Thomas Eaton Primary Academy

Behaviour Policy

Last Review September 2026

Next Review September 2027

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Section 1: Vision and Values

Our therapeutic approach to behaviour management has been inspired by Cambridgeshire's Therapeutic Thinking. This policy outlines the purpose, nature and management of behaviour in our school in line with Cambridgeshire Therapeutic Thinking.

At Thomas Eaton Primary Academy, we want the children to be the best they can be and fulfil their potential in an environment that fosters learning, respect, responsibility, laughter and friendship. To help us do this, we follow the 5 Rs.

We strive to be:

Ready

Resilient

Respectful

Reflective

Responsible

Our behaviour policy will enable us:

- To create an enriched emotionally literate environment that is safe and secure.
- To create calm and purposeful learning environments where children can learn with confidence.
- To foster and maintain respect for ourselves and others, our cultures and backgrounds, well-being and property.
- To encourage all children to take responsibility for their own choices, develop self-discipline, self-control and independence.
- To celebrate diversity, promote inclusion and enhance positive relationships in school. • To enhance the quality of the learning and teaching through positive behaviour management and equality of access.
- To encourage children to reach their full potential by recognising their achievements and scaffolding their learning.
- To work in partnership with parents through effective communication to establish high expectation of behaviour and celebrate achievements.
- To support children with their behaviour using the resources within the school.
- To support children to develop their own strategies to manage a variety of situations.

Thomas Eaton Primary Academy has worked with governors, parents, staff and children to design a policy that supports and fosters an environment and ethos of positive behaviour. This policy will encourage and nurture good behaviour patterns for life. It sets out clear guidelines and roles and responsibilities to ensure that policy is practice and to allow the effective communication of our shared vision and expectations.

It is our belief that good behaviour stems from excellent relationships, clear expectations that have been communicated effectively and are modelled and challenged by all and by recognising and valuing achievement. It is also important to understand that we all make mistakes and that we can move forward without carrying our mistakes with us. There are many complex reasons why behaviour expectations are not met and it is the duty of every adult to look carefully behind the behaviour to identify the underlying causes and support and tackle these hidden issues.

AIMS OF THE THERAPEUTIC BEHAVIOUR POLICY

The aim of the Therapeutic Behaviour Policy is to promote and maintain behaviour within Thomas Eaton Primary Academy. We believe that because staff, pupils, parents and Governors value positive and regulated behaviour and children's mental health.

Children:
- learn what behaviour looks like
- learn pro-social behaviours
- learn how behaviour impacts others
- learn how to regulate emotions and develop their emotional literacy
- learn to care for one another
- learn the value of friendship
- develop self-confidence and self-esteem
- do as well as possible in their school work

Teachers:
- support staff to build their knowledge and understanding of different therapeutic behaviour strategies to support all the needs of the children
- teach effectively in line with the Therapeutic Approach
- teach effective ways to regulate emotions through set curriculums e.g. Zones of Regulation, Sensory Support Plans, Social Thinking, Anxiety Gremlin etc.
- meet the needs of all pupils within the class setting
- make positive contacts with all parents and carers and are transparent with information being shared

Parents:
- feel confident that their children are growing personally, socially and academically
- know that their children will receive strategic and personalised support when needed
- feel welcome in school to discuss their child's progress in a positive atmosphere

We provide pupils with what they need to succeed in their regulation and their learning. We, at Thomas Eaton Primary Academy, endeavour to create a culture which inspires a love of learning through emotional and social intelligence and responsibility of self-discipline, self-regulation and respect for others.

Equity = Equality
Equality is treating everybody the same. Equality aims to promote fairness, but this can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success. At Thomas Eaton Primary Academy, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.
External discipline is controlling behaviour…Internal discipline is teaching behaviour to create change we need to understand and not simply suppress the behaviour.

ROLES AND RESPONSIBILIITES

Everyone is responsible for:
- Being positive role models.

- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in school.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see AntiBullying Policy).
- Consistently promoting pro-social behaviour.
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Governors and Head teacher are responsible for:
- Monitoring and evaluating the impact of the Policy.

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.

The staff are responsible for:
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Proactively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g.

stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct. • Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be reinforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.

- Zones of Regulation are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to regulate and talk about their emotions and to encourage children to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording more difficult and dangerous behaviours on Arbor
- To report any behaviours to parents on the day or the morning after if parents are not reachable.

Parents are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or consequences when appropriate.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

- Following school rules and guidelines specific to their needs.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have. • Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions.
- Valuing each other's opinions.

Section 2: Pro-social behaviour

What is pro-social behaviour?

Pro-social behaviour refers to voluntary actions specifically intended to benefit or improve the well-being of another individual or group of individuals. Examples of such behaviours include: **helping, sharing, consoling, comforting, cooperating, and protecting others.** These pro-social behaviours underpin our behaviour policy.

How do we respond to pro-social behaviour within the school?

- Each class will have a class charter designed by the class that sets out the expectations of behaviour.
- The use of a quiet voice and a calm manner. No shouting to be used by teachers, teaching assistants or support staff as a way of managing behaviour.
- Discussion and reflection – it is important to recognise that everyone needs to have their say and be listened to.
- The use of positive language to promote desirable behaviours.
- Every child is welcomed into the class and thanked at the end of the day with a smile and greeting and throughout the day when possible.
- Through classroom management, teachers establish the core routines necessary for the smooth running of classroom learning. For example:
  - Calm transitions around school.
  - Positive settling in preparation for whole class teaching time.
  - Appropriate seating plans.
  - Calm movement around classrooms.
  - How to fairly get support and assistance from adults during learning time.
  - Teaching appropriate noise levels.
  - Appropriate organisation for tidy up.
- Pro-social actions are verbalized and recognised when seen.
- House points will be used in all years. Each child is a member of the team and will be able to collect points for pro-social behaviours shown.
- Teachers can send children to the head teacher to be rewarded when they feel it is appropriate.
- Teachers will select children who have been identified as working 'Over and Above' for that given week. Celebration assemblies take place to share this. Photos are posted on the school website and Class Dojo to share with parents.
- Celebratory information is also shared on the weekly school newsletter.
- Children's out of school achievements are welcomed into school and can be shared in the weekly celebration assemblies or in the class at other times.
- Children are encouraged to take responsibility and engage peers in showing positive behaviours.
- Head teacher/teacher stickers, certificates are given to individuals.
- Marking and feedback policy – positive feedback is given.

Section 3: Supporting all learners

How do we respond to pro-social behaviour for all learners?

- All staff understand and demonstrate the school's vision and core values.
- All staff use scripted phrases to respond to pro-social behaviours seen (well done for walking in the corridor, thank you for putting the rubbish in the bin).
- All staff verbally note positive behaviour, wherever it is observed.
- Parents/carers contribute to the school's positive behaviour ethos.
- Behaviours we would like to see are taught explicitly through all curriculum areas with a detailed focus in PSHE lessons by all staff.
- School assemblies are used to promote and develop social and emotional skills.
- Clear boundaries of acceptable behaviour are established and shared by all teaching staff.
- Achievements are rewarded to promote pro-social behaviour in assemblies, stickers, certificates, postcards home, the house system and the termly Celebration Day.
- All staff understand that some children may need additional time to regulate and be ready to learn.
- Children are supported by all adults to resolve their own minor disputes.
- Whole-school sharing assembly celebrates children's learning. A child will receive a sticker and have their photo posted on the school website (permissions allowing).
- The school council is recognised and valued as the student voice.
- House Captains promote pro-social behaviours to motivate others.
- Good attendance and punctuality is promoted and rewarded.
- All teachers use clear management to establish expectations in the classroom

Scripted phrases

Some behaviours require scripts to ensure consistency in response to the behaviour. We use the Cambridgeshire Therapeutic Thinking response to support and de-escalate. Examples of these will be seen in tables throughout this policy.

Positive phrasing e.g. "Stand next to me." "Put the toy on the table." "Walk beside me."	**Limited choice** e.g. "Put the pen on the table or in the box." "When we are inside, lego or drawing." "Talk to me here or in the courtyard."	**Disempowering the behaviour** e.g. "You can listen from there." "Come and find me when you come back." "Come down in your own time."

Use of a De-Escalation Script may also be necessary: e.g.:

Use the person's name – "David"

Acknowledge their right to their feelings – "I can see something is wrong"

Tell them why you are there – "I am here to help"

Offer help – "Talk to me and I will listen"

Offer a "get-out" (positive phrasing) – "Come with me and….."

Section 4: Unsocial behaviour

What is unsocial behaviour?

Unsocial behaviours are not anti-social as they are not to the detriment of others. Generally, unsocial is quiet non-compliance that does not negatively impact on other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance. All staff strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support.

Examples of unsocial behaviour and how we respond are listed below in the table. These responses are essential to allowing introverts and internalisers to communicate their antisocial feelings. All staff are responsible for the responses below:

	Positive Phrasing *(Can include distracting/redirecting)*	**Limited Choice**	**Disempowerin g the Behaviour and/or Deescalation**	**Protective or Educational Consequence**
Unsocial Behaviours				
Leaving their desk without permission	'Stay seated in your chair… (name).' 'Who else can I see sitting well at their desk?'	'Are you going to sit on your own or with the group?' (repeat). 'Would you like to sit on the chair at this desk or that desk?' (repeat)	'You can listen to the instructions/ story from there.'	'We will check you understand how to…. before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/ story from there.'	'We will check you understand how to…. before you go out to break.'
Refusing to complete the work set	'I know you want to do …… First I need you to ….., then you can …..' 'Can you tell me…./	'I can see you are not ready to do Maths now, so we can do …..	'You can choose to finish it later.'	Rehearsing and practising Completing tasks

	show me ….?'	or …. and come back to Maths when you are ready.' 'Let's see if we can do this in the book corner?' 'I wonder if we will be faster at the table or in the book corner? (repeat) 'Are you starting your work with the words or a picture?' (repeat) 'You can work with a friend or on your own.' (repeat)		Differentiate d curriculum – possibly practical and creative activities to encourage engagement in class
Refusing to get changed for PE	'I know you don't want to get changed for PE so this time just take off your shoes and socks and then you will be safe.'	'Are you going to change all your kit or just shoes and socks?' (repeat) 'You can choose to get changed here or in the cloakroom / other classroom. ' (repeat)	'Well done to everyone getting changed quickly and safely for PE.' (Remind of importance of changing). *There may be a safeguarding or body conscious issue here so you do need to check this – there could be a previously arranged place agreed for private changing if necessary.*	'Before break, we will talk about the bits you find difficult in PE.'

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).		‘You can do a lesson with the other class later if you would like to?’	
Not listening to/ following instructions	‘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.’ ‘Fantastic listening from…. I like the way you are staying still and listening so you can follow my instructions.’		‘You can choose to have another go later.’	‘We will check you understand how to…. Before you go out to break.’

Choosing to do another activity than the one the class are doing (reading /drawing on whiteboard etc.)	'I can see you are choosing to read/ draw now rather than join in. If you do this….. first, then you can draw/read after that.'	'You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing…..?'	'We can check you understand what to do before you go out to break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely before break time.
Calling out/communicating to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see you are not choosing to listen at the			'We can check you understand what to do before you go out to break.'
	moment; would you like me to explain again after the lesson?'			
*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/pe n on the table.'	'Put it on your table or give it to me.' (repeat)		

*Not sitting 'appropriately' for learning *(*Some children may find it very difficult to sit still and crosslegged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and offer this on occasion*	'You need to sit up to your desk for this lesson because….. (e.g. it will help your presentation/ show me that you have understood the instructions), later for story time you can …… (e.g. sit in your favourite way.)'			

If a pattern begins to emerge, this needs monitoring and discussing with parents, SLT and recording on Arbor in the behaviour section.

Section 5: Antisocial behaviour

What is anti-social behaviour?

Anti-social behaviour is behaviour that is difficult or dangerous, causing harm to an individual, a group, the community, or the environment. Below are the differences between difficult and dangerous behaviours, as well as the scripts staff use when antisocial behaviours are displayed. The protective and educational consequences staff must implement following anti-social behaviour are also defined. All staff are responsible for the responses below.

	Positive Phrasing *(Can include distracting/redirecting)*	**Limited Choice**	**Disempowering the Behaviour and/or Deescalation**	**Protective or Educational Consequence**
Anti-social Behaviours	Difficult behaviours			
Continued interruptions Aggressive shouting/calling out disruptively	'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.'	'We can talk about ensuring others are able to learn when you are ready – who would you	If the interruptions are 'valid' and the pupil is keen to get their point	Conversation and exploration

Answering back/mimicki ng	'I can see you are not choosing to listen at the moment; would you like me to explain again after the lesson?' 'I can see you know the answer but at the moment it is ……'s turn to share their thoughts.'	like to talk to, me or ……?' (repeat).	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.	
Swearing Name calling Lying	'I can see that you are not happy at the moment.' 'I can see you are upset.' 'We can talk when you 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	'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).	Conversation and exploration 'Thank you for telling me/ showing me how you are feeling – if you tell me more, I can listen/help. '

		would you like to talk to, me or ……?' (repeat when calm)		
Refusal to carry out an adult's request	'Put the pen on the table.' 'I can see you are not ready to do this right now.' 'I can see something is wrong; if you want to talk, I will listen – I am here to help.'	Walk with me, to the library or the book corner.' (repeat)		Rehearsing and practising Completing tasks

Distracting and/or disrupting others' learning by shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office /classroom.' (repeat).	'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).	Rehearsing and practising Completing tasks (catch-up)
Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'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). 'You can come and find me when you are ready.'	I can see 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 another adult is in the vicinity).	Educational opportuniti es – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready, we can talk here or in the library /office/ classroom.' (repeat).		Assisting with repairs or planning the repairs

Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (repeat).		Research the real world implications
Anti-social Behaviours	Dangerous Behaviours			

Leaving the school building	'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.' 'Name, you have left the school premises so I am calling the police.'	'I can see there is something wrong. Do you want to come inside and talk to… Give a choice of 2 – whichever most appropriate/available). 'When you come in, would you like to go to the carpet or your safe space? (repeat)		Conversatio n and exploration Possible limit to outside space Escorted in social situations/ breaktimes Restricted off-site activities
Spitting (directly at another) Hair pulling Pushing aggressively Scratching Pinching Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to…? *Give a choice of 2 – whichever most appropriate/available.* *(If already inside, the choice would be to come and talk to one of these adults and away from wherever they are now).*	Child's name….., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and …..'	Protective Consequenc es: Possible limit to outside space Escorted in social situations/ breaktimes Restricted off-site activities Differentiat ed teaching space Suspension
All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – see above - Prosocial section				

Examples of responses:	**Post incident recovery and debrief measures (Restorative Practice)**
'Name, you have used your safe space, well done.' 'You are making a good effort with your learning.' 'Thank you for telling me how this made you feel.' 'Thank you for being honest with me and telling me the truth.' 'I can see that you are upset…your body language is showing me you are cross.' 'I can understand how that could be upsetting/annoying…'	'It is time for a chill and chat' 'Tell me what happened when…' 'How were you feeling when you….?' 'Who has been affected…?' 'Who has been affected and how?' 'How can we put right the harm?' 'How can you help to put this right?' 'So let's practise what we have learnt so that we can do things better next time.' 'What would you like to happen next?' 'How can we make things better for …./you?' 'What do you think … might need?'

All dangerous behaviours result in parent being contacted by phone. Letters will be issued for dangerous behaviours which are criminal offences. If the behaviours listed above are repeated and frequent, the child will need a risk management plan written following the CTT approach. This will outline the anti-social behaviour and ways to prevent the behaviour taking place. A clear logging process on Arbor is followed by staff to ensure that behavioural notes are logged.

Section 6: Responding to behaviour

Unsocial and Antisocial - difficult behaviours are in the first instance to be dealt with by class teachers and TAs and responded to using the following guide. Antisocial Dangerous behaviour requires SLT support and they will also follow the below plan.
Repeated incidents of unsocial and antisocial difficult behaviours require discussion with SLT and a plan agreed moving forward.

Regulate	Aim is to return the child to a calm state. This may involve offering some low stimulation activity e.g. jigsaw, drawing, reading, breathing. The purpose of this is to get the child into a calm enough state that they can then listen and engage in the next step. It is important to be time-limited when seeking to regulate the child.
Restore	Once the child has regulated, the aim is to explore what has happened from their point of view. It is also a time to introduce how others may have felt about what has occurred. Together with the child, problem solving should take place with respect to what needs to happen next. This may involve talking to other children and adults and agreeing a plan to apologise as appropriate. It may involve some level of agreed consequence e.g. there may be a plan to complete work at an appropriate time/they may need further reflection time. To complete this section, support may be needed from the classrooms around you e.g. a TA from an adjoining class may need to support so that a teacher can complete some restoration work.
Reintegrate	The aim is for the child to be ready to learn. The child may need some support to return to learning e.g. may need a TA near them for the initial period or given a job to complete to help them settle back into class.
Relay	Consider who you might need to tell. Parents should receive feedback on behaviour issues either at the end of the day or via a telephone call. This information should be shared with them on the day of the incident where possible. If it's a repeated unsocial or antisocial difficult behaviour, SLT need to be made aware and advised of what has happened and how it has been responded to. Ensure the team around the child are aware of incidents to avoid further triggers.

Reflect	Consider the sequence of events. What happened? Were there opportunities where
	the situation could have been diverted? Can we put anything more in place to avoid it occurring again?

Section 7: Unforeseeable behaviour

Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur. These behaviours should always be thoroughly investigated by a senior lead and/or the SENDCo. Staff must decide if the behaviour is difficult or dangerous and must have a second opinion if possible.

Restrictive physical intervention may be required for unseen behaviour where permanent harm or loss of life, are risks. Staff can use their professional judgement to intervene as a last resort and must use minimum contact in order to lead, guide, or block a child to keep them and others safe. Any intervention used must:

a. Not impede the process of breathing;

b. Not be used in a way which may be interpreted as sexual;

c. Not intentionally inflict pain or injury;

d. Avoid vulnerable parts of the body, e.g. the neck, chest and sexual areas;

e. Avoid hyperextension, hyper flexion and pressure on a cross the joints;

f. Not employ potentially dangerous positions

If physical intervention is required, this will be recorded on the school's serious incident form by the involved staff member. Parents will be contacted by the class teacher or senior lead. A meeting in which the Steps process will be initiated will take place with the SENDCo, once informed. The initial steps of the plan may be bypassed in the event of use of physical intervention. A risk calculator will take place, and then if required, a risk management plan.

A school's behaviour policy should be the plan for the majority of children. Teachers foster good relationships with the children in school and as such, will adapt responses in situations where necessary. In addition some children may require an individual Risk Reduction Plan to formalise strategies that differentiate from policy.

Additional differentiated approaches (with support from SENDCo):

- Social stories
- FBA
- Comic Strip Conversations
- Role-play with dolls/soft toys or puppets
- Circle time activities
- Signing or signalling
- Use signs, pictures and symbols to communicate emotions
- Complete a 'Roots and Fruits' tree

Section 8: Recording, reporting and communication

Staff would record information when:

- An unsociable behaviour is repetitive (recorded on Arbor)
- A persistent difficult anti-social behaviour is seen (recorded on Arbor)
- A dangerous anti-social behaviour is seen (recorded on Arbor)
- An unforeseen behaviour is seen (recorded on Arbor, physical handling book if necessary)

The staff member who sees the behaviour and supports with the incident must record on Arbor using factual language. This must then be read by the HT.

Teacher would contact parents when:

- An unsociable behaviour is repetitive (recorded on Arbor)
- A persistent difficult anti-social behaviour is seen (recorded on Arbor)
- A dangerous anti-social behaviour is seen (recorded on Arbor)

If necessary, a record will also be entered onto My Concern.

Section 9: School suspensions and permanent exclusions

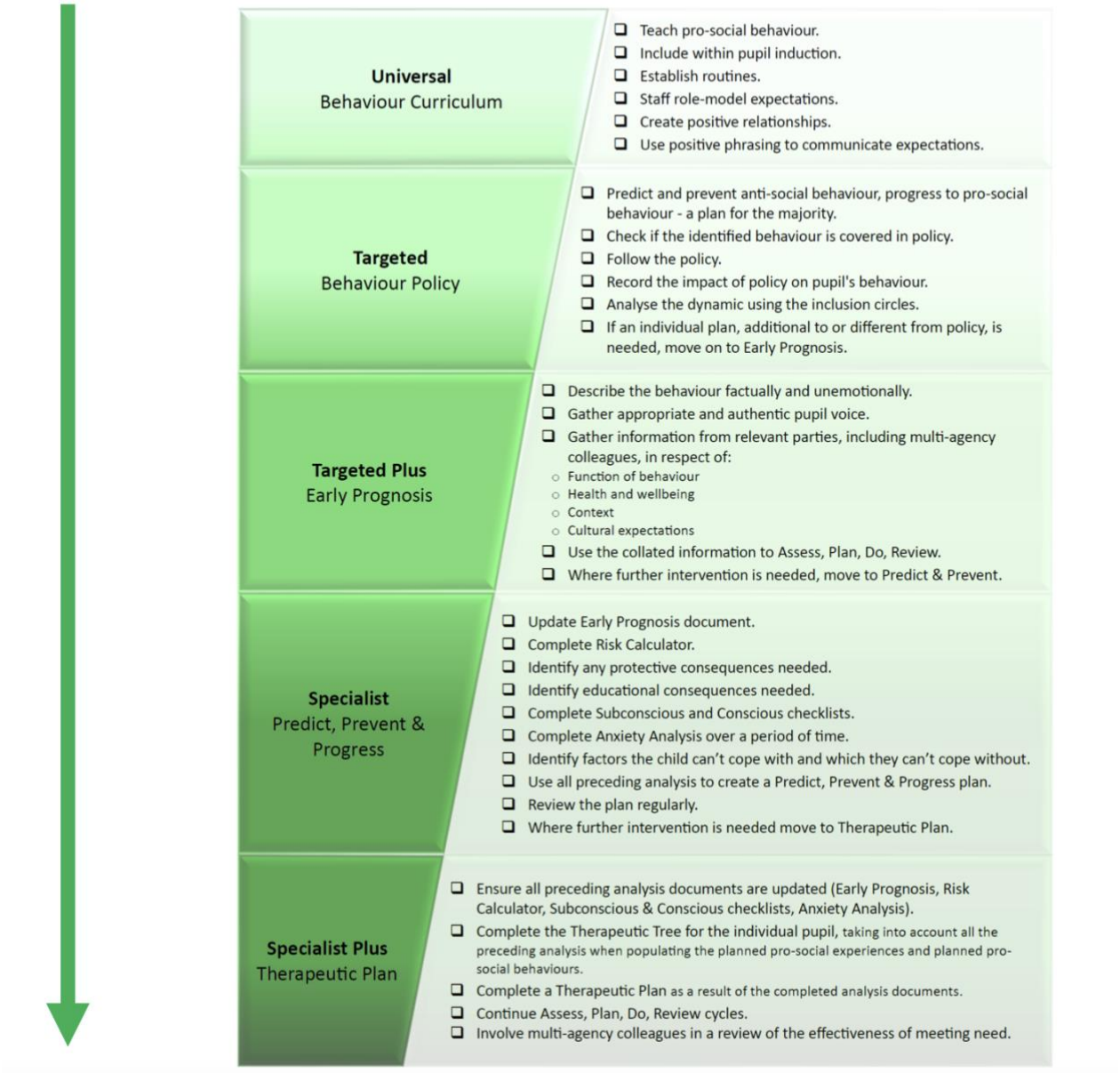
The school follows national guidelines, policies and procedures when the regrettable decision to exclude a child is made. These are outlined in the document below:
https://www.gov.uk/government/publications/school-exclusion

Final thoughts:

Developing and fostering good behaviour patterns is an integral part of everything we do at Thomas Eaton Primary Academy. Every aspect of school life communicates a message about our expectations to our children. The diverse experience and emotional and social curriculum, a comprehensive PSHE curriculum alongside our clear behaviour policy promotes the importance of listening to the messages our children give back to us. This policy recognises that as adults in a learning community we have a responsibility to ensure that our provision promotes inclusion, values diversity and scaffolds all learning and experiences to meet the needs of the children. Unsociable or anti-social behaviour is a signal that at some level we may not be meeting the needs of that child.

Appendix 1

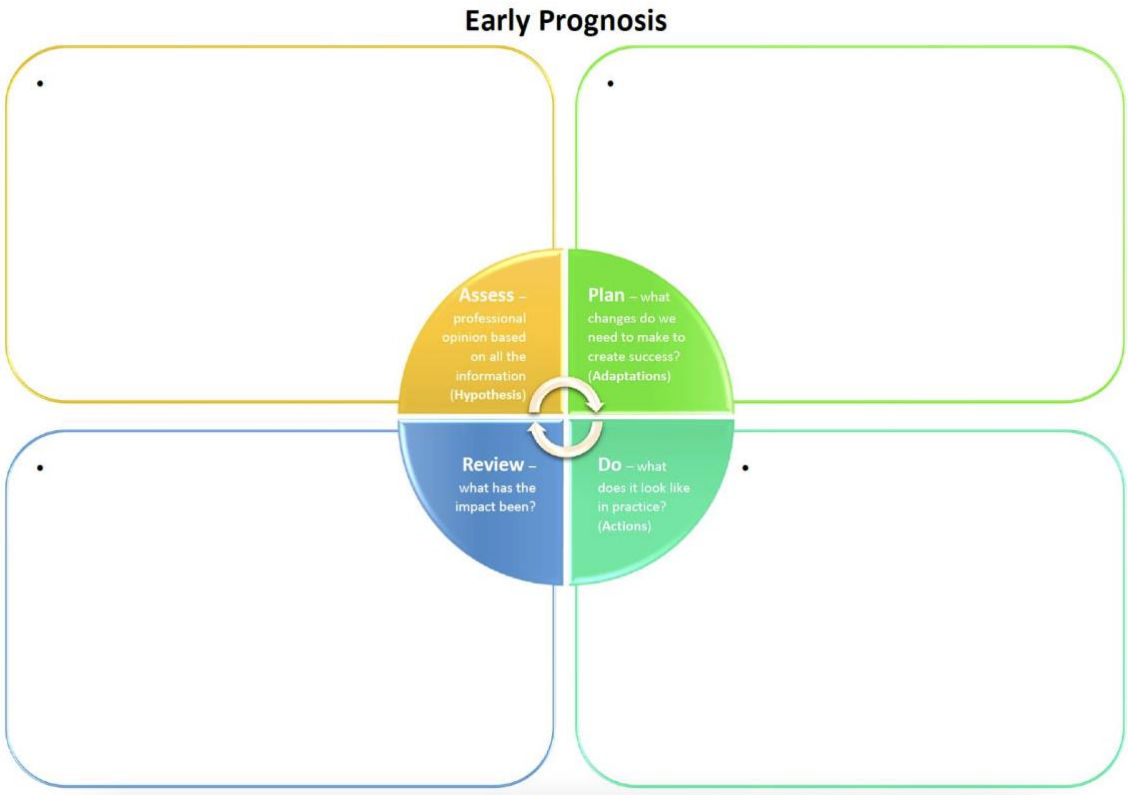
Graduated response



Appendix 2

Targeted Plus
Early Prognosis

- ❑ Describe the behaviour factually and unemotionally.
- ❑ Gather appropriate and authentic pupil voice.
- ❑ Gather information from relevant parties, including multi-agency colleagues, in respect of:
  - Function of behaviour
  - Health and wellbeing
  - Context
  - Cultural expectations
- ❑ Use the collated information to Assess, Plan, Do, Review.
- ❑ Where further intervention is needed, move to Predict & Prevent.



Appendix 3

Thomas Eaton Primary Academy
Culture and Mood at Thomas Eaton

'*Meet & Greet*'

Warm welcome at the classroom door by name for each child. Engagement with children at the very start of the day ensures that a positive culture is set from the beginning.

'*Deliberate Botheredness*'

Take an interest in each child as this builds 'emotional currency' and is key to sustaining and maintaining a positive rapport. Children will feel important, valued and like they belong.

Don't let them push your '*emotional buttons*'

Deal with 'difficult behaviour' in a non-emotional way and with non-emotional language, regardless of how you feel inside. Resist the temptation to connect their behaviour with your feelings. Don't risk giving children a 'route map to your emotions'.

'*No shouting*'

As above, do not get caught up in the emotion of the incident and allow your intuitive response to override your rational response. Demonstrate '*Calm, Consistent Adult Behaviour'*.

'*PIP RIP*' – Praise In Public, Remind In Private

Focus your emotional energy on children who you see demonstrating the desired behaviours, not those who are behaving poorly. These children need a private word or reminder, a warning or perhaps an immediate proportionate consequence.

'*Avoid escalating issues*' unnecessarily

Children behave towards teachers in context and with due reference to past experiences and current relationships. Follow-up is everything. Escalating too quickly can deny the class teacher the opportunity to follow-up effectively and undermine their relationship. A child having time out with another staff member can be very useful, on occasions.

Rather than immediately questioning the child using '*what*', '*where*' or '*why*' when highlighting negative behaviour, start your interaction with the child using 'I've noticed' to introduce your concern. Make the conversation much less confrontational, with you recognising what you have noticed and what they could do to rectify this.

'*Land consequences gently*'

Do not deliver consequences in a way that suggests revenge or retaliation. Keep it emotionless. 'Burying' children in punishment can build a deep resentment and can often cause a permanent breach of trust. What works is the immediacy of response, not the weight of the consequence.

Ask – Tell – Consequence – Restore

Ensure that if children are not meeting your expectations that you give them two opportunities to repair their actions before a consequence is issued. The first warning should be a 'drive by'; 'I've noticed…' The second warning should be more direct and should clarify your expectations for improvement. If the two warnings are not heeded, then a consequence should be put in place. Ensure that some form of restorative conversation takes place before to draw a line under the incident and to clarify expectations for the future.

'*Catch them being good*' & acknowledge/reward

You could try using a recognition board to 'advertise' the behaviour you want to see. Persistently and relentlessly catch children demonstrating the desired 'learning attitude'. It is not a competition between individuals, rather a whole class challenge. Children are recognised for effort, not achievement, thus is accessible to everyone. Even children who have received private sanctions can be 'caught demonstrating positive behaviours'; one does not cancel out the other. Keep positive and negative circumstances separate.

Develop '*a culture of positive recognition*' which makes children feel important for their effort and not for their poor conduct. Use a range of methods as recognition.

If you constantly reward minimum standards then children will strive for minimum standards. Focusing on behaviour that is '*Over & Above*' creates an immediate shift in expectations.

'*No names on the board*' for poor behaviour

'Name & Shame' tactics can too easily become 'Name & Fame' and gives attention to negative behaviours. It can reconfirm the child's' poor self-image and re-stamp a label of low expectations.

'Impositions over being kept in'

If a child needs to catch-up with their learning, or payback lost in learning time, a simple imposition can be quick and effective.

Try to '*start all lessons with a clean slate'*

Every child should start every lesson with the opportunity to excel and not be hamstrung by their previous choices; however poor their choices may have been.

To start with a 'clean slate' allows children to start from zero, to not feel alienated or victimised and allows them the possibility to have a good lesson. The responsibility then lies with the child to take this opportunity.

Always attempt to '*pick up your own tab'*... but never be afraid to ask for help in doing so

In the management and improvement of behaviour, follow up is everything. Children who disrupt will return to your classroom and will need to operate within your rules and expectations. Children respect teachers who deal with situations personally, even if additional support is required from other members of staff. We stand shoulder to shoulder with a consistent message.

'*Restorative approaches*'

In dealing with behavioural issues we should always start with the thought that children should get what they need, not what they 'deserve'.

A restorative conversation is more than a process of a set of questions. Your body language, the setup of the room, tone and inflection must all be considered. The goal is for children to take ownership of their behaviour, accepting responsibility but more than that, formulating a clear plan of how they can avoid repeat behaviours in the future. Use open questions to allow thinking time. Start with '*What happened?*' and end with '*What do you think needs to happen next?*'

'Do not chase secondary behaviours'

Chasing secondary behaviours seems intuitive but try to recognise secondary behaviours for what they are – diversions to another argument. Stay focused. Deal with the primary cause of poor behaviour, then calmly revisit the poor reaction.

'Remain unshockable'

Your alarm in response to their behaviour can tell children things that you probably do not want to communicate; that you are anxious, that *they* can control your emotions; that you do not understand their lives. Showing shock immediately communicates a judgement on the participants and their situation. Try having a 'poker face', collect your thoughts and work out your next step.

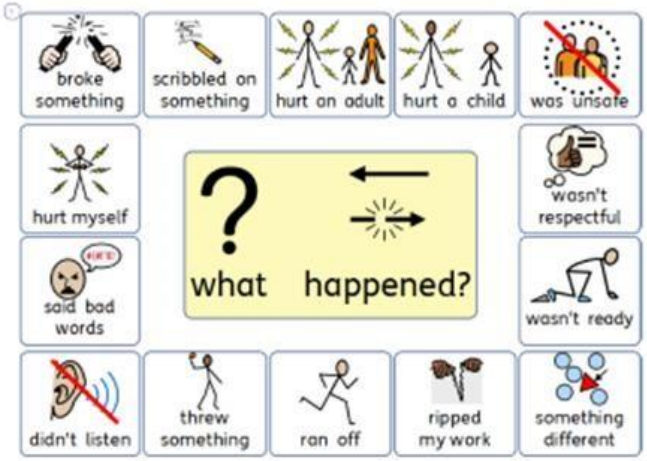
'Use Sorry'

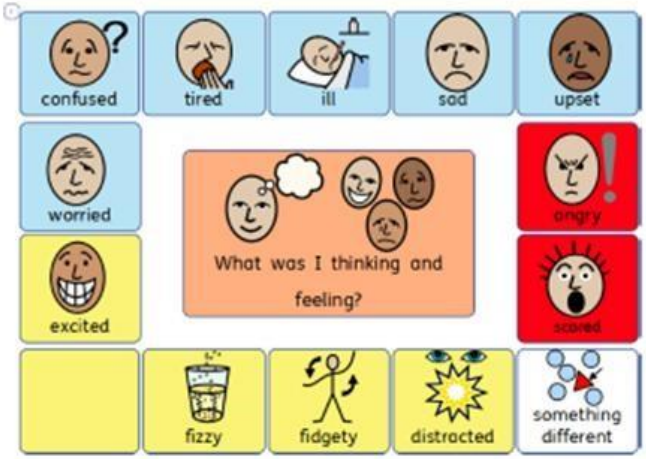
Sometimes, even as consistent calm adults, we make mistakes. There is no weakness in an apology, in fact it can be a position of strength. We are modelling as humans the response that we wish to see from our children and establishing a more honest and human foundation for the future.

'Sending children out of the classroom'.
Sometimes a child may need a change of environment or face as part of the restorative approach. A small amount of time in the neighbouring classroom or with a member of SLT can be used in these cases. Children should not be sent outside of the building.

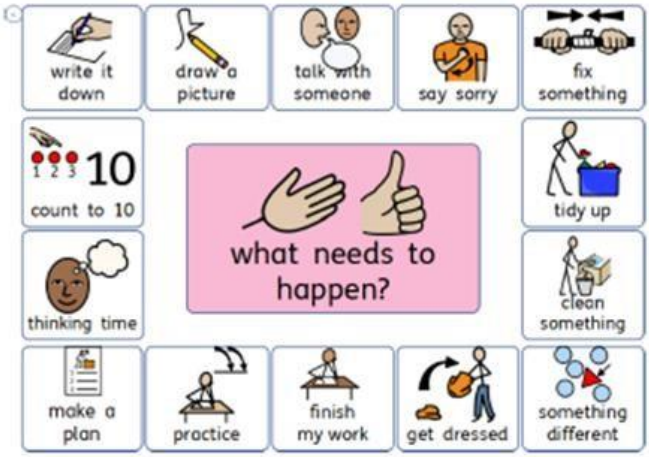
Children who 'require alternative/enhanced' behaviour management strategies. SLT will need to be called in these situations and next steps discussed.

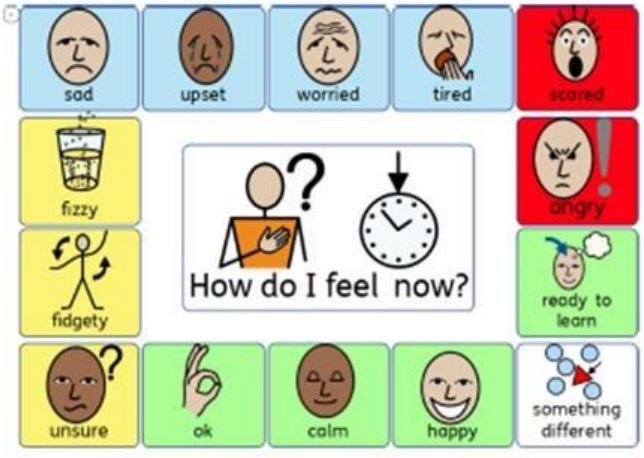
Appendix 4 –


broke something
scribbled on something
hurt an adult
hurt a child
was unsafe
hurt myself
wasn't respectful
what happened?
said bad words
wasn't ready
didn't listen
threw something
ran off
ripped my work
something different


confused
tired
ill
sad
upset
worried
angry
What was I thinking and feeling?
excited
scared
fizzy
fidgety
distracted
something different


me
a friend
a teacher
a grown up
my class
family
other children
who or what has been affected?
object
group
display
escort
mini bus driver
animals
someone else

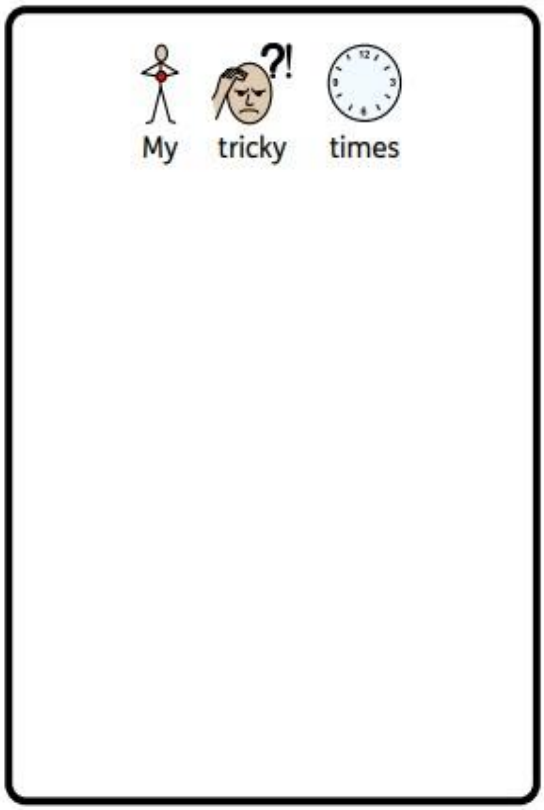

write it down
draw a picture
talk with someone
say sorry
fix something
10
count to 10
what needs to happen?
tidy up
thinking time
clean something
make a plan
practice
finish my work
get dressed
something different

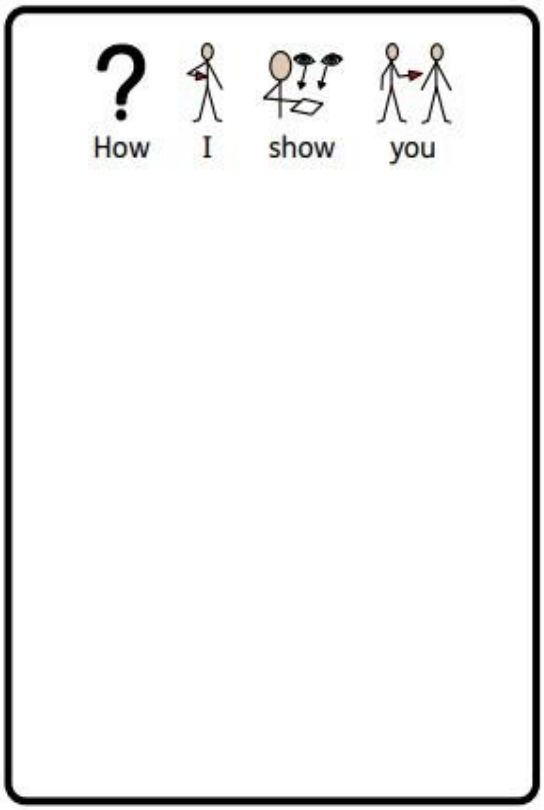

sad
upset
worried
tired
scared
fizzy
How do I feel now?
angry
fidgety
ready to learn
unsure
ok
calm
happy
something different

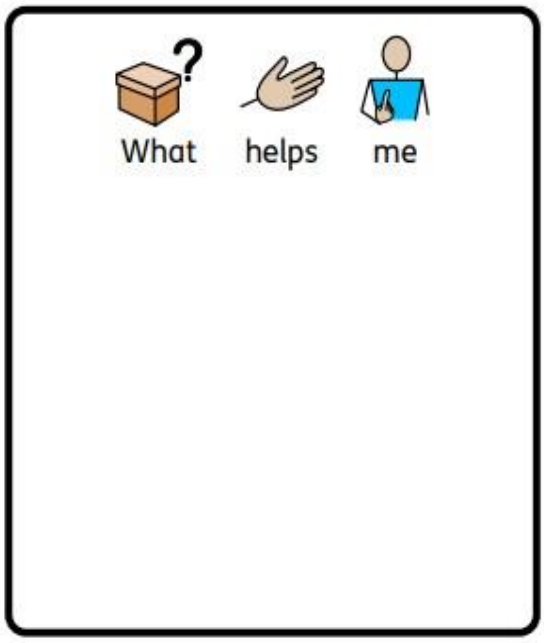

talk to an adult
go outside
run
calm room
read a book
drink or snack
10
count to 10
Next time I could...
bubbles
walk away
bounce
squeeze or hug
ask for help
deep breaths
something different

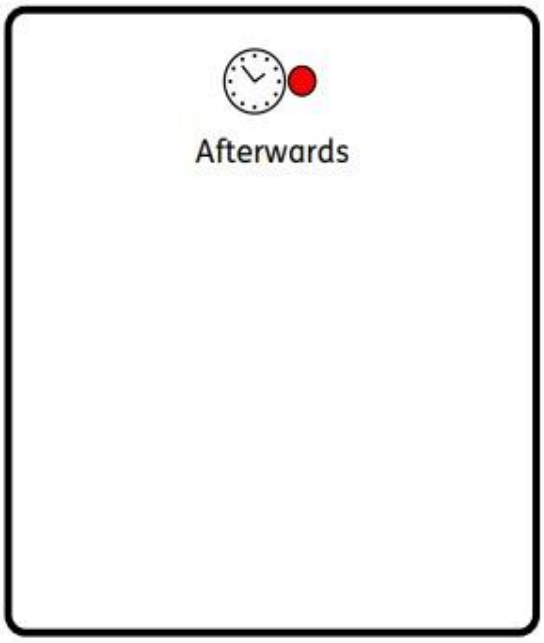
Appendix 5


_____
Safety
Plan

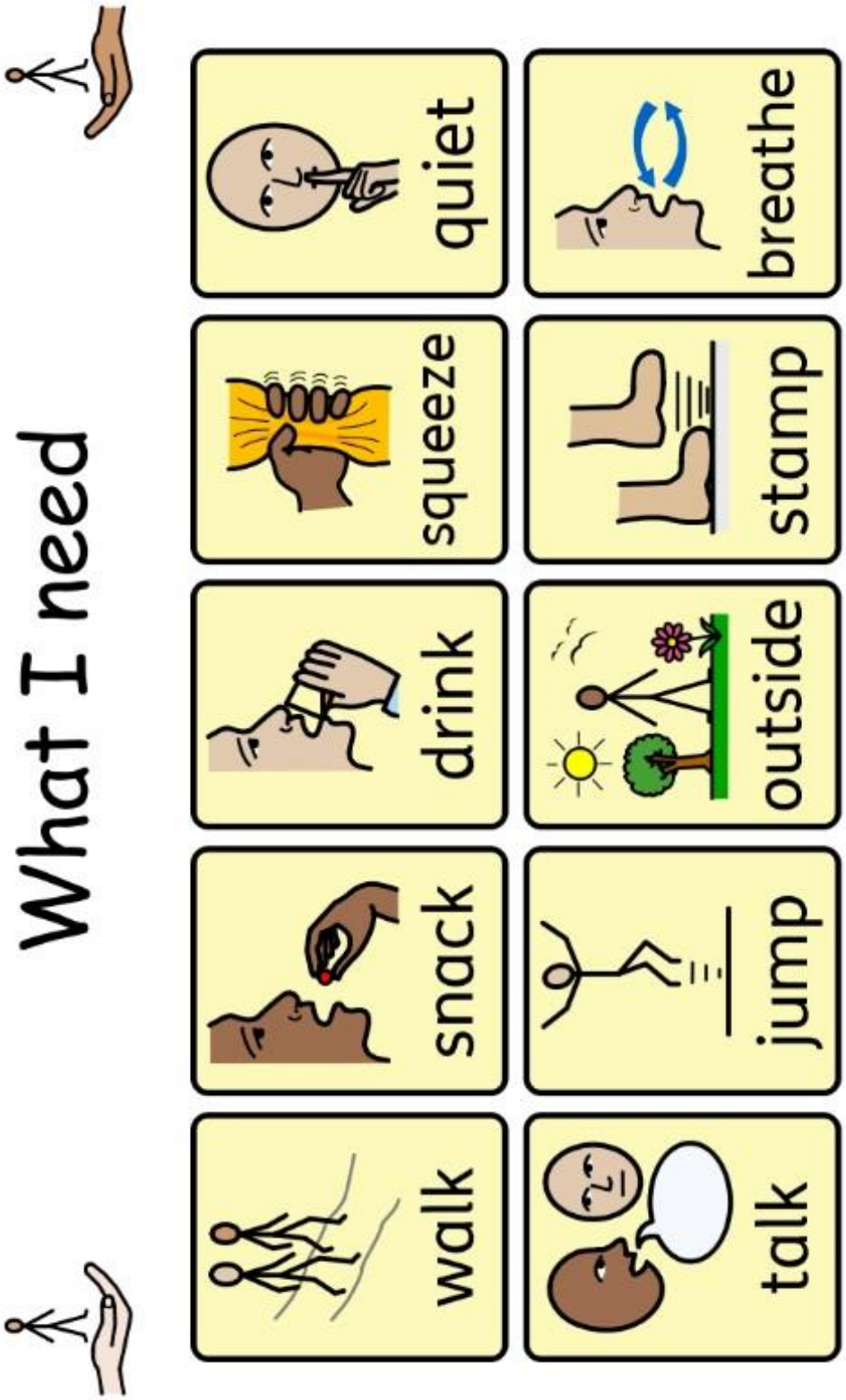

My
tricky
times


How
I
show
you


What
helps
me


Afterwards

Appendix 6


What I need
walk
snack
drink
squeeze
quiet
talk
jump
outside
stamp
breathe