



Teversham Church of England Primary School including Pre-School

Behaviour Policy 2025-26

STATUTORY

DATE ADOPTED: 24th November 2025
REVIEW DATE: November 2026

Inspired by God's love for us, we seek to be a loving, serving, learning community in which our belief that all people should be valued for who they are in God's image creates a culture where all can explore, discover, flourish and therefore achieve their best.

"We love because God first loved us" 1 John 4:19

Principles

In our school, the value of "love" underpins everything we do. At Teversham, each member of the school community is encouraged to love and respect themselves, others, God, and his world. We believe that all people are made in the image of God and are valued because of this. Staff at Teversham work diligently to foster positive and supportive relationships to ensure all pupils can fulfil their potential and experience life in all its fullness. Teversham CE Primary School is committed to creating an environment of exceptionally good behaviour for learning, community and for life.

We follow a therapeutic approach to developing positive behaviour, aimed at developing internal discipline so that our children can go on to live successful lives as adults able to regulate their behaviour appropriately. We aim to **teach** positive behaviour rather than simply **managing** behaviour. We recognise that all behaviour is a communication, and we endeavour to recognise and understand the behaviour that an individual may exhibit. We believe that to create long term change we need to understand, not simply suppress, the behaviour an individual may demonstrate. We seek to understand and respond to children on an individual level, ensuring personalised and consistent responses which enable children to learn to effectively manage their own behaviour.

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

At Teversham CE Primary School, we recognise that experiences, feelings and behaviours are inextricably linked. We believe that positive experiences create positive feelings and positive feelings create positive behaviour.

We understand that positive, caring and trustworthy relationships are key to the success of our approach. For a therapeutic approach to be successful there needs to be a shared understanding and consistency among all members of the school community. It reflects our core values with a strong emphasis on respectful behaviour, a restorative approach to managing poor conduct and dynamic interventions that support staff and learners.

This policy clarifies the key principles for managing behaviour at our school including the key expectations for behaviour for all and gives simple practical strategies for staff and learners. The policy enables reasonable adjustments for unambiguous, well-shared plans where differentiation from the policy is essential to meet pupils' needs including educational, mental health and other needs or vulnerabilities.

Key Behaviour Principles:

- All behaviour expectations come through our 3 behaviour rules of "**Ready Respectful Safe.**"
- All adults model good behaviour
- **Consistency in practice is essential: consistent language and response; consistent follow up; consistent positive reinforcement; consistent consequences; consistent respect from all adults to all children; consistent models of emotional control; consistent routines around school; consistent environment throughout school, with positive messages.**

- Forgiveness - After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour.
- Detrimental behaviour does not cancel out recognition for valued behaviour.
- We do not give blanket consequences e.g. we do not keep a whole class in at break time due to the behaviour of a few children.
- Quiet words of personal praise can be very effective.
- We understand and support those pupils who display challenging behaviours, by teaching them how to develop valued behaviour. For some children a change of adult or tactical ignoring (managing the oxygen in the room) can be successful.
- We help learners to take responsibility for their own behaviour.

Behaviour Expectations: Ready Respectful Safe

[See Behaviour Curriculum Document](#)

[Teversham Behaviour Curriculum](#)

Adult Guide to Ready, Respectful and Safe

- **Be prepared! Be positive!**
- **Use school systems consistently.**
- **Fresh starts**
- **Meet and greet all individuals.**
- **Model positive behaviours and build relationships.**
- **Listen and act.**
- **Never ignore or walk past poor behaviour.**
- **Be calm, clear and consistent.**
- **Anticipate and intervene – nip it in the bud!**

Classroom management is key to promoting positive behaviour. We expect all **classrooms** to have:

- A positive tone
- Clear classroom contracts displayed which have been agreed by the teacher and the class at the start of the year.
- Clear expectations about work and work that is set at an appropriate level for the child
- A timetable so children know what is planned for the day
- An attractive, tidy, well-cared for environment
- Strategic seating arrangements if needed for children when working on the carpet or at a table
- Individually agreed approaches where necessary- agreed in consultation with the SENCO

At break and lunchtime, we expect that adults ensure they:

- See and can be seen by all children – stand where you can see and be seen, move around, wear high viz jackets
- Interact positively with children, engaging with them in play
- Anticipate and intervene – be very vigilant and if you see something that might become a problem, intervene promptly and carefully
- Are aware of the children who struggle with maintaining valued behaviour and support them
- Anything significant must be investigated and recorded on MyConcern and reported to the class teacher before the end of the session.

Moving around school, we expect that adults ensure they:

- Take responsibility for all children as they move around, not just children in your own class
- Remind and praise children about positive behaviour
- Stop and re-direct where behaviour is not Ready, Respectful and Safe

In all situations:

- Adults will use non-verbal cues whenever possible, quiet voices, use the de-escalation script and a restorative approach
- Adults do not humiliate
- Praise effort and children who show valued behaviour

Strategies to acknowledge and encourage valued behaviour

Within the established positive learning environment, children should expect to receive regular praise from all they come into contact with.

Rewards and recognition include personal praise, individual House Points, Good Work and Attitude Awards, Post Cards home, Class Marble Treats.

Strategies to respond to and de-escalate detrimental behaviour:

- Verbal and non-verbal reminders
- Quiet pause to refocus in class
- Positive phrasing about the desired behaviour- clear instructions, with repetition. This provides children with processing and take-up time.
- Limited choices- this helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions.
- Disempowering the behaviour- this may include tactical “ignoring” of unwanted behaviour and “catching them getting it right” at the earliest opportunity.
- Time away from the classroom to support self-regulation
- Adults will use the following de-escalation script to ensure a consistent response:

De-escalation script

- **Pupil’s Name....**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and....**

- **Adults: calm, quiet voice, neutral body language, child’s level.**

- We don’t talk too much or use too many words, we make sure we give take-up time.
- We state the behaviour that was observed and which expectation it contravenes. (Ready, Respectful or Safe).
- We give a calm instruction, followed by “thank you”, with an expectation of compliance. Take up time given before the instruction is repeated.
- We focus on the primary behaviour, not secondary behaviours resulting from dysregulation.

If a child is struggling to regulate their emotions:

- Ensure you remain calm- avoid meeting an emotional response with your own emotional response
- Give physical space
- Remove time limits – do **not** say “you have 10 seconds to...” Or count 1, 2, 3
- Think about where you are and the audience – where is most appropriate for a conversation?
- A distraction may be useful
- Adults will use the script “**Help is available**” to offer support to a colleague. The colleague can respond to say all is ok, or to ask for some form of support. A colleague will use the script “**More help is available**” if they have any concerns about how a situation is being managed. (For example, seeing signs that the original adult is becoming frustrated). This is a supportive measure to ensure that back-up is available and all members of staff should be confident to use this script, regardless of their role in school relative to their colleague.

Steps	Action – always calm, neutral tone and body language
Redirection	Gentle encouragement, small act of kindness.
Reminder	Remind of expectations “Ready, Respectful, Safe”, delivered privately where possible. Repeat reminders if needed. De-escalate where reasonable and possible.
Caution	A clear verbal caution delivered privately where possible, making them aware of their behaviour and clearly and calmly outline consequences if they continue.
Time and Space	Give a chance to reflect away from others. Speak to them privately and give final opportunity to engage. Offer a positive choice to do so.
Internal Referral	Refer learner to another room in the school for rest of lesson if needed. Sometimes only 5 minutes out is needed.
Reparation	A restorative meeting should take place as soon as possible, before next lesson. If unsuccessful, call on Senior Leader to support.

Consequences of Unacceptable Behaviour

Our approach to developing the best behaviour for all children is based on developing each child’s own internal discipline. It is important that they learn about the logical consequences of their behaviour.

Following an incident of unacceptable behaviour, a consequence may be given to the child.

This may be a protective consequence, aimed at managing the risk of harm, or an educational consequence, focused on teaching so that the incident does not occur again.

Educational consequences may include:

- Completing work at later time (this may involve missed break time but time outside with an adult will always be facilitated to enable child to be ready to learn once back in class.)
- Assisting with repairs
- Research
- Restorative meetings/writing a reflection/letter of apology
- Communication with parents

Protective consequences may include:

- Time away from the classroom, a differentiated teaching space, time with the head or deputy.
- Limited access to outside space (e.g. loss of break time with peers- but later time outside with an adult will always be facilitated to enable child to be ready to learn once back in class.)
- Suspension

Consequences will be:

- Immediate if at all possible.
- If incident was complex, when events are unclear and more investigation is needed or when a child needs time to calm down and space to reflect on events and to be ready to face what happened, a consequence may take place later.

Behavioural concerns are logged by staff members on MyConcern, and these records are reviewed regularly by the SLT.

Below are examples of behaviours that are unacceptable at Teversham CE Primary and the consequences that may be used to respond. This list is not exhaustive.

Example of behaviour	Example of possible consequences	Supported by
<ul style="list-style-type: none"> • Not demonstrating our values • Low level detrimental behaviours and disruption to teaching and learning, e.g. calling out, answering back, interrupting others, leaving seats without permission, making noises, distracting others, not respecting personal space • Not moving around the school sensibly • Lack of focus • Inappropriate use of resources • Refusal to work / unacceptable output • Rudeness to an adult in class or challenge to authority 	<ul style="list-style-type: none"> • Reminded of our rules • Expectations made clear, including naming and modelling desired behaviours, and the pupil asked to repeat the action in line with our school rules, e.g. walk back down the corridor • Time allocated to practise the activity / valued behaviour/ complete work (including at break or lunchtime) • Moved to an independent table or space • Remove equipment used in choice 	Class teacher and support staff
<ul style="list-style-type: none"> • Repeated lower-level behaviour • Deliberate unauthorised access to parts of the school environment • Significant unsafe behaviour including refusal • Behaviour which constantly disrupts the learning of others • Physical response to another child • Significant contravention of our school values • Witnessing bullying and not acting 	<ul style="list-style-type: none"> • The above + • Short-term removal from activity • Reduced access to areas or school resource • Separation of pupils temporarily • Increased supervision of activities • MyConcern record completed • Parents informed • Meeting with parents 	Class teacher and support staff with support / notification to SLT
<ul style="list-style-type: none"> • Dangerous behaviour with the intention to harm • Bullying, including cyber bullying, prejudice-based and discriminatory bullying • Vandalism or theft • Abusive, sexist, homophobic or discriminatory language 	<ul style="list-style-type: none"> • The above + • Confiscation of prohibited items • Reflection Time with SLT • Internal suspension • Fixed term suspension • Therapeutic plan written with differentiated measures 	Class teacher and support staff working with SLT

<ul style="list-style-type: none"> • Possession of any prohibited items. • Physical violence, e.g. throwing, objects directly at another child, harming another child or adult 		
<ul style="list-style-type: none"> • Serious fighting or action with the intention of causing significant harm to another child or adult • Bringing the school into serious disrepute • Persistent refusal to comply with the school behaviour policy • Child on child abuse • Sexual harassment, meaning unwanted conduct of a sexual nature (including online) 	<ul style="list-style-type: none"> • The above + • Bespoke targeted provision • Permanent exclusion 	<p>Headteacher, SLT and governors</p>

Post-incident recovery and restoration

Following an incident of unacceptable behaviour, we will work with the pupil to reflect, repair and restore relationships as appropriate. The purpose of this is to re-visit the experience by re-telling and exploring the situation with a changed set of feelings, in order to learn from it. This process will only be begun once those involved in an incident have had time to return to emotional equilibrium. The process may be completed in a variety of ways, appropriate to the child's age and learning style (e.g. through comic strip conversations, role play with puppets, exploration of feelings with anyone else involved), but it involves:

- Telling the story of what happened
- Exploring what people were thinking and feeling at the time
- Exploring who has been affected and how
- Exploring how we can repair relationships
- Summarising what we have learned so we are able to respond differently next time.

Suspension:

The decision to suspend / exclude a pupil can only be taken by a Headteacher or, if he/she is absent, by the most senior teacher. Suspensions can either be for a fixed period of up to 45 days in a school year, but are normally less than 5 school days, or a permanent exclusion.

All suspensions and exclusion will be dealt with in line with Cambridgeshire Guidance on Suspension and Exclusion from maintained schools and academies, June 2023 and the DfE Guidance 2024:

- A suspension should be used as a protective consequence, where reflection, time and discussion are needed to ensure a pupil can be reintegrated safely into the school community.
- A permanent exclusion should only be used in response to behaviour in or out of school as a last resort and in response to serious breaches of school policy on behaviour or of the criminal law.
- A permanent exclusion should only result where it is clear that to allow a child to remain in school would be seriously detrimental to the education or welfare of that pupil, or to that of others at the school.
- All reasonable steps should have been taken to avoid an exclusion or suspension of a child and the steps set out in this policy should, in normal circumstances, have been implemented.
- A Headteacher can permanently exclude or suspend a child for a first offence, for example involving violence, but only after taking time to consider the incident in question - not in the heat of the moment.
- A Headteacher can also permanently exclude a child for an accumulation of behaviour if the impact on the welfare of others is sufficient.
- Exclusion should not be used for minor incidents.

- Where pupils are suspended from school, a discussion and plan for return should take place so that the return can be positive and successful.

Taking Account of SEN (Special Educational Needs), Disability and Vulnerable Pupils and Reasonable Adjustments

Children with SEN all have learning difficulties or disabilities that make it harder for them to learn or to access education than most children of the same age. Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people. Children with behaviour disorders, including those with complex social, emotional and behaviour difficulties fall under the definition of the disabled and we are required to make reasonable adjustments for these pupils. This means that in certain circumstances our approach to managing the behaviour of these children may be different from how we manage other children.

It is likely that these children will have an individual Therapeutic Plan drawn up following analysis of need and agreed with the child and parents. In some cases, advice is taken from other professionals and targeted interventions put in place as necessary.

The school ensures that vulnerable pupils are well known by adults in school and behaviour strategies are shared. Children with SEN or a disability will have modified approaches and consequences to their behaviour as is appropriate to their need and the needs of the school. It is a statutory obligation to ensure that disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled.

Approaches to managing behaviour will always prioritise the safety and learning of all pupils in school, including the child with behaviour difficulties.

Individual plans

The SENDCo and Headteacher will assist with any persistent challenging behaviour in any context. Some children may require an individual approach that differs from the whole school code. An assessment of the child's needs is undertaken, with an aim to develop an understanding of the child's behaviour.

A number of tools may be used to support this process, including:

- The gathering of ABCC (antecedent, behaviour, communication, consequence) charts to look triggers and patterns of behaviour
- Anxiety maps
- Roots and Fruits trees to explore the links between experiences, feelings and behaviour

A Predict and Prevent Plan, or Therapeutic Plan may be formulated to formalise strategies for the individual that differentiate from policy. (See Appendix 1) This will be developed in collaboration with parents and professionals, and agreed approaches will be based on pupil, parents and staff views about what works/doesn't work in promoting valued behaviour and in de-escalating detrimental behaviour. These Plans will ensure consistency of approach, and will be reviewed regularly in order to refine strategies as needed.

Adults are aware that a child's need may mean that lack of eye contact, tone of voice and body language may appear rude and that we aim to teach them social skills as part of their learning. We do not insist that children make eye contact when talking to us, as this is challenging for some children with additional needs and can escalate behaviour. As with all children, we aim to **anticipate, prevent and de-escalate** as required.

Further external support may be sought.

Physical Intervention

Any Physical Intervention strategies comply with guidance. (DfE Use of reasonable force in schools, 2013, updated 2025). Staff have received training on supporting, guiding and escorting in line with the Cambridgeshire Therapeutic Thinking approach. At times, certain children may need Physical Intervention, used to guide or escort a child, where necessary for their safety or the safety of others. A risk assessment will be drawn up should physical intervention become a likely need for specific children and this is agreed in consultation with parents in an Individual Therapeutic Plan. Any significant incidents will be recorded and parents will be informed as soon as practicably possible.

Restrictive physical intervention (RPI) is the term used to describe any method where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use 'reasonable force' to control or restrain pupils in circumstances that meet the following legally defined criteria:

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (including the child's own property)

There is no legal definition of 'reasonable force', though, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

Restrictive Physical Interventions will be used when all other strategies have been considered, and therefore only as a last resort. There are situations when Restrictive Physical Interventions may be necessary, for example, in a situation of clear danger and extreme urgency. Staff will take steps in advance to avoid the needs for restrictive physical intervention through dialogue and diversion. Staff will be able to show that the intervention used was a reasonable response to the incident. Parents will always be informed as soon as practicably possible where any restrictive physical intervention has been used.

The principles which must be followed:

- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the repeated use of it as a regular planned intervention with a specific pupil.
- Physical contact is never used as a punishment or to inflict pain. It is never used to force compliance with staff instructions. All forms of corporal punishment are prohibited.
- Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, and no pressure will be put on joints.
- Should a pupil appear to enjoy physical contact this will not be sought via RPI. If a child has a profile whereby they seek sensory pressure, there should be a written plan agreed by parents and carers, school staff and the child if appropriate. Sensory pressure should never be restrictive.
- Escalation will be avoided at all costs, especially if it is likely to make the overall situation more destructive and unmanageable.
- The age, understanding and competence of the individual pupil will always be taken into account.
- RPI will never have a negative impact on the process of the pupil's breathing.
- The pupil will never feel pain or violation as a direct result of the technique employed.

The parameters allowing the intervention are as follows:

- Staff will only use RPI when there are good grounds for believing, following a dynamic risk assessment, that immediate action is necessary and that it is in the pupil's and/or other pupils' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for RPI through dialogue, scripts, de-escalation and diversion. The pupil will be warned, at their level of understanding, that RPI will be used unless they cease the unacceptable behaviour.
- Only the minimum force necessary will be used for the minimum amount of time.
- As soon as it is safe, the RPI will be relaxed to allow the pupil to regain self-control.
- Staff will be able to show that the planned intervention will be a 'reasonable response' to an incident.
- Every effort will be made to secure the presence of other staff who may act as assistants and/or witnesses.

The use of a restraint or restrictive intervention, whether planned or unplanned (emergency), must always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident, in the Physical Intervention book with numbered pages that is stored in the office. Parents will also be informed.

Staff development and support

Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.

- Induction for new staff will include training on the therapeutic approach adopted by the school, and annual refresher training will be provided for existing staff.
- The Headteacher will ensure that staff are kept up to date with DfE publications and guidance.
- The school will provide training for staff around the specific needs of pupils with behavioural needs. This will form part of our 'package' for support and intervention for that child usually organised by our SENCO
- It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, supporting the formulation of individual plans, and paying due regard to staff health and wellbeing, including the offer of de-brief sessions following difficult incidents, to allow staff to reflect and ask for any support needed.

Roles and Responsibilities

Class teachers and support staff deal with the everyday implementation of the policy. The Headteacher and Deputy Headteacher deal with more complicated and involved issues, supported by the Governing Body

The policy is shared with all staff on TEAMS. Key points are shared with supply teachers and visitors through our visitor and induction booklets and our behaviour policy is published on our school website. The policy is reviewed once a year.

Record Keeping

It is the responsibility of **all adults in school** to provide accurate records of any significant incident that has occurred, using MyConcern. Keeping accurate records of incidents and discussions is an essential part of the school's approach to behaviour. Incidents of inappropriate behaviour involving swearing, violence or aggression, when another child/adult has been hurt, require a MyConcern log to be completed by the adult dealing with the incident. Children involved in any incident are interviewed (including children who may be witnesses) and their words, accounts and views are recorded carefully so that a full picture is given. This helps everyone to be clear about the cause, helps decisions to be made about any consequences to the behaviour and also track patterns and identify intervention that may be needed to avoid reoccurrence.

Serious incidents of poor behaviour are recorded by the adult who witnessed the incident, i.e. the MSA, TA, Office staff, Class Teacher or Headteacher on Myconcern. Follow up actions will be added to the concern log.

What is written must always be accurate and truthful. The view of children is recorded as appropriate. Unsubstantiated statements must not be presented as fact.

Monitoring and Review

Incidents of behaviour are analysed termly using reports on MyConcern. Further actions and support are put in place where patterns have been identified.

This policy is monitored and reviewed annually by the Governing Board, in consultation with staff, children (through the School Council) and parents/carers (through the annual questionnaire). Behaviour is regularly included in the Headteacher's reports to the Governing Board, for monitoring purposes. The policy should be read and applied in conjunction with the following policies; Anti-Bullying, Equality, and Special Educational Needs. It will be available through the school website or on request from the school office. Parents and carers are informed of this through the school newsletter and website.

Appendix 1: Individual Therapeutic Plan

Therapeutic Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
Valued behaviours	Strategies to respond
DIFFICULT detrimental behaviours	Strategies to respond
DANGEROUS detrimental behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator: Date:

Signature of Parent / Carer: Date:

Signature of Young Person: Date:

Adopted: 24th November 2025

Date of next review: November 2026

After approval by the Governing Body this policy will be electronically signed by Rev. Nick Moir, Chair of Governors