

Peel Park Primary School

Behaviour Policy and Statement of Behaviour Principles



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1. Introduction and Aims

At Peel Park Primary School, we are a community built on **mutual trust and respect for all**. Our core aim is to ensure every member of our school community feels valued, respected, and safe, fostering an environment where each person is treated fairly and well. This behaviour policy is designed to support the way in which all members of the school – pupils, staff, parents, and visitors – can learn and work together effectively and harmoniously.

We believe that **good behaviour is fundamental for effective teaching and learning**. It is not an innate trait but a set of skills that must be explicitly taught, modelled, and consistently reinforced. Our policy embraces a **trauma-informed approach**, recognising that behaviour is often a form of communication, and that understanding the underlying needs and experiences of our pupils is crucial to supporting them. We are committed to high expectations for all, delivered through a **relational and restorative framework** that focuses on learning from mistakes, repairing harm, and building positive relationships.

This policy aims to:

- Cultivate a positive and inclusive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe, and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect our core values: **Be Ready, Be Respectful, Be Safe**.
- Outline clear expectations for behaviour and a restorative, tiered system of consequences and support.
- Provide a consistent, fair, and proportionate approach to behaviour management, applied equitably to all pupils.
- Define unacceptable behaviour, including bullying and discrimination, and outline our response.
- Ensure all staff are equipped with the knowledge and skills to understand, prevent, and respond to behaviour effectively, including behaviour linked to Special Educational Needs and Disabilities (SEND) and Adverse Childhood Experiences (ACEs).

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on current legislation and advice from the Department for Education (DfE) and other relevant bodies, including:

- Behaviour in schools: advice for headteachers and school staff (latest guidance)
- Searching, screening and confiscation: advice for schools
- **The Equality Act 2010:** This policy explicitly adheres to the Equality Act 2010, ensuring that no pupil is discriminated against due to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Reasonable adjustments will be made for disabled pupils to prevent substantial disadvantage.
- Keeping Children Safe in Education (latest guidance)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (latest guidance)
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years
- Section 175 of the Education Act 2002 (safeguarding duty)
- Sections 88 to 94 of the Education and Inspections Act 2006 (regulating behaviour, publishing policy, confiscation powers)

3. Our Core Values: Be Ready, Be Respectful, Be Safe – to be codesigned by staff in the INSET

Our three core values – **Be Ready, Be Respectful, Be Safe** – guide all children's behaviour at Peel Park Primary School. These are not merely slogans but active principles that underpin our entire behaviour curriculum and daily interactions. We explicitly teach, model, and reinforce what these values look like in practice across all areas of the school.

3.1. What Our Values Mean in Practice:

Be Ready:

This value focuses on preparing ourselves for learning and for life, demonstrating responsibility and ambition.

In the Classroom:

- **Being on time:** Arriving at school and lessons promptly.
- **Being prepared:** Having all necessary equipment (e.g., pencil, book bag) for learning.
- **Active listening:** Giving full attention to the teacher and peers when they are speaking.
- **Engaging in learning:** Participating actively in lessons, asking questions, and contributing to discussions.
- **Perseverance:** Sticking with challenging tasks, demonstrating a growth mindset, and learning from mistakes.
- **Following instructions:** Responding promptly and accurately to adult instructions.

Around School (Corridors, Playground, Assemblies, Lunchtime):

- **Punctuality:** Moving between lessons and to assemblies promptly.
- **Orderly movement:** Walking calmly and quietly in corridors, keeping to the left, and moving safely.
- **Being organised:** Hanging coats, putting away lunchboxes, and keeping personal belongings tidy.
- **Being attentive:** Sitting quietly and listening during assemblies and collective worship.
- **Preparing for play/lunch:** Lining up calmly and following routines for entering/leaving the hall or playground.

Be Respectful:

This value emphasizes showing consideration, empathy, and positive regard for ourselves, others, and our environment.

In the Classroom:

- **Polite communication:** Using kind words, appropriate tone of voice, and good manners (please, thank you).
- **Valuing diverse perspectives:** Listening to and considering the ideas of others, even if different from our own.
- **Collaborative learning:** Working positively with peers, sharing resources, and supporting each other's learning.
- **Respecting property:** Taking care of school equipment, books, and the property of others.
- **Respecting personal space:** Understanding and respecting physical boundaries.
- **Honesty:** Telling the truth and taking responsibility for actions.

Around School (Corridors, Playground, Assemblies, Lunchtime):

- **Consideration for others:** Holding doors, allowing others to pass, and being mindful of noise levels.
- **Caring for our environment:** Putting litter in bins, keeping shared spaces tidy, and respecting school grounds.
- **Politeness to all adults:** Greeting staff and visitors with courtesy.
- **Inclusive play:** Inviting others to join games and ensuring no one is excluded.
- **Fair play:** Playing by the rules and showing good sportsmanship.
- **Respectful online conduct:** Using technology responsibly and kindly, understanding the impact of online actions.

Be Safe:

This value focuses on ensuring the physical and emotional well-being of ourselves and others, adhering to rules that protect everyone.

In the Classroom:

- **Following safety instructions:** Adhering to rules for using equipment (e.g., scissors, science apparatus).
- **Reporting concerns:** Telling a trusted adult about anything that makes them feel unsafe or worried (e.g., bullying, online concerns, personal worries).

- **Safe movement:** Sitting on chairs correctly, moving around the classroom carefully.
- **Using technology safely:** Following e-safety rules and protecting personal information.

Around School (Corridors, Playground, Assemblies, Lunchtime):

- **Following school rules:** Understanding that rules are in place to keep everyone safe (e.g., no running indoors).
- **Safe play:** Playing games safely, avoiding rough play, and being aware of others.
- **Reporting peer abuse:** Immediately reporting any abusive words or actions to a trusted adult.
- **Communicating worries:** Expressing concerns to a trusted adult about themselves or others.
- **Safe travel:** Following rules for travelling to and from school, and being aware of stranger danger.
- **Positive handling as a last resort:** Understanding that physical intervention will only be used by trained staff to prevent harm.

4. Understanding Behaviour: A Trauma-Informed Approach

We recognise that all behaviour is communication and that challenging behaviour often stems from unmet needs, difficult experiences, or underlying vulnerabilities. Our approach is **trauma-informed**, meaning we seek to understand 'what happened to you?' rather than 'what's wrong with you?'. We acknowledge the impact of Adverse Childhood Experiences (ACEs) and other forms of trauma on a child's development, emotional regulation, and behaviour.

When responding to behaviour, staff will consider:

- **The function of the behaviour:** What is the pupil trying to communicate or achieve through their behaviour? Is it for attention, escape, access to something tangible, or sensory regulation?
- **Underlying needs:** Are there unmet academic, social, emotional, or physical needs contributing to the behaviour?
- **Contextual factors:** What might be happening for the pupil at home, in the community, or within the school environment that is influencing their behaviour?
- **Relationships:** How can we strengthen the pupil's relationships with staff and peers to provide a sense of safety and belonging?

By understanding the 'why' behind the behaviour, we can respond with empathy, provide appropriate support, and teach alternative, more positive coping strategies.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1).
- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness and its impact on all pupil groups.
- Holding the headteacher to account for its consistent and equitable implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles.
- Ensuring the school environment actively encourages positive behaviour and supports staff in dealing effectively with misbehaviour.
- Monitoring that the policy is implemented consistently by all staff across all groups of pupils, ensuring equity and fairness.
- Providing a clear induction into the school's behavioural culture for all new staff, ensuring they understand rules, routines, and how to support pupils.
- Offering appropriate and ongoing training in behaviour management, trauma-informed practices, restorative approaches, and the impact of SEND and mental health needs on behaviour, to all staff who require it.
- Ensuring this policy works in conjunction with the safeguarding policy to offer pupils both consequences and support when necessary.
- Regularly reviewing behaviour data to identify trends and ensure no groups of pupils are disproportionately impacted by the policy (see Section 13.1).

5.3 Staff

All staff (teaching, support, administrative, and ancillary) are responsible for:

- **Modelling:** Consistently modelling the expected behaviours and positive relationships outlined in our values.
- **Creating a calm and safe environment:** Establishing and maintaining clear boundaries of acceptable pupil behaviour within their areas of responsibility.

- **Teaching and reinforcing expectations:** Explicitly communicating the school's expectations, routines, values, and standards through direct teaching and every interaction with pupils.
- **Consistency:** Implementing the behaviour policy consistently, fairly, and proportionately.
- **Personalised approach:** Considering the individual needs and circumstances of pupils, especially those with SEND or who have experienced trauma, and adapting responses accordingly.
- **Understanding behaviour:** Seeking to understand the function of behaviour and unmet needs.
- **Restorative conversations:** Engaging in restorative conversations with pupils to help them reflect, take responsibility, and repair harm.
- **Recording incidents:** Promptly and accurately recording behaviour incidents (see Appendix 3 for a behaviour log).
- **Challenging and supporting:** Challenging pupils to meet the school's expectations while providing the necessary support for them to do so. The Senior Leadership Team (SLT) will provide consistent support and guidance to staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents and carers are vital partners in promoting positive behaviour. Where possible, they should:

- Familiarise themselves with the school's behaviour policy and reinforce its principles at home.
- Support their child in adhering to the school's behaviour expectations.
- Inform the school promptly of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher or relevant staff member.
- Engage in pastoral work and restorative conversations following misbehaviour, working in partnership with the school.
- Raise any concerns about the management of behaviour directly with the school, maintaining a collaborative approach. The school will endeavour to build positive relationships with parents and carers through regular communication, informing them about their child's behaviour and progress, and working collaboratively to address any challenges.

5.5 Pupils

Pupils will be actively involved in understanding and upholding the school's behaviour culture. During induction and ongoing reinforcement, pupils will be made aware of:

- The expected standard of behaviour, explicitly linked to "Be Ready, Be Respectful, Be Safe."
- Their duty to follow the behaviour policy and contribute positively to the school community.
- The school's key rules, routines, and the rationale behind them (e.g., for safety, learning).
- The rewards they can earn for demonstrating positive behaviour and effort.
- The clear, restorative consequences they will face if they do not meet expectations.
- The extensive pastoral support available to help them meet behaviour standards and address any challenges. Pupils will be supported to develop self-awareness, self-regulation, and an understanding of how their behaviour impacts others. They will be encouraged to provide feedback on their experience of the behaviour culture to support its continuous evaluation and improvement. Extra support and induction will be provided for pupils who are mid-year arrivals.

6. School Behaviour Curriculum: Teaching and Learning Behaviours

We believe that positive behaviour is a curriculum in itself, taught and nurtured over time. By explicitly teaching behaviours linked to our values, pupils develop automatic routines that positively shape their self-perception and how others perceive them. We aim to develop character traits such as resilience, responsibility, cooperation, kindness, and ambition, alongside academic skills.

6.1 Teaching Learning Behaviours

Beyond simply managing misbehaviour, we focus on explicitly teaching **learning behaviours** – those behaviours necessary for effective learning in a group setting. This reduces the need for constant "management" and fosters intrinsic motivation.

- **Self-Reflection:** Encouraging pupils to reflect on their own behaviours and their impact.
- **Emotional Regulation:** Helping pupils identify and manage their emotions in constructive ways.
- **Social Skills:** Developing skills for positive peer relationships, collaboration, and conflict resolution.

- **Attention and Engagement:** Strategies to maintain focus and participate actively in lessons.

6.2 Universal Routines and Expectations

All staff will consistently implement universal routines and expectations to create a predictable and orderly environment. These include:

- **Silent Signaller:** Staff raising one hand for attention; pupils respond with STAR (Sitting/Standing up straight, Tracking the teacher, Attention at all times, Respect towards others).
- **Fantastic Walking:** Moving quietly and safely in corridors (facing forward, straight line, hands by side, no talking, no leaning on walls).
- **Fantastic Listening:** Using STAR during class discussions and adult instruction.
- **Fantastic Contributing:** Listening to others, considering responses, raising hands, speaking clearly, building on others' ideas.
- **Arrival and Transition Routines:** Clear procedures for arriving at school, entering classrooms, and transitioning within and between lessons (e.g., "Stop, Look, Listen" signals).
- **Good Manners:** Consistent use of "please," "thank you," and polite greetings.
- **Playtime Behaviour:** Expectations for safe and inclusive play, lining up promptly.
- **Lunchtime Behaviour:** Routines for entering/leaving the hall, collecting food, eating respectfully, clearing tables, and moving to the playground.
- **Work in Books:** Consistent expectations for presentation (dating work, underlining titles).
- **General Classroom Expectations:** Staying in seats unless permitted, using toilets at breaks, keeping tables clear, not talking during lessons.

6.3 Mobile Phones

Our policy on mobile phones balances safety with minimising disruption:

- Pupils who walk to school independently may carry a mobile phone for safety.
- Upon entering school, phones *must* be switched off and handed to the class teacher for secure storage throughout the day.
- Phones will be returned at the end of the school day when leaving the building.
- Any mobile phones found in school not handed in will be confiscated immediately. Parents/carers will be required to collect the phone from the school office.

- Pupils are not permitted to bring mobile phones on school trips.
- If unsuitable material is suspected on a phone, parents/carers will be asked to collect it from a member of SLT. If criminal activity is suspected, the phone will be handed to the school safeguarding lead or headteacher for police involvement.
- All phones are brought to school at the owner's risk; the school is not liable for loss or damage.

7. Responding to Behaviour: A Tiered and Restorative Approach

Our response to behaviour is tiered, moving from universal proactive strategies to targeted interventions, and finally to specialist support, always underpinned by restorative principles.

7.1 Universal: Classroom Management & Positive Reinforcement

Teaching and support staff are responsible for setting a positive tone. This includes:

- Creating stimulating, engaging learning environments.
- Displaying behaviour principles and class charters.
- Being positive role models, treating all with courtesy and respect.
- Developing positive relationships with pupils (e.g., greeting at the door, 2x10 model – spending 2 minutes talking to a pupil about non-school topics for 10 days).
- Using **positive reinforcement** liberally:
 - **Verbal praise:** Specific and behaviour-related (e.g., "I noticed how you helped your friend with that task, that showed great cooperation!").
 - **5:1 Ratio:** Aiming for five positive interactions for every one corrective interaction.
 - **Stickers/Merits:** Given for demonstrating our values.
 - **Communicating praise to parents/carers:** Phone calls, positive notes home.
 - **Certificates, prize ceremonies, special assemblies.**
 - **Positions of responsibility:** Entrusted projects / roles
 - **Whole-class/year group rewards:** Linked to collective achievement of values.

Rewards System: Merit System

Our merit system is designed to recognise consistent positive behaviour aligned with our school values:

- **Merits:** Awarded by any staff member for demonstrating "Be Ready, Be Respectful, Be Safe" behaviours. Staff will explicitly state which value the merit is for.
- **Bronze Award (50 merits):** Pupil receives a certificate in assembly
- **Silver Award (75 merits):** Pupil receives a certificate in assembly
- **Gold Award (125 merits):** Pupil receives a certificate and a book token for the school book machine.

This system aims to foster a sense of achievement and positive recognition for upholding our school values.

7.2 Responding to Behaviour: The 'Reflection Record' & Levels of Support

When a pupil's behaviour falls below expectations, staff will respond consistently, fairly, and proportionately, focusing on restoring the learning environment and promoting reflection and repair. De-escalation techniques and pre-arranged scripts will be used.

Our Tiered "Time In" System (Replacing "Supervision"): This system aims to provide structured reflection and support, moving away from punitive isolation towards relational accountability.

Level 1: Classroom-Based Reflection – Low Level disruption (Managed by Class Teacher/TA)

- **Initial Response:** Verbal reprimand and reminder of expectations, specific to the value not followed.
- **Thinking Time:** Pupil is given 5 minutes to reflect on their behaviour, potentially using a "thinking card" with prompts (e.g., "What happened? What was I thinking/feeling? What could I do differently?").
- **Restorative Conversation (Teacher/TA):** After thinking time, a brief, structured conversation to:
 - Acknowledge what happened.
 - Explore feelings and impact on others.
 - Discuss how to put things right (repair).
 - Plan for future behaviour.
 - End with a positive shared experience or acknowledgement of effort.
- **Consequence (if needed):** Loss of a small part of break time (e.g., 5 minutes) for reflection or to complete missed work, supervised by the class teacher or TA.

This is for low-level disruption and is managed entirely by the class teacher or TA. It is a prompt, in-the-moment response.

- **Who records?** Class Teacher / TA.
- **Where?** A simple, accessible log for the class team. This can be a spreadsheet, a class notebook, or a simple online form. The goal is to track patterns for your own reference, not to create a permanent central record for every minor incident.
- **When to record?** You **do not need to record every verbal reminder**. Recording at this level is for identifying **patterns** of behaviour that might escalate. You should record an incident when:
 - The behaviour is recurring, even after a verbal reminder (e.g., this is the third time this week a pupil has been out of their seat).
 - The behaviour requires a more significant intervention than a simple verbal prompt (e.g., you need to move the pupil, sit with them, or use a specific strategy).
 - You have a sense that the behaviour is a sign of an unmet need or that it is escalating.
- **What to record**
 - **Pupil Name:**
 - **Date:**
 - **Brief Description of Incident:** *e.g., "Repeatedly out of seat during independent work and disrupting peers."*
 - **Value Not Followed:** *e.g., "Be Ready: On Task."*
 - **Adult Response:** *e.g., "in the moment restorative conversation - reminder of expectations, ensure can access task, positive praise."*
 - **Outcome:** *e.g., "responded well to praise and adult prompts. Indications learning challenging and pupil has difficulty asking for help. Monitor."*

Level 2: Year Group/Phase Leader/SENDCo "Time In" (For persistent low-level disruption or moderate incidents)

- **Trigger:** Repeated Level 1 incidents (e.g., 2-3 warnings in a session/day, or specific behaviours listed in KS expectations).
- **"Time In" Session:** Pupil moves to a designated "Time In" space with a Year Group Leader or Phase Leader. This is *not* an isolation room but a quiet space for structured reflection.
- **Structured Conversation using the Reflection Record:** A more in-depth restorative conversation focusing on:

- "What happened? What were you thinking/feeling at the time? Who has been affected by this? How? What do you need to do to make things right? What could you do differently next time? How can we help you next time?"
- Completion of the structured reflection sheet.
- Agreement on specific actions or strategies for improvement.
- **Outcome:** Communication with parents/carers (phone call/letter). Pupil may be placed on a behaviour monitoring log with personalised goals, reviewed regularly with parents. Behaviour support plan may be created with SENDCo using Thrive assessment tools. Referrals may be made to Pastoral team.
- **Consequence:** Loss of a full break or lunchtime play for one day, spent in the "Time In" space with the Year Group/Phase Leader for continued reflection and support. Any further consequences will be co-created with the child as part of the restorative reflection process and linked to the incident / behaviours.

Recording

This is for persistent low-level disruption or a single, more moderate incident. The purpose of this log is to track escalating patterns and inform communication with parents.

- **Who records?** Class Teacher / adult involved, actioned by Year Group/Phase Leader.
- **Where?** CPOMs – Level 2 Time In. This ensures a central, accessible record for SLT and other relevant staff.
- **What to record?**
 - **Trigger/Antecedent:** What happened just before the behaviour? *e.g., "Asked to work on a task they found difficult and became frustrated."*
 - **Specific Behaviours:** Use clear, non-judgemental language. *e.g., "Verbal defiance, refusing to complete a task and stating 'I'm not doing this, you can't make me' when prompted by the teacher. Left the classroom and refused to return."*
 - **Time In Details:** Start and end time of the "Time In" session.
 - **Summary of Restorative Conversation:** What was discussed on the "Reflection Record? What was the pupil's insight?
 - **Agreed Actions:** *e.g., "Agreed a 'check-in' signal with the teacher when feeling overwhelmed by a task. Pupil will use the signal rather than leaving the room in the future. Task planner to be used with a work break incorporated (5 minutes at desk)"*

- **Parent Communication:** Date and method of communication (phone call, letter, etc.).
- **Follow-up Notes:** A brief note on how the pupil re-engaged with the lesson or next steps.

Level 3: Senior Leadership Team (Senior SLT – HT/DHT) "Time In" (For serious or persistent challenging behaviour)

This is for serious incidents or a clear, escalating pattern of behaviour that requires intensive support. These incidents are a safeguarding priority.

- **Trigger:** Repeated Level 2 incidents (e.g., 2 "Time In" sessions within a 6-week period), or a single serious incident (e.g., physical aggression, persistent defiance, discriminatory language).
- **SLT "Time In" Session:** Pupil spends a session or a full day in a designated SLT "Time In" space. This is a structured environment focused on intensive support and re-engagement.
- **Intensive Restorative Conversation:** Led by an SLT member, this conversation delves deeper into the function of the behaviour, unmet needs, and the impact on the wider community. It may involve:
 - Functional Behaviour Assessment (FBA) principles to identify triggers and functions.
 - Development of a Positive Behaviour Plan (PBP) or Behaviour Contract.
 - Involvement of external agencies if appropriate (e.g., specialist teacher, specialist HLTA, SaLT)
- **Outcome:** Mandatory meeting with parents/carers, SLT, and relevant staff to discuss the PBP, agree on home-school strategies, and set review dates.
- **Consequence:** May include internal exclusion (remaining on school premises but separate from peers for a defined period) with continued educational provision, or in severe cases, considered for fixed-term suspension.

Recording

- **Who records?** Class Teacher / adult involved / actioned by the SLT member leading the meeting. The SLT member who managed the incident will complete the detailed log.
- **Where?** CPOMs – Level 3 Time In
- **What to record?**

- **Detailed Narrative:** A full account of the incident, including a timeline of events and staff involved.
- **Perceived Function of Behaviour:** Based on a quick functional analysis, what was the behaviour communicating? *e.g.*, "Escape from a high-demand task," "Seeking attention from peers," or "Sensory overwhelm."
- **Restorative Outcome:** A detailed account of the intensive restorative conversation, including any deep-seated feelings or concerns expressed by the pupil.
- **Internal Support Plan:** A summary of the PBP or other agreed-upon strategies to be implemented.
- **Parent Meeting:** Document the meeting, including the date, attendees, and agreed-upon next steps.
- **Internal referrals / External Agency Involvement:** Note any referrals made (e.g., to SENCO for assessment, or other agencies i.e. IEST).
- **Consequence:** Record any formal consequences, such as internal exclusion or suspension, and the rationale behind the decision.

By following these guidelines, every adult in the school will have a shared understanding of how to support pupils and how to accurately document the process.

7.3 Serious Sanctions (Exclusion)

Exclusion (fixed-term suspension or permanent exclusion) is a serious sanction and will only be used as a last resort when all other in-school interventions have been exhausted, or in response to a single, very serious breach of the behaviour policy. Our aim is to make this process as relational as possible, focusing on reintegration and support where appropriate.

Fixed-Term Suspension:

- **Grounds:** Used for serious breaches of the behaviour policy (e.g., persistent defiance, significant disruption, physical assault, serious bullying, possession of prohibited items).
- **Decision:** Made by the headteacher, considering the severity, frequency, and impact of the behaviour, as well as any underlying needs (e.g., SEND, trauma).
- **Process:**
 - Parents/carers will be informed immediately and the reasons for suspension explained.

- A reintegration meeting will be held before the pupil returns to school, involving parents/carers, pupil, and relevant school staff. The purpose is to discuss the incident, the impact, and strategies for successful reintegration and future behaviour improvement.
- Educational provision will be set for the pupil during the suspension period.
- **Focus:** To provide a clear boundary, allow for reflection, and facilitate a planned, supported return to school.

Permanent Exclusion:

- **Grounds:** Used only in the most extreme circumstances where a pupil's behaviour is a fundamental breach of the school's behaviour policy and:
 - The pupil's continued presence in school would seriously harm the education or welfare of the pupil or others in the school.
 - All reasonable attempts to support the pupil's behaviour have been exhausted.
- **Decision:** Made by the headteacher, in line with statutory guidance, and reviewed by the governing board.
- **Relational Approach:** Even in permanent exclusion, the school will strive to maintain a supportive dialogue with the family, signposting to alternative educational provision and support services. The welfare of the pupil remains paramount.

7.4 Reasonable Force

Reasonable force covers a range of physical interventions. All staff have a duty to use reasonable force as a **last resort** to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort, when de-escalation and other strategies have failed.
- Be applied using the minimum amount of force and for the minimum amount of time necessary.
- Be used in a way that maintains the safety and dignity of all concerned.

- Never be used as a form of punishment.
- Be recorded and reported to parents/carers promptly. When considering using reasonable force, staff will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions. All staff involved in positive handling will receive regular, accredited training.

7.5 Searching and Confiscation

Searching and confiscation will be conducted in line with DfE guidance.

- **Confiscation:** Prohibited items (e.g., weapons, illegal substances) will be confiscated and not returned. Items detrimental to school discipline will be returned after discussion with SLT and parents/carers.
- **Searching:** Conducted by authorised staff (headteacher or designated staff), typically of the same sex as the pupil, with a witness. Urgent searches may occur without a witness if serious harm is a risk. Searches require reasonable grounds for suspicion or pupil agreement.
- **Reporting:** All searches and confiscations will be recorded and reported to parents/carers. Safeguarding concerns will be reported to the DSL.
- **Strip Searches:** Not permitted by school staff. Only police officers can conduct strip searches on school premises, in accordance with PACE Code C. The school will advocate for pupil safety and wellbeing.

7.6 Off-site and Online Misbehaviour

Sanctions may be applied for misbehaviour occurring off-site or online if it:

- Takes place during a school-organised activity or travel to/from school.
- Occurs while wearing school uniform or being identifiable as a pupil of the school.
- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or staff member.
- Could adversely affect the reputation of the school. Sanctions will only be given on school premises or when the pupil is under lawful staff control.

7.7 Suspected Criminal Behaviour

If criminal behaviour is suspected, the school will assess whether to report to the police, preserving evidence. The headteacher will make the report. The school will not interfere with police action but may continue its own investigation and apply sanctions if it doesn't conflict with police action. The DSL will make a tandem report to children's social care if appropriate.

7.8 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

All incidents will be met with a suitable, proportionate, considered, and supportive response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable. Procedures are in place for responding to reports, carrying out risk assessments, and referring to early help, children's social care, or the police as appropriate.

7.9 Malicious Allegations

Where an allegation against staff or another pupil is shown to be deliberately invented or malicious, the school will consider disciplining the pupil. In all cases of unsubstantiated, unfounded, false, or malicious allegations, the school will consider if the pupil who made the allegation needs help and may refer to children's social care. The pastoral needs of both accused staff and pupils will be considered.

8. Responding to Misbehaviour from Pupils with Special Educational Needs and Disabilities (SEND)

We recognise that pupils' behaviour may be significantly impacted by their Special Educational Needs or Disabilities (SEND) or by Adverse Childhood Experiences (ACEs). Our approach is rooted in understanding these underlying factors and providing appropriate, individualised support, in line with the Equality Act 2010 and the Children and Families Act 2014.

8.1 Recognising the Impact of SEND on Behaviour

When incidents of misbehaviour arise, we will always consider them in relation to a pupil's SEND, though we recognise not every incident will be directly connected. Decisions will be made on a case-by-case basis. We will:

- **Take reasonable steps to avoid substantial disadvantage** to a disabled pupil caused by school policies or practices (Equality Act 2010).
- **Use our best endeavours to meet the needs** of pupils with SEND (Children and Families Act 2014).
- **Secure provisions** set out in an Education, Health and Care (EHC) plan, cooperating with the local authority and other bodies.

We will proactively anticipate likely triggers of misbehaviour and put in place preventative support, taking into account the specific circumstances and requirements of the pupil concerned.

8.2 Perceived Functions of Behaviour

Understanding the function of a behaviour helps us address the unmet need rather than just the behaviour itself. Common functions include:

- **Attention:** Seeking social attention (positive or negative) from adults or peers.

- **Escape/Avoidance:** Trying to escape or avoid a task, situation, or demand (e.g., difficult work, sensory overload, social interaction).
- **Access to Tangibles/Activities:** Seeking access to a preferred item, activity, or privilege.
- **Sensory Stimulation:** Seeking or avoiding sensory input (e.g., fidgeting for proprioceptive input, covering ears to avoid noise).

8.3 Behavioural Differences and Reasonable Adjustments for SEND

The table below outlines some common SEND, associated behavioural differences, and potential reasonable adjustments. This is not exhaustive but provides a framework for understanding and adapting our approach.

SEND Type	Common Behavioural Differences (Examples)	Reasonable Adjustments (Examples)
Autism Spectrum Disorder (ASD)	Difficulty with social communication and understanding unwritten rules; sensory sensitivities (over/under-responsiveness); need for routine and predictability; anxiety; repetitive behaviours.	Clear, explicit instructions (visuals, now/next boards); structured routines; sensory breaks/spaces; reduced verbal demands; pre-warning of changes; social stories; visual timetables; specific social skills teaching.
Attention Deficit Hyperactivity Disorder (ADHD)	Impulsivity; difficulty sustaining attention; hyperactivity (fidgeting, restlessness); difficulty with organisation and planning; emotional dysregulation; difficulty waiting turns.	Frequent movement breaks; clear, concise instructions (one at a time); preferential seating; visual timers; fidget toys; chunking tasks; positive reinforcement for on-task behaviour; explicit teaching of organisational skills.
Anxiety Disorders	Avoidance of school/social situations; difficulty with transitions; perfectionism; increased need for reassurance; physical symptoms (stomach aches,	Gradual re-integration plans; safe spaces/named adult for check-ins; reduced pressure on performance; pre-warning of changes; explicit teaching of coping strategies (e.g., breathing exercises); flexible deadlines;

	headaches); irritability; difficulty concentrating.	reduced demands during peak anxiety.
Dyslexia / Specific Learning Difficulties	Frustration with reading/writing tasks; avoidance of academic tasks; low self-esteem; disruptive behaviour as a coping mechanism; difficulty following multi-step instructions.	Differentiated instruction; use of assistive technology (e.g., text-to-speech); providing information in multiple formats; reduced writing demands; extra time for tasks; positive reinforcement for effort; explicit phonics/literacy support.
Speech, Language and Communication Needs (SLCN)	Difficulty understanding instructions; limited vocabulary; frustration when unable to express needs/feelings; social isolation; challenging behaviour as a result of communication breakdown.	Visual aids and symbols; simplified language; allowing extra processing time; checking for understanding; pre-teaching vocabulary; using communication passports; explicit teaching of social communication skills; access to speech and language therapy.
Social, Emotional and Mental Health (SEMH)	Low mood; withdrawal; self-harm; aggressive outbursts; difficulty forming relationships; anxiety; depression; truancy; eating disorders.	Nurture groups; access to school counsellor/mental health support; consistent, predictable relationships with key adults; flexible learning environments; explicit teaching of emotional regulation and social skills; reduced demands during periods of distress.

8.4 Adapting Consequences for Pupils with SEND

When considering a consequence for a pupil with SEND, the school will assess:

- Whether the pupil was able to understand the rule or instruction.
- Whether the pupil was able to act differently at the time as a result of their SEND.
- Whether the pupil was likely to behave in a particular way due to their SEND (e.g., aggressive outbursts due to frustration or sensory overload). We will then determine if a consequence is appropriate and if any **reasonable adjustments** need to be made to the consequence itself to ensure it is fair, proportionate,

and effective for that individual pupil. This might involve a different type of reflection, a shorter "Time In" period, or a focus on teaching alternative skills.

8.5 Unidentified SEND

The school's Special Educational Needs Coordinator (SENCO) will evaluate pupils who exhibit persistent challenging behaviour to determine if there are any underlying, unidentified SEND. Support and advice will be sought from specialist teachers, educational psychologists, medical practitioners, and other external agencies to identify and support specific needs. When acute needs are identified, we will liaise with external agencies to create and regularly review individualised support programmes in collaboration with parents/carers.

8.6 Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in a pupil's EHC plan must be secured. If there are concerns about the behaviour of a pupil with an EHC plan, the school will contact the local authority and may request an emergency review of the EHC plan.

9. Supporting Pupils Following a Consequence

Following any consequence, the school will implement strategies to help the pupil understand how to improve their behaviour and meet expectations. This is a crucial part of our restorative approach. Measures may include:

- **Reintegration meetings:** To plan a successful return to class/school.
- **Regular check-ins:** With the class teacher, year group leader, or pastoral team.
- **Personalised behaviour goals:** Set on a behaviour log or plan, reviewed regularly.
- **Emotional literacy support:** To help pupils understand and express their feelings.
- **Targeted skill teaching:** Explicit instruction in areas like anger management, social skills, or self-regulation.
- **Peer mediation:** For resolving conflicts between pupils.

10. Pupil Transition

10.1 Inducting Incoming Pupils

We support incoming pupils by offering a comprehensive induction process that familiarises them and their parents/carers with our behaviour policy and wider school culture. This includes induction meetings for new starters to outline expectations.

10.2 Preparing Outgoing Pupils for Transition

To ensure smooth transitions between year groups and to secondary school, pupils have transition sessions with new teachers. Staff hold transition meetings to transfer relevant information about pupil behaviour, needs, and successful support strategies. This ensures continuity of care and support.

11. Training

Our staff are our most valuable resource in fostering a positive behaviour culture. As part of their induction and ongoing professional development, all staff receive regular training on:

- **Our Behaviour Policy:** Ensuring consistent understanding and application of our values and tiered system.
- **Trauma-Informed Practice:** Understanding ACEs, the impact of trauma on behaviour, and responsive strategies.
- **Restorative Approaches:** Skills for conducting effective restorative conversations and repairing harm.
- **Classroom Management:** Effective strategies for creating positive learning environments, including the 5:1 positive interaction ratio and behaviour-specific praise.
- **SEND and Mental Health:** Understanding how different needs impact behaviour, identifying unmet needs, and implementing reasonable adjustments.
- **Positive Handling/Physical Restraint:** Proper use of reasonable force as a last resort, de-escalation techniques, and legal duties.
- **Safeguarding:** All staff receive regular safeguarding training, including responding to allegations and concerns.

12. Monitoring Arrangements

12.1 Monitoring and Evaluating Behaviour

The school will collect and analyse data on:

- Behavioural incidents, including "Time In" sessions, removals from the classroom, and exclusions.
- Attendance, suspensions, and permanent exclusions.
- Incidents of searching, screening, and confiscation.
- Anonymous surveys of staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

This data will be rigorously analysed every term from various perspectives:

- School level

- By age group
- At the level of individual staff (for support and training needs)
- By time of day/week/term
- **By protected characteristic (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation):** This is crucial to ensure we are meeting our duties under the Equality Act 2010 and to identify and address any trends or disparities between groups of pupils. If disparities are identified, the school will review its policies and practices to tackle them.

12.2 Monitoring this Policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently if needed, to address findings from the regular monitoring of behaviour data. The written statement of behaviour principles (Appendix 1) will also be reviewed and approved annually by the full governing board.

13. Links with Other Policies

This behaviour policy is intrinsically linked to and should be read in conjunction with the following school policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Anti-Bullying Policy
- SEND Policy
- Equality Policy

Appendix 1: Written Statement of Behaviour Principles

BEHAVIOUR PRINCIPLES: BE READY, BE RESPECTFUL, BE SAFE

These three principles guide all children's behaviour at Peel Park Primary School.

1. **Be Ready:** Every child should be ready to learn and aim to do their best, demonstrating responsibility and ambition.
2. **Be Respectful:** All members of the school community should be respectful towards themselves, others, and their environment at all times.
3. **Be Safe:** All members of the school community should feel safe and be free from discrimination, harassment, victimisation, and any other damaging conduct.

Our policy is based on the belief that:

- Every pupil has the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others.
- Good behaviour is not automatically learned but needs to be explicitly taught, modelled, and supported by parents, teachers, and all school staff.
- A child can improve their behaviour, and school staff will assist pupils to manage their behaviour effectively through a relational and restorative approach.
- All pupils, staff, and visitors are free from any form of discrimination, in line with the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, restorative consequences, and reasonable force are used consistently and fairly by staff, in line with this behaviour policy.
- The behaviour policy is understood by pupils and staff through ongoing teaching and communication.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions, with a focus on relational reintegration where possible.
- Pupils are actively helped to take responsibility for their actions and repair any harm caused.
- Families are involved in behaviour incidents and support processes to foster strong home-school relationships.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances and will always be dealt with through this policy, with appropriate support and consequences.

The written statement of behaviour principles is reviewed and approved by the governing body annually.

Appendix 2: Behaviour and Attitudes Curriculum Content

We link our behaviour expectations to our Peel Park Values. We make clear the behaviours that we expect children to exhibit and the tiered consequences when they make choices that do not align with our values.

EYFS/KS1 Behaviour Curriculum

We are Ready...

We...	We don't...	Initial Response & Consequences
• listen with our ears and eyes	• ignore adults • run away	Gentle reminder, eye contact, positive praise for listening. If persistent, short 'thinking spot' (1-2 mins) with adult guidance. Restorative chat.
• put our coats and bags in our cubby	• leave our things on the floor	Verbal reminder, guided practice to put away. Positive praise for tidiness.
• sit nicely on the carpet	• wriggle and distract others • lie down	Gentle physical prompt, reminder of 'carpet rules'. Positive praise for 'still body'.
• try our best with our learning	• say "I can't" • give up quickly	Encouragement, offer support, break task into smaller steps. Praise effort.
• tidy up our toys and resources	• leave toys out • throw things	Verbal reminder, offer help. Guided practice. Positive praise for tidying.

We are Respectful...

We...	We don't...	Initial Response & Consequences
• use kind words	• shout • call names • use unkind words	Verbal reminder of 'kind words' rule. Restorative conversation: "How did that make your friend feel?" Apology (guided).
• use kind hands and feet	• push • hit • kick • grab toys	Immediate physical intervention if needed (positive handling as last resort). Verbal reminder of 'kind hands' rule. Restorative conversation: "What happened? How can we make it better?" Guided apology/repair.

• share our toys and take turns	• snatch • keep all toys to self	Verbal reminder of sharing. Adult-led turn-taking. Praise for sharing.
• listen when others are talking	• talk over friends • interrupt	Gentle reminder to wait. Praise for patience.
• look after our school and things	• break toys • draw on walls • litter	Verbal reminder. Guided repair (e.g., help clean, pick up litter). Restorative conversation.
• use good manners (please, thank you)	• forget to say please/thank you	Gentle prompt. Model good manners.

We are Safe...

We...	We don't...	Initial Response & Consequences
• walk calmly indoors	• run indoors • push in lines	Verbal reminder, gentle re-direction. Guided practice of walking. Short 'thinking spot' if repeated.
• play safely outside	• climb on unsafe things • throw sand/stones • play rough games	Immediate verbal stop. Re-direct to safe play. Restorative conversation about safety. Supervised play if needed.
• tell an adult if we are worried or hurt	• keep worries to self • hurt others	Listen actively, reassure. Provide comfort. Address the concern immediately.
• use equipment safely	• misuse scissors • stand on chairs	Direct instruction on safe use. Remove equipment if misused. Supervised practice.

KS2 Behaviour Curriculum

We are Ready...

We...	We don't...	Initial Response & Consequences
• arrive at school and lessons on time	• be late without a valid reason	Verbal reminder. If persistent, discussion with class teacher/Year Group Leader. Parent communication for ongoing issues.
• have our equipment ready for learning	• forget our equipment • not be prepared	Verbal reminder. Support to find/borrow equipment. If persistent, discussion with class teacher.
• listen actively and follow instructions	• talk over adults • shout out answers • ignore instructions	Verbal reminder, use of silent signaller. If persistent, Thinking Time (5 mins) and restorative conversation. Short break time reflection.
• engage fully in all learning tasks	• opt out • refuse to try • make disruptive noises	Verbal reminder, offer support. If persistent, Thinking Time (5 mins) and restorative conversation. Short break time reflection.
• persevere with challenging tasks	• give up easily • say "I can't" without trying	Encouragement, break tasks down. Praise effort and resilience. If persistent, targeted support/strategy teaching.
• complete homework on time	• fail to submit homework	Verbal reminder, check understanding. Offer support session. Parent communication if persistent.

We are Respectful...

We...	We don't...	Initial Response & Consequences
• use polite and appropriate language	• use rude or aggressive backchat • use derogatory or offensive language (including discriminatory)	Immediate Level 2 Time In with Year Group/Phase Leader. Restorative conversation focusing on impact. Communication with parents. Potential short-term behaviour log. For discriminatory language, immediate SLT involvement and serious consequences.

<ul style="list-style-type: none"> • treat others with kindness and empathy 	<ul style="list-style-type: none"> • name call • make offensive remarks • bully (verbal, social, cyber) 	<p>Immediate Level 2 Time In with Year Group/Phase Leader. Restorative conversation focusing on impact and repair. Communication with parents. Anti-bullying strategies initiated.</p>
<ul style="list-style-type: none"> • work cooperatively in groups 	<ul style="list-style-type: none"> • exclude others • dominate conversations • refuse to collaborate 	<p>Verbal reminder, re-direct. Facilitate group dynamics. If persistent, restorative conversation focusing on teamwork and inclusion.</p>
<ul style="list-style-type: none"> • respect personal and school property 	<ul style="list-style-type: none"> • litter • cause minor damage • vandalise property 	<p>Verbal reminder. Guided repair (e.g., cleaning, tidying). Restorative conversation. For significant damage, Level 2 Time In and parental involvement for repair costs.</p>
<ul style="list-style-type: none"> • respect personal space and boundaries 	<ul style="list-style-type: none"> • push • shove • engage in rough play 	<p>Verbal reminder. Re-direct to appropriate play. If physical contact is aggressive, Immediate Level 2 Time In.</p>
<ul style="list-style-type: none"> • resolve conflicts peacefully 	<ul style="list-style-type: none"> • argue persistently • escalate disagreements 	<p>Adult mediation. Teach conflict resolution strategies. Restorative conversation.</p>

We are Safe...

We...	We don't...	Initial Response & Consequences
<ul style="list-style-type: none"> • walk calmly and quietly in corridors 	<ul style="list-style-type: none"> • run indoors • push in lines • make excessive noise 	<p>Verbal reminder. If persistent, Thinking Time (5 mins) and restorative conversation. Short break time reflection.</p>
<ul style="list-style-type: none"> • play safely in designated areas 	<ul style="list-style-type: none"> • climb on unsafe structures • throw dangerous objects • engage in dangerous games 	<p>Immediate verbal stop. Re-direct to safe play. Restorative conversation about safety rules. If persistent or dangerous, Level 2 Time In.</p>
<ul style="list-style-type: none"> • report concerns about 	<ul style="list-style-type: none"> • keep worries to self • witness bullying and not report it 	<p>Listen actively, reassure. Follow safeguarding procedures. Praise for reporting.</p>

safety or wellbeing		
• use technology responsibly and safely	• access inappropriate content • misuse devices • engage in cyberbullying	Immediate confiscation of device. Immediate Level 3 Time In with SLT. Communication with parents. Safeguarding procedures if appropriate.
• follow safety instructions for activities	• misuse equipment (e.g., in PE, Science) • ignore safety warnings	Direct instruction on safe use. Remove from activity if dangerous. Restorative conversation. Potential Level 1/2 Time In depending on severity.
• keep hands and feet to ourselves	• hit • kick • punch • engage in physical aggression	Immediate Level 3 Time In with SLT. Restorative conversation focusing on harm and repair. Communication with parents. Potential behaviour plan or suspension.

Appendix 3: Progression of Consequences:

- Verbal Reminder: First step, a calm, specific reminder of the expected behaviour linked to the value.
- Thinking Time & Restorative Conversation (Teacher/TA): If behaviour doesn't improve, pupil takes 5 minutes to reflect, followed by a restorative conversation with the class teacher or TA. This may involve missing a small part of break time for reflection.
- Level 2 "Time In" (SENDCo / Phase Leader): For repeated low-level issues or moderate incidents. Pupil spends time in a designated "Time In" space with the Year Group/Phase Leader for a structured restorative conversation, reflection sheet completion, and agreed actions. Parents are informed. May involve missing a full break or lunchtime for continued reflection.
- Level 3 "Time In" (SLT): For serious incidents or persistent challenging behaviour. Intensive restorative conversation, potential behaviour plan development, and external agency involvement. Mandatory parent meeting.
- Suspension/Exclusion: Only for the most serious or persistent breaches, after all other interventions. Always involves a reintegration plan.

Note: Some behaviours result in an immediate progression to Level 2 or Level 3 "Time In" due to their severity (e.g., discriminatory language, physical violence). We personalise the approach to meet the needs of the child at the time.

Note: Some behaviours result in an immediate progression to Level 2 or Level 3 "Time In" or exclusion due to their severity (e.g., discriminatory language, physical violence). We personalise the approach to meet the needs of the child at the time.

Appendix 4: Staff Guidelines for Recording Behaviour Incidents

Accurate and consistent recording is essential for understanding behaviour patterns, identifying unmet needs, and ensuring every child receives the right support.

Level 1: Classroom-Based Reflection

This is for low-level disruption and is managed entirely by the class teacher or TA. It is a prompt, in-the-moment response.

- **Who records?** Class Teacher / TA
- **Where?** In class file using Level 1 template. The goal is to track patterns for your own reference, not to create a permanent central record for every minor incident.
- **When to record?** You do not need to record every verbal reminder. Recording at this level is for identifying patterns of behaviour that might escalate. You should record an incident when:
 - The behaviour is recurring, even after a verbal reminder (e.g., this is the third time this week a pupil has been out of their seat).
 - The behaviour requires a more significant intervention than a simple verbal prompt (e.g., you need to move the pupil, sit with them, or use a specific strategy).
 - You have a sense that the behaviour is a sign of an unmet need or that it is escalating.
- **What to record?**
 - **Pupil Name:**
 - **Date:**
 - **Brief Description of Incident:** *e.g., "Repeatedly out of seat during independent work and distracting peers."*
 - **Value Not Followed:** *e.g., "Be Ready: On Task."*
 - **Adult Response:** *e.g., "In the moment conversation - reminder of expectations, ensure can access task, positive praise."*
 - **Outcome:** *e.g., "responded well to praise and adult prompts. Indications learning challenging and pupil has difficulty asking for help. Monitor."*

Level 2: Phase Leader Meeting

This is for persistent low-level disruption or a single, more moderate incident. The purpose of this log is to track escalating patterns and inform communication with parents.

- **Who records?** Class Teacher / adult involved, actioned by Year Group/Phase Leader.
- **Where?** CPOMs – (Level 2 Time In). This ensures a central, accessible record for SLT and other relevant staff.
- **What to record?**
 - **Trigger/Antecedent:** What happened just before the behaviour? *e.g., "Asked to work on a task they found difficult and became frustrated."*
 - **Specific Behaviours:** Use clear, non-judgemental language. *e.g., "Verbal defiance, refusing to complete a task and stating 'I'm not doing this, you can't make me' when prompted by the teacher. Left the classroom and refused to return."*
 - **Time In Details:** Start and end time of the "Time In" session.
 - **Summary of Restorative Conversation:** What was discussed on the "Reflection Record? What was the pupil's insight?
 - **Agreed Actions:** *e.g., "Agreed a 'check-in' signal with the teacher when feeling overwhelmed by a task. Pupil will use the signal rather than leaving the room in the future. Task planner to be used with a work break incorporated (5 minutes at desk)"*
 - **Parent Communication:** Date and method of communication (phone call, letter, etc.).
 - **Follow-up Notes:** A brief note on how the pupil re-engaged with the lesson or next steps.

Level 3: Senior Leadership Team (SLT) Meeting

This is for serious incidents or a clear, escalating pattern of behaviour that requires intensive support. These incidents are a safeguarding priority.

- **Who records?** Class Teacher / adult involved to be actioned by DW/DC.
- **Where?** CPOMs – category as appropriate
- **What to record?**
 - **Detailed Narrative:** A full account of the incident, including a timeline of events and staff involved.
 - **Perceived Function of Behaviour:** Based on a quick functional analysis, what was the behaviour communicating? *e.g.*, "Escape from a high-demand task," "Seeking attention from peers," or "Sensory overwhelm."
 - **Restorative Outcome:** A detailed account of the intensive restorative conversation, including any deep-seated feelings or concerns expressed by the pupil.
 - **Internal actions:** A summary of agreed-upon actions / strategies to be implemented.
 - **Parent Meeting:** Document the meeting, including the date, attendees, and agreed-upon next steps.
 - **Internal referrals / External Agency Involvement:** Note any referrals made (e.g., to SENCO for assessment, or other agencies i.e. IEST).
 - **Consequence:** Record any formal consequences, such as internal exclusion or suspension, and the rationale behind the decision.

By following these guidelines, every adult in the school will have a shared understanding of how to support pupils and how to accurately document the process.

Appendix 6: Reflection Record: EYFS

My name is: _____ The date is: _____

The value I found tricky today was:

- We are Ready
- We are Respectful
- We are Safe

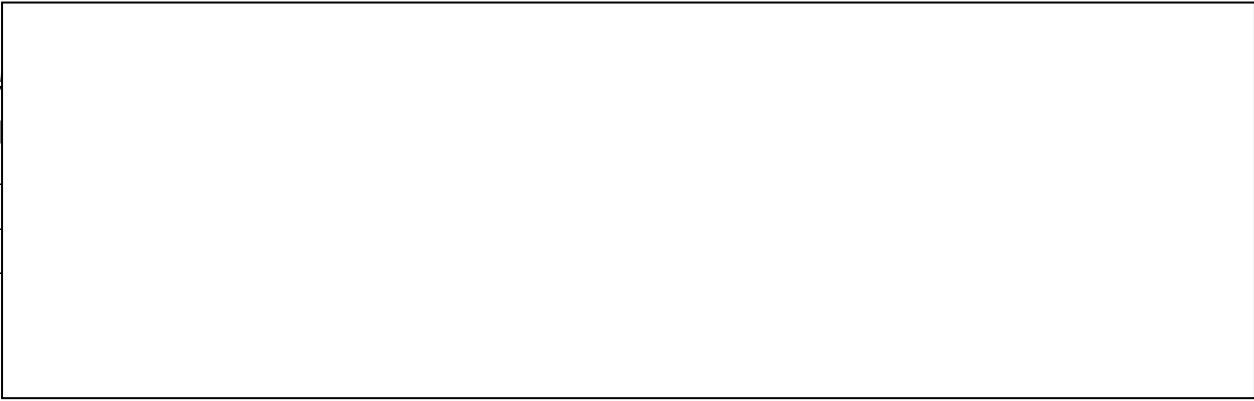
1. How does my body feel at the time? (Circle or point to the feeling or draw a picture.) Happy 😊 Sad 😞 Angry 😡 Worried 😟 Ot◯

2. How does my body feel now? (Circle or point to the feeling or draw a picture.) Happy 😊 Sad 😞 Angry 😡 Worried 😟 Ot◯

3. What happened? (Tell your adult what happened or draw a picture in the box below.)

3. What can I do to make it better? (Circle or point to a choice.) Say sorry Give a hug or a high-five Help clean up Share a toy or a game other _____

4. What will I do next time? (Draw a picture or tell your adult what you will do.)



Child's signature: _____ **Staff signature:** _____

Reflection Record: KS1

My name is: _____ The date is: _____

The value I found tricky today was:

- We are Ready
- We are Respectful
- We are Safe

1. What happened?

(Write or tell your adult what happened)

2. How did my behaviour make other people feel?

(Circle or point to a feeling.)

Happy 😊 Sad 😞 Angry 😡 Worried 😟

3. What could I have done differently?

(Write or tell your adult your ideas.)

4. What will I do to make things right?

5. Next time, I will try to...

6. I need my adults to help me by...

Pupil's signature: _____

Staff signature: _____



Reflection Record KS2

Name: _____ Date: _____

The value I found difficult today was:

We are Ready

We are Respectful

We are Safe

What happened?

(The pupil can write about what happened or talk to the adult about what happened in their own words and the adult record.)

What were you thinking / feeling at the time?

What are you thinking / feeling now?

Who has been affected by what happened and how?

What needs to be done to make things right?

Future actions / support

Pupil's Signature: _____

Staff Signature: _____




Appendix 8: SEND Reflection Record Example EYFS/KS1 (To be adapted as required)

My Reflection Story (EYFS/KS1 version)

Helping me understand my feelings and choices

 Today, something tricky happened.






Sometimes I find it hard to follow our school values:

-  We are Ready
-  We are Respectful
-  We are Safe

My adult will help me choose which one was tricky today.

Step 1: How did I feel?

I might have felt:

-  Happy
-  Sad
-  Angry
-  Worried
-  Something else





I can point to a feeling, say it out loud, or draw it.

Step 2: What happened?

I will tell my adult what happened. I can use words, pictures, or symbols. My adult will listen and help me feel safe.

Step 3: How did my behaviour make others feel?

My choices might have made someone feel:

-  Happy
-  Sad
-  Angry
-  Worried

I will think about this with my adult.

Step 4: What could I do differently next time?

I can choose a better way to show my feelings. My adult will help me think of ideas like:

- **Using my calm corner**
- **Asking for help**
- **Using my words**
- **Taking a break**

❤️ Step 5: What can I do to make it better?

I can choose one or more ways to repair:

- **Say sorry**
- **Give a hug or high-five**
- **Help tidy up**
- **Share a toy or game**
- **Other: _____**

☀️ Step 6: What will I try next time?

I will draw or say what I will do next time. This helps me learn and grow.

👥 Step 7: What help do I need?

My adult will help me feel calm and safe. We will talk about what I need, like:

- **A quiet space**
- **A sensory tool**
- **A check-in**
- **A break**
- **A hug or kind words**

✍️ Signatures

Child's name: _____ Adult's name: _____

Appendix 9: SEND Reflection Record Example KS2 (To be adapted as required)

My Reflection Story (KS2 Version)

Helping me think about my choices and what I can do next

Step 1: What happened?






Something didn't go quite right today. I found one of our school values tricky:

- We are Ready
- We are Respectful
- We are Safe

I will talk to my adult about what happened, or write/draw it below.

Step 2: How did I feel?





I might have felt:

-  Happy
-  Sad
-  Angry
-  Worried
-  Something else

I can circle a feeling, point to it, say it out loud, or draw it.

♂ Step 3: How did my behaviour affect others?

My choices might have made someone feel:

-  Happy
-  Sad
-  Angry
-  Worried

I will think about this with my adult and write or draw my ideas.

Step 4: What could I have done differently?

I will think about a better way to handle the situation next time. Some ideas might be:

- **Asking for help**
- **Using my calm strategy**
- **Taking a break**
- **Talking to an adult**
- **Using kind words**

❤️ Step 5: What can I do to make it better?

I can choose one or more ways to repair:

- **Say sorry**
- **Help tidy up**
- **Share or include someone**
- **Write a kind note**
- **Other: _____**

🌟 Step 6: What will I try next time?

I will write or draw what I'll do differently next time. This helps me learn and grow.

👥 Step 7: What help do I need?

My adult can help me by:

- **Listening to me**
- **Giving me a break**
- **Helping me calm down**
- **Reminding me of my plan**
- **Using a visual or signal**
- **Other: _____**

✍️ Signatures

Pupil's name: _____ Adult's name: _____