

Behaviour Policy

The Beeches Primary School



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Version:	6.5
Approval date:	Sept 2026
Next revision date:	Sept 2027 annually
Approving / revision body lead:	Headteacher and SLT / Governing Body

Document Version

Version	Date	Author	Amendment
1.0		C Kendall	For Governor Approval
2.0	July 2016	H Marsden	Modifications and New Core Values
3.0	Sept 18	H Marsden	Additional Core Values
4.0	July 2022	H Marsden	Therapeutic Approaches
5.0	Sept 2023	H Marsden	Updates to Rewards
6.0	Dec 2023	H Marsden	List of banned items added
6.1	Apr 2024	H Marsden	Updated Lunchtime Rules and procedures
6.2	Sept 2024	H Marsden	No change
6.3	Sept 2025	H Marsden	No change (awaiting additions for physical intervention) Further update required in January.
6.4	Jan 2026	H Marsden	Addition of strategies for Non-class-based staff; Reference to Physical Intervention; Change of MIS system; Changes to lunchtime procedures; Updated Core Values; Updated School Rules
6.5	Sept 2026	W Fisk	Where Pastoral Lead was written, replaced with DHT.

1. Values and Vision:

This policy outlines the purpose, nature and management of behaviour in our school. Our main purpose is concerned with children's learning and their general wellbeing.

'There is increasing evidence regarding the positive influence of school-based nurturing relationships on children's development and life outcomes. In response to this, the UK has seen a growth in Attachment Aware and Trauma-Informed/Responsive Projects. In September 2018, Peterborough Virtual School began an Attachment Aware Schools Project with a vision of all schools in Peterborough becoming attachment aware and trauma-responsive. At the heart of Connected Communities is a drive to empower children and adults to understand and be compassionate towards their feelings and physiological state (Porges 2020) and; the emotional state of those they interact with, enhancing safety for themselves and others. Through this self and other awareness, connections between the brain, the nervous system and the body develop to form healthy individuals, within a wider community.'
Connected Communities, Learn Together Cambridgeshire and Peterborough.

Our therapeutic approach to behaviour management is based on Attachment, which recognises that all behaviour is communication and unpicks what is causing the behaviours. This is disseminated to all staff.

"All behaviour is communication." Nurturing Schools

Behaviour is a communication of emotions and needs. It can be conscious or unconscious. The school aims to teach children about their emotions and strategies to regulate them, through Emotion Coaching.

Fairness is about equity, not equality. It is about children getting what they need and not about all children getting the same.

Putting relationships between staff, children and parents first creates an ethos of connection, inclusion, respect and value for all members of the school community.

Taking a non-judgmental, curious and empathetic approach allows staff to focus on the emotions that drive the behaviour, rather than the behaviour and to see children's vulnerabilities rather than focusing on their behavioural difficulties.

Maintaining high expectations and clear boundaries provides a safe and predictable environment in which to learn

2. Pro-social Behaviour:

Pro-social behaviours are positive, helpful and value social acceptance. The Pro-social behaviours we promote are based on 8 Core Values. All staff model pro-social behaviours and praise children for showing them.

Pro-social behaviours are shown in the green, expected behaviours, and the bronze/silver/gold, above and beyond behaviours, on the Behaviour Chart. Every day the children start in Green.

	I go above and beyond. I can help children to sort out their problems. I can help children to keep calm. I can mediate between children. I know what to do if I see inappropriate behaviour. I always stay on task and complete my work. I can be kind to other children. I can help other children. I can show good manners. I always try my best and never give up. I always listen carefully to adults and children. I can work in a team. I can reflect on how things are going and the next steps. I always line up quietly and sensibly and walk around the school. I can ask lots of questions and show curiosity. I can model excellent behaviour. I can help children to sort out their problems. I can help children to keep calm. I can mediate between children. I know what to do if I see inappropriate behaviour. I can continue to show the above behaviours to move into silver. I continually show these behaviours to move into gold. Rewarded by core value tokens/dojos. Entered into weekly raffle: Bronze 1 ticket, Silver 2 and Gold 5. Class teacher to communicate with parents
	I am ready to learn. I can follow the school rules. I can listen to the person who is talking. I can work without disturbing others. I can do as I'm asked straight away. I can show respect by treating others as I would like to be treated. I can treat the school and other people's property with care.

3. Core Values

The nine core values aim to promote a consistent view on effective and independent learning and promote learners' wellbeing. A positive impact on behaviour for learning leads to a positive impact on engagement, attainment and progress. There is a focus on praising and promoting positive behaviour around the school. (See Appendix 1)

Articulate (white):

Collaborative (red):

Caring (blue):

Curious (orange):

Resilient (yellow):

Reflective (purple):

Excellent (dark green):

Creative (silver):

Sustainable (green):

4. Rewarding Core Values

All children who display core values should be rewarded for their effort with a dojo. Gold, Silver and Bronze on the Behaviour chart will also be rewarded with dojos and raffle tickets in years 2 to 6. Gold 3, Silver 2 and Bronze 1.

Aim for 2 children in gold a week. They will have a text home and a gold sticker.

Certificates will be given to children when they reach 25, 50 and 75 dojos.

There will be 5 House families, where children are grouped in mixed ages, across the school. There will be House days and House rewards. Each half term the house tokens will be displayed in tubes for the whole school community to see.

5. Recording Core Values

The Core Values need to be recorded in order that the whole school can see who displays the values and also to identify potential areas for development within the school.

Each class should record using the Dojo system.

Each half term this should be submitted to the Team Leader and DHT.

6. Supporting All Learners:

*"You can't teach children to behave better by making them feel worse.
When children feel better, they behave better."* Pam Leo

All staff will model pro-social behaviours, especially respectful relationships. Children will have the opportunity to reflect on their behaviours and to receive time in with a trusted adult to talk about good choices. Children will be taught pro-social behaviours.

Some children will have gaps in their learning and will be given a plan to further support them. Reasonable adjustments may be made in the classroom, such as movement breaks or fidget toys. Referral forms to SENCO should be completed for children that need further support. The SENCO will support with analytical tools; advise on strategies to use in class; support staff with the Assess, Plan, Do, Review process; or refer for intervention or support from other agencies.

Interventions are available in school; run by the Emotional Literacy Support Assistants, the Family Support Worker, or the Play Therapist.

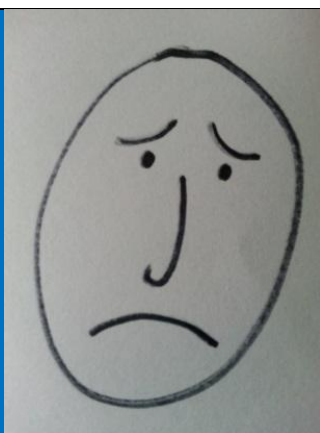
7. Unsocial and Anti-Social Behaviours:

Unsocial behaviour is 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.

Anti-social behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. Introverts communicate their feelings through quiet non-compliance.

Difficult behaviours are anti-social, but not dangerous and should be explored within a context. For example: Ahmed repeatedly shouting out is difficult in a class teaching activity.

Dangerous behaviours result in injury or harm to self or others. They should be supported by evidence of frequency and severity. For example: Kristina's kicking resulted in 2 children receiving first aid for minor bruising.



I am trying to stay focused, but finding it difficult to participate.
Withdrawn, lacks concentration, falling asleep, quiet, asks to leave the lesson.

Check basic needs have been met, e.g. food and drink
Challenge the behaviour not the child.
Be aware of your body language and tone.
Do not shout. Be firm, but not aggressive.
Speak to the child in private; not in front of peers.
Listen and establish the facts.
Adult or peer intervention within the class.
Movement break or sand timer
Alternative seating, safe space
4 to 11 minutes reflection time at break or lunch with an adult. Maximum time is their age.
Restorative justice at a later point. For example, sorry card, helping in the classroom

	Repeated, 2 or more occasions, behaviour passed up to Team Leader and recorded on Arbor for 3 times in blue or blue at end of day. Teacher or Team Leader to inform parents. For children who do not respond to reflection with the team leader, a referral to the Pastoral Lead.
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	I am feeling frustrated and stressed. Fidgety, frustrated, calling out, making noises, out of seat, distracting others Check basic needs have been met, e.g. food and drink Challenge the behaviour not the child. Be aware of your body language and tone. Do not shout. Be firm, but not aggressive. Speak to the child in private; not in front of peers. Listen and establish the facts. Adult or peer intervention within the class. Distraction or movement break. Give them another task, such as giving out books Fidget toy or sand timer Alternative seating or safe space 4 to 11 minutes reflection time at break or lunch with an adult. Maximum time is their age. Restorative justice at a later point. For example, sorry card, helping in the classroom Repeated, 2 or more occasions, behaviour passed up to Team Leader and recorded on Arbor for 3 times in yellow or yellow at end of day. Teacher or Team Leader to inform parents. For children who do not respond to reflection with the team leader, a referral to the Pastoral Lead will be made.
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I am feeling overwhelmed or angry.

I need a safe space to calm down.

Overwhelmed, aggressive, angry, shouting, arguing, swearing, non-compliant, unable to communicate, causing damage, causing injury to self or others

Incident types: Prejudice related, physical contact, fighting, bad language, damage, non-compliance, threatening behaviour, leaving the premises,

Check basic needs have been met, e.g. food and drink

Challenge the behaviour not the child.

Be aware of your body language and tone.

Do not shout. Be firm, but not aggressive.

Speak to the child in private; not in front of peers.

Listen and establish the facts.

Safe space out of the class or movement break

Team teach approach. This must be recorded and parents informed.

Use of scripts. (See appendix 1)

SLT call.

SLT to record incident on Arbor

Debrief with child and parents at a later point. Restorative justice activity

Referral to SENCO

Analytical tools, Boxall Profile, Strengths and Difficulties Questionnaires to be used.

Early Help Assessment; Parenting Advice; Family Support Work; or Play Therapy to be considered.

Referral to other agencies: behaviour panel, Jogo Behaviour Support

Alternative Provision: New Ark, Families First

8. Unforeseeable Behaviour:

Unforeseeable behaviours are not covered by policy as they have never happened before. The member of staff, must firstly assess the situation and ensure that all pupils and staff are safe. They must send for a member of SLT immediately, using an emergency card. These behaviours should be reported immediately to the Deputy for Safeguarding and Behaviour, who will put appropriate risk assessments and behaviour plans in place to prevent or respond to any further incidents. They will also debrief staff and pupils.

See Appendices 2 and 3 for Emotion Coaching scripts

9. Recording, Reporting and Communication:

Classroom Behaviour Chart: Bronze/Silver/Gold; Green; Yellow or Blue; and Orange behaviours. This is displayed in each class and has pictures or names of children. (Never both).

All incidents are recorded on Arbor and include: date, time, students involved, behaviour type, assign member of staff, incident summary, staff involved, and location.

The incident summary should include the facts, roles of the pupils and action taken. Do not record names of other children on Arbor for GDPR reasons. Redaction may be needed before any logs are shared with parents. Teachers should resolve their own incidents and Team Leaders or Senior Leadership Team will resolve incidents for other support staff.

10. Strategies for Non-Class-Based Staff:

Instead of the class chart, have a class or group list for each lesson. Check in with the class teacher before the lesson and note anyone not on green or to keep an eye on.

Reward positive behaviour with dojos or annotate the class list for the teacher. There could be a core value focus linked to the value of the week or the lesson. Ensure the children are aware of what you will be rewarding and what they need to do.

Refer to the coloured chart, if you see yellow and blue behaviours. Annotate the class list.

For orange behaviours, the class teacher will make contact with home.

Effective communication with teachers is key to making this work.

11. Roles and Responsibilities:

All staff:

- Consistently follow the School's Behaviour Policy
- Model prosocial behaviours, especially respectful relationships
- Record all incidents and action taken on Arbor
- Record core values on Dojo and provide half termly analysis to Team Leader
- Praise positive behaviour
- Use a therapeutic approach to behaviour management
- Communicate with parents
- Report consistent blue, yellow or orange behaviours to Team Leader
- Record all safeguarding concerns on My Concern
- Liaise with DHT and / or Inclusion AHT for further advice
- Complete a SENCO referral for children needing further support
- Assess, Plan, Do, Review for Social, Emotional and Mental Health SEN children.
- Refer repeated poor behaviour Team Leader. If it continues then refer to Phase Lead AHT. Then DHT. Then HT.

Team Leaders:

- Ensure there are safe spaces in the year group and facility for children to have time in with an adult when needed
- Provide support for teachers for children consistently on blue, yellow or orange.
- Liaise with parents

- Complete behaviour monitoring for the year group as requested by the Deputy Headteacher and follow up any issues
- Ensure the School's Behaviour Policy is followed consistently
- Refer children with repeated behaviours to the Deputy Headteacher

Inclusion AHTs and SENCOs:

- Follow up referrals to SENCO from teachers
- Provide advice and strategies to use
- Use STEPS analysis tools
- Liaise with parents
- Write behaviour plans
- Carry out Risk Assessments
- Make referrals to other agencies such as Jogo and the Behaviour Panel
- Complete or request Early Help Assessments
- Refer children with repeated behaviours to the Pastoral Lead
- Keep up to date with relevant training, including STEPS.

Deputy Head Teacher:

- Oversee behaviour monitoring and follow up issues
- Monitor and analyse incidents; and identify patterns
- Report Prejudice Related incidents on the Local Authority online platform, Prejudice Reporting for Education.
- Use STEPS analysis tools
- Liaise with parents
- Write behaviour plans
- Carry out Risk Assessments
- Make referrals to other agencies such as Jogo and the Behaviour Panel
- Keep up to date with relevant training, including STEPS.
- Report to the Headteacher

Senior Leadership Team (SLT):

- Respond to serious incidents
- Follow up all incidents on dinner duty days
- Record incidents and action taken on Arbor

Headteacher:

- Oversee behaviour monitoring and follow up issues
- Liaise with parents
- Make final decisions on risk assessments, plans and alternative provision
- Keep up to date with relevant training, including STEPS.
- Report to the Governing Body

The Governing Body:

- Provide support for the Headteacher and SLT
- Monitor provision and challenge practice
- Ensure appropriate alternative provision is in place for excluded pupils

12. Lunchtimes

Eating lunchtime should be a calm and enjoyable experience for everyone.

Lunch Hall:

Children should stay in their seats and put their hand up if they need an adult.

Adults will tell children when to scrape plates and go outside.

Children with a packed lunch should take their rubbish home with them so their parents can see what they have eaten.

Children should not take food outside.

The Midday Team should communicate with Teaching Assistants for the year group about any poor behaviour in the hall or children who have not eaten.

Stickers will be given out for clean plates and good behaviour by the Midday Team

Outside Provision:

Teaching Assistants should run activities outside for their year group with the equipment provided.

Follow the Playground Rules displayed on the wall.

All staff should be vigilant; spread out over the outside provision; and follow this procedure:

1. Reminder about behaviour. If behaviour repeated:
2. Asked to play in a restricted play area where they can be seen by staff. If behaviour repeated:
3. Time in (for a maximum of 4 to 11 minutes) standing with an adult. If behaviour repeated:
4. Senior Leader on duty informed.

This sanction code applies to incidents occurring within one lunchtime. Each day will start anew with staff beginning with positive reinforcements rather than continuing sanctions over a number of days. All incidents should be recorded on Arbor and the teacher made aware.

Core Values should be rewarded with Dojos.

See Appendix 4 for Playground rules and Appendix 5 for Flow Charts

13. Staff Wellbeing:

The school recognises the impact of children's trauma and dysregulation on staff. Support and supervision is available through the Pastoral Lead and the school subscribes to Education Support.

Staff are encouraged to complete a personal wellbeing plan where appropriate.

All behaviour plans identify a change of adult and where to get support.

14. Communication with Parents or Carers:

Communication with parents is vital to see the full picture around the child's behaviour, and also to work in partnership with parents.

Class teachers will inform parents of yellow and blue behaviours. Team Leaders will contact parents about repeated behaviours. The SENCO, DHT, or SLT will contact parents about orange behaviours; Early Help Assessments, Interventions and referrals to other agencies.

Certificates, texts and phone calls home will be made for prosocial behaviours and reaching GOLD on the classroom chart.

15. Exclusion:

The School will support children with their Social, Emotional and Mental Health needs in order to prevent exclusions from school. Early intervention based on trauma informed practice will be put in place. The school will work with other agencies in order to secure the best outcomes for the children. In some cases an alternative provision, may form part of their timetable.

If it is assessed as unsafe for a child, their peers or staff, then the Headteacher may take the decision to exclude a child. In the absence of the headteacher, then the deputy acting head will make the decision.

This decision will be made following guidance from the Department of Education. Parents, the Chair of Governors and the Local Authority will be informed.

Parents will be given information about where to find impartial support and advice.

There will be a reintegration meeting before or on the return to school. Parents should attend if possible. The aim is to give the child a fresh start and help develop a sense of belonging to the school community. There will be a reflection about the impact of the behaviour on themselves and others. Restorative justice and support measures, such as interventions, may be put in place to support the reintegration.

16. Use of Reasonable Force, Restrictive Intervention and Positive Handling

Physical intervention of pupils is a last resort; when all forms of positive behaviour management have been tried. Children who are at risk of restrictive physical interventions have positive handling plans in place. Staff trained in Team Teach will be responsible.

For more detail, see the Policy for Restrictive Intervention and Positive Handling

17. List of DfE Prohibited Items

- Controlled drugs
- Harmful substances; for example cigarettes, vapes and alcohol
- Weapons
- Household items that could be used to cause harm or damage; for example pen knife keyring, pair of compasses
- Fireworks, lighters and matches
- Indecent or pornographic images

18. Related Policies

- Anti-Bullying Policy
- Positive Handling Policy

Appendix 1 – Core Values

Core Values	
Articulate:	Curious:
I can look at the person I am talking to.	I can explore my interests.
I can speak clearly.	I can explore why things happen and how they work.
I can be confident and speak in front of an audience.	I can ask questions and look to discover the answer.
I can think before I speak, so that I make sense.	I can try my best to learn new things
I can use the key words for the topic.	I can use my imagination.
I can name my emotions.	I can explore how I am feeling.
I can talk about how I am feeling.	I can ask others how they are feeling.
I can listen attentively.	Resilient:
I can ask and respond to questions.	I can learn from my mistakes and my behaviour.
I can make observations.	I never give up.
I can recall events and retell stories.	I keep going when things get difficult.
I can express ideas and opinions.	I can challenge myself.
I can use formal or informal language.	I can work independently when I get stuck.
Collaborative:	I can be brave when I'm feeling worried.
I can listen to other ideas and opinions.	I can come to school even when I'm feeling worried.
I can be a leader and a follower.	Reflective:
I can work as part of a team.	I can talk about my work and behaviour.
I can take turns.	I can suggest ways to improve.
I can encourage others.	I know when I've done well and when I could have done better.
I can support others when they are feeling sad or worried.	I can question what I am learning about.
I understand that social events can be good for my wellbeing.	I can look at my feedback to improve my work.
Caring:	I can consider links in my learning.
I can consider other people's feelings.	I can reflect on how I am feeling and manage those feelings.
I can look after myself, my community and my environment.	Excellent:
I can celebrate differences.	I can aim to be the best I can be.
I can respect other people.	I can achieve my target.
I can take pride in my learning and who I am.	I can challenge myself to be better.
I can help others.	I can aim high.
I understand that helping others and giving are good for my own wellbeing.	I can keep on trying.
I can show empathy for others.	
Creative:	Sustainable:
I can use my imagination.	I can recycle materials in the right bins.
I can build and make things.	I can reuse things to reduce waste.
I can play an instrument.	I turn off lights and electronics when not in use.

I can express my feelings.	I can turn off the tap quickly to save water.
I can sing and dance.	I can choose healthy snacks with less packaging.
I can solve problems.	I can finish my lunch and not waste food.
I can try new experiences.	I can walk or bike to school.
I can think outside the box.	I can share ideas on how we can be more sustainable.
I understand that learning new skills is good for my wellbeing.	I can use nature to help my wellbeing.

Appendix 2 - Emotion Coaching prompts

Emotion Coaching – Guide



It is not Ok to behave like that

There are rules we must follow

Next time you feel like that try to (ask to go for a walk/take yourself away/read a book)

What did you want to achieve? (Getting someone to stop/leaving an unsafe situation)

I can help you think of a different way of dealing with that

Let's think of what you could do instead

Avoid asking why questions

Stage 1 – **Empathise** – understand their emotions (this is not the same as agreeing with the behaviour)

I know how that feels

I imagine what you are feeling

What just happened was terrible

I understand why you are angry

I am sorry that happened to you

Stage 2 – Validate their feelings

That must be terrible for you

It is normal to feel...

I would feel ... too if that happen to me

I feel ... sometimes too

Stage 3 – Name the emotions – introducing new emotions

It sounds like you are feeling...

I can see you are feeling angry and that is ok

Maybe you are also feeling worried about...

You may be feeling anxious

I can see that you feel ... when ...

Stage 4 – Work together to find a solution

For children with complex needs, you will need to provide these solutions/skip stage 4/discuss with SENCo

When they have calmed down, it is time to explain the behaviour was inappropriate and discuss how to move forward, maybe offering workable solutions to avoid crisis in the future.

Appendix 3 – Therapeutic Thinking De-escalation Script

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and

Appendix 4 – Our School Rules

Our School Rules

We listen while the teacher is talking.

We do not disturb others while they are working.

We do what is asked straight away without arguing.

We respect everyone. We treat other people the way we would like to be treated.

We treat school and other people's property with care.

We move around the school silently and in an orderly line⁷

Our Playground Rules

We show kindness and respect to everyone.

We look after each other and play together nicely.

We ask children on their own to join in our games.

We say sorry if we hurt or bump into anyone by accident.



Appendix 5 Lunchtime Flow Charts

In the Dining Hall

Remind the child about behaviour expectations



★ Praise the child for following the rules



If behaviour repeated:
Ask the child to sit in a restricted area where you can see them



★ Praise the child for following the rules



If behaviour repeated:
|| Give the child 'Time in with you' (max 5 mins)
📄 Let the TA know and record on Arbor



If behaviour repeated:
📢 Inform Senior Leader on duty

Outdoor Provision

Remind the child about behaviour expectations



★ Praise the child for following the rules



If behaviour repeated:
Ask the child to play in a restricted play area where you
can see them



★ Praise the child for following the rules



If behaviour repeated:
|| Give the child 'Time in with you' (max 4–11 mins)
📄 Let the teacher know and record on Arbor



If behaviour repeated:
🚫 Inform Senior Leader on duty