the ruler/rubber/pen on the table.'	(This cell is merged with the previous row for the 'Last chance' column)	Restorative conversation (can be quick and on the move) 'How did the noise you were making affect others?'

1. Reviewed: January 2026
2. Review : January 2027

Difficult anti-social behaviours	1. Reminder or Disempower Positive Phrasing Distracting/redirecting Private, light tone Offer help		2. Choices Name the behaviour Give only 2 choices Repeat Change of face if possible Offer time out (5 mins max)	3. Last chance 30-second intervention Name the behaviour State expected behaviour	4. Repair Educational consequence (Protective consequence if there is a risk of harm)
Continued interruptions Aggressive shouting/calling out disruptively Answering back/mimicking	<p>'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'I can see you know the answer but at the moment it is ____'s turn to share their thoughts.'</p>	<p>If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.</p>	<p>'You are calling out. We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or ____?' (repeat).</p>	<p>'I noticed you are having trouble doing _____. I need to see (desired behaviour). Do you remember (earlier) when you (showed a pro-social behaviour)? That is who we need to see now. We'll speak after the lesson for two minutes to see how you did. Thank you for listening.'</p> <p><i>Once at this stage, the incident must be followed up with repair (e.g. restorative conversation)</i></p>	<p>Restorative conversation to explore the impact on others and what more pro-social ways of communication the pupil could use.</p> <p>'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'</p> <p>Completing work</p>
Refusal to carry out an adult's request	<p>'Put the pen on the table.'</p> <p>'I can see something is wrong, if you want to talk I will listen – I am here to help.'</p>	<p>'I can see you are not ready to do this right now.'</p>	<p>'Come with me, to the book corner or just outside the classroom.' (repeat)</p>	<p><i>Once at this stage, the incident must be followed up with repair (e.g. restorative conversation)</i></p>	<p>Rehearsing and practising</p> <p>Completing tasks</p>
Stealing	<p>'I can see you have taken something that doesn't belong to you.'</p> <p>'If you have something that doesn't belong to you, you can return it to me or put it on my desk.'</p>				<p>Restorative conversation with owner of the item if appropriate.</p> <p>Research real-world implications of stealing.</p>

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2. Review : January 2027

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Swearing Name calling Disruptive noises Lying Rudeness	'I can see that you are not happy at the moment.' 'I can see you are upset.' 'We can talk when you are ready.' 'Perhaps that didn't come out as you meant it, do you want to rephrase that for me?'	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	'When you are ready we can talk here or in the library/office/classroom.' (repeat). 'We will carry on when you are ready.' 'We can talk when you are ready – who would you like to talk to, me or?' (repeat when calm)	'I noticed you are having trouble doing _____. I need to see (desired behaviour). Do you remember (earlier) when you (showed a pro-social behaviour)? That is who we need to see now. We'll speak after the lesson for two minutes to see how you did. Thank you for listening.' <i>Once at this stage, the incident must be followed up with repair (e.g. restorative conversation)</i>	Restorative conversation to explore the impact on others and what more pro-social ways of communication the pupil could use. 'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.' Completing work
Leaving the classroom without permission <i>Radio SLT if a child goes out of sight</i>	'I need you to come in to the classroom so I know you are safe. You can come and talk to me or have some time out in the book corner.' 'I can see that you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as they are visible or another adult is in the vicinity).	'You can come and find me when you are ready.'	'Come back into the room when you are ready and we can talk here or with ____ who would you like to talk to, me or ____?' (repeat).	<i>Once at this stage, the incident must be followed up with repair (e.g. restorative conversation)</i>	Restorative conversation to explore what prompted the child to leave the class. Creation of safe space within the classroom for future incidents.

1. Reviewed: January 2026
2. Review : January 2027

Dangerous anti-social behaviours	1. Reminder or Disempower Positive Phrasing Distracting/redirecting Private, light tone Offer help		2. Choices Name the behaviour Give only 2 choices Repeat Change of face if possible Offer time out (5 mins max)	3. Last chance 30-second intervention Name the behaviour State expected behaviour	4. Repair Educational consequence (Protective consequence if there is a risk of harm)
Damage to property	'I can see you are not happy at the moment. You are likely to hurt yourself or damage something. I'm here to help you. Let's find a safe space to talk.'	'When you are ready, you can talk to me.'	'I'm here to help you. 'We can talk in ____ or _____. Which place do you want to go to?'	'I noticed you are having trouble doing _____. I need to see (desired behaviour). Do you remember (earlier) when you (showed a pro-social behaviour)? That is who we need to see now. We'll speak after the lesson for two minutes to see how you did. Thank you for listening.' <i>Once at this stage, the incident must be followed up with repair (e.g. restorative conversation)</i>	Restorative conversation to explore the impact on others. Assisting in repairs or if this is not appropriate, some community service. Possible withdrawal of some opportunities for a period of time if this mitigates risk of future harm.

1. Reviewed: January 2026
2. Review : January 2027

Dangerous anti-social behaviours	1. Reminder or Disempower Positive Phrasing Distracting/redirecting Private, light tone Offer help	2. Choices Name the behaviour Give only 2 choices Repeat Change of face if possible Offer time out (5 mins max)	3. Last chance 30-second intervention Name the behaviour State expected behaviour	4. Repair Educational consequence (Protective consequence if there is a risk of harm)
Leaving the school building or grounds	<i>There is an immediate risk of harm so go straight to choices script.</i>	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to ____ (adult) inside, we can solve the problem.' 'We can talk in ____ or _____. Which place do you want to go to?'	'I know you want to leave but that is not possible. You need to be in school so we can keep you safe. [If you leave the school grounds we will have to call the police.] Do you remember (earlier) when you felt this way and we were able to solve the problem? We need to go to _____ so we can solve the problem.'	Restorative conversation to explore the impact on others. Increased adult support at times in day or places where this behaviour is likely to recur. Possible withdrawal from trips out of school for a period of time if this mitigates future risks.
Physical actions, e.g. spitting, hitting, kicking, biting, throwing furniture	<i>There is an immediate risk of harm so go straight to choices script.</i>	'Your actions have hurt me/child's name. Use your words and I will listen.' 'I can see there is something wrong. We are here to help. Do you want to talk to ____ or ____?'	'I can see that you are frustrated/angry, I am here to help you but we need to calm down before we talk. You can do this here or here.'	Removal from the situation (classroom, playground, etc) Restorative conversation to explore the impact on others. Possible limit to outside space. Escorted in social situations/breaktimes. Restricted off-site activities. Differentiated teaching space. Exclusion
Verbal and physical bullying, verbal insults towards protected groups (e.g. racism)				

1. Reviewed: January 2026
2. Review : January 2027

Restorative conversation prompts

- What happened?
- How were you feeling at the time?
- What were you thinking at the time?
- Who has been affected?
- How might they feel?
- What will you do differently next time you feel that way?
- **How can the damage be repaired?**

1. Reviewed: January 2026
2. Review : January 2027

REFLECTION AND DEBRIEF FOLLOWING A BEHAVIOURAL INCIDENT

Following any major behavioural incident, an SLT member will make contact with the staff involved at the earliest appropriate opportunity. The purpose of this check-in is to prioritise staff well-being, provide reassurance, and offer a confidential space to address any immediate concerns arising from the incident.

As part of this procedure, a structured debrief will be conducted. The debrief will provide staff with the opportunity to:

- Give a clear and accurate account of the incident
- Discuss the emotional and practical impact of the situation
- Reflect on effective practice and any challenges encountered
- Identify any additional support, guidance, or resources required
- Agree on any follow-up actions or adjustments to support future practice

STAFF WELL-BEING

We recognise that managing behavioural incidents can be challenging, and we understand that such situations may have a considerable emotional impact on staff. Staff well-being is important to us, and we are committed to ensuring that you feel supported throughout and after challenging events.

We also acknowledge that persistent low-level behaviours, although less dramatic, can be equally draining over time and may impact staff confidence, morale, and emotional resilience. For this reason, we will check in with staff who are managing ongoing low-level behaviours to offer support, guidance, and an opportunity to discuss any concerns or patterns that may be emerging.

1. Reviewed: January 2026
2. Review : January 2027

In addition to planned check-ins, we want to remind and encourage colleagues to make use of our 'open-door' policy. You are always welcome to approach a member of SLT at any time if you feel overwhelmed, need advice, or would simply benefit from talking something through. We are committed to being consistently available and responsive so that no staff member feels they must cope alone.

Our aim is to promote a culture of care, professionalism, and shared responsibility. We are committed to ensuring that no staff member is left to manage the aftermath of a significant behavioural incident alone and that appropriate support is consistently available.

RECORDING AND REPORTING

The following behaviours need to be reported on CPOMs:

- Any high level behaviour as documented in previous sections
- Any dangerous behaviour
- Any concerns that staff may have about a child that could form part of a bigger picture
- Meetings with parents regarding behaviour/safety.

When logging incidents on CPOMs, staff must ensure that:

- The member of staff that witnessed the behaviour is responsible for recording it and alerting the class teacher.
- Be accurate in your description – don't over or under describe the behaviour.
- Ensure the log is factual, professional and without emotion.
- Tag in any linked pupils and alert SLT as well as any other staff that must read the log (e.g. class teacher).
- Include how the situation was dealt with.
- An incident is assigned to the appropriate staff member if further action is needed.
- When there are no further actions, ensure that the incident is closed.
- Consequences will be carefully thought through with the sole intention of teaching and improving positive behaviour.
- When new staff are adding actions to an incident, the staff member that posted the initial log will be alerted, where appropriate.

1. Reviewed: January 2026
2. Review : January 2027

COMMUNICATION WITH PARENTS AND CARERS

Communication with parents is vital in helping us build trust and understanding with families in supporting children with their behaviour and attitudes. We ask that parents support the school in the implementation of this policy and make their children aware of appropriate behaviour in all situations, encouraging independence and self-discipline. Working closely with parents helps us understand the children better, so that we can put consistent strategies in place, which support the child to make modifications to being more pro-social.

- Positive prosocial behaviour is communicated with parents at school collection and/or positive phone calls home.
- Any anti-social behaviour that has been logged on CPOMs will be communicated with parents by the class teacher, unless a member of SLT has taken on the incident.
- If behaviour is persistent or dangerous a member of the Senior Leadership team may communicate.
- Communication can be made by telephone or face-to-face at the end of the school day, appropriate to the nature of the incident being reported and the relationship with the family. This allows an opportunity for parents to ask questions.
- If necessary, emails or communication books can be used to record behaviour if the parent is in agreement and supports the child in a positive therapeutic way.

SUSPENSION AND EXCLUSION

Please refer to our exclusion policy for more information.

LINKED POLICIES

- Anti-bullying policy
- Positive Handling policy
- Exclusion policy
- Child on Child policy

1. Reviewed: January 2026
2. Review : January 2027

Signed by: 

Simon Pike - Headteacher

Signed by: 

Patricia Wright - Chair of Governors

1. Reviewed: January 2026
2. Review : January 2027