

Behaviour Management Policy

Crosshall Junior School



Reviewed and Approved by:	Academy Council
Review Cycle:	Two yearly or if significant change
Date of next review:	1st September 2028
To be published on website (yes/no):	Yes
Related Policies:	Meridian Trust Special Educational Needs and Disability Policy Meridian Trust Antibullying Policy Meridian Trust Behaviour Statement of Principles Meridian Trust Equality, Diversity and Inclusion Policy Meridian Trust Physical Restrain Guidance Meridian Trust Search and Confiscation Policy
Related Document:	Behaviour and discipline in schools: advice for headteachers and school staff 2016 Behaviour in schools: advice for headteachers and school staff 2022 Searching, screening and confiscation at school 2018 Searching, screening and confiscation: advice for schools 2022 The Equality Act 2010 Keeping Children Safe in Education [current] Exclusion from maintained schools, academies and pupil referral units in England 2017 Suspension and permanent exclusion from maintained schools, academies and pupil 2026 referral units in England, including pupil movement 2024 Use of reasonable force in schools 2026 Supporting pupils with medical conditions at school 2014
It is also based on the Special Educational Needs and Disability (SEND) Code of Practice	

This policy has should be read in conjunction with the DfE guidance:

[Behaviour in Schools - Advice for Principals and school staff](#)

1. Definitions

At Crosshall Junior School, the language of valued and detrimental behaviour is taught through the school's ABCD behaviour coding.

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

C/D behaviour: C Behaviour is co-operative, supported behaviour which contributes to a well-ordered school. D Behaviour is democratic, independent behaviour which contributes to a well-ordered school. These behaviours are understood as valued behaviour because they support learning, safety, respect, responsibility, and positive relationships.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

A/B behaviour: A Behaviour is serious unacceptable behaviour, including behaviour that may be dangerous, aggressive, discriminatory, significantly harmful or damaging. B Behaviour is behaviour that disrupts learning for the pupil or others. These behaviours are understood as detrimental behaviour because they negatively affect learning, safety, relationships, or the school environment.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. This would fall under 'A Behaviour.'

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups because of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEND): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. These will result from a discussion between the child(ren) and an adult and likely use a Reflection Log to structure the discussion.

Educational consequences: the essential learning, rehearsing, or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms. These will result from a discussion between the child(ren) and an adult and likely use a Reflection Log to structure the discussion.

2. Aims

At Crosshall Junior School, we recognise the links between behaviour, feelings, experiences, and learning. Our behaviour culture is built on high expectations, positive relationships, reflection, accountability, and support.

Our approach combines Therapeutic Thinking principles with Crosshall Junior School's established ABCD behaviour codes. Pupils are explicitly taught the difference between A, B, C and D Behaviours so that they understand which behaviours are valued, which behaviours are detrimental, and how adults will support them to reflect, repair, and make better choices.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse.

3. Staff training and development

We recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a. Induction

- Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be provided an overview of our therapeutic approaches. Colleagues with

questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

- iii. *Agency / supply / ad hoc staff* will be provided an overview of our therapeutic approaches before starting to work with pupils and be expected to follow these. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

b. Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

c. A culture of learning and support

We recognise that to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual/ group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following: personal/ internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal or supervision.

d. Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider
- Formal training
- Performance review

4. Roles and responsibilities

a. Academy Council (local governance)

The Academy Council are 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 through conversations, feedback, and data
- Holding the Headteacher to account for its implementation.

b. Headteacher

In addition to all elements of Section 4a and 4d, the Headteacher is responsible for:

- Reviewing and approving (with Academy Councillors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, Academy Council/ Trustees, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 4d (responsibilities of all members of staff), school leaders (including any colleague with leadership/ management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support our stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contribute to the induction of new staff
- Creation and review of a behaviour curriculum
- Ensuring staff have access to training or support to develop skills and understanding.

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents/ carers
- Implementing this policy consistently.

e. Parents and carers

Parents and carers, where possible, should:

- Collaborate with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with class teachers, teaching assistants, senior leaders, SENDCo, Headteacher as suitable
- Raise any concerns about the teaching of valued behaviour (C/D) or reduction of detrimental behaviour (A/B) with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers and is committed to working in partnership to meet the needs of children. The school will inform parents/ carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will be made aware of the following during their induction to the school, and each September:

- They will be taught about valued behaviour, and that by attending the school they understand these ambitions

- They will be recognised for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school (for example, whilst wearing the school's uniform)
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

5. Valued behaviour

Valued behaviour (C/D) creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

a. Behaviour Curriculum – Intent

At Crosshall Junior School, our school values are Ambition, Resilience and Kindness. Valued behaviour is taught through these values and through the ABCD codes. C Behaviour is co-operative behaviour which contributes to a well-ordered school with adult support where needed. D Behaviour is democratic, independent behaviour which contributes to a well-ordered school. Both C and D Behaviours are valued because they help pupils and adults feel safe, respected, included, and ready to learn. The teaching of valued behaviours is part of pupils working to 'Achieve Your Dreams.'

Our Values

We want children to develop a readiness to learn, optimism and confidence. Pupils are supported and enabled to be ambitious by:

- Attending school regularly and arriving on time
- Sharing their experiences
- Asking for help when they need it
- Expressing how they are feeling
- Using non-verbal communication effectively (e.g. nodding, open body language).

AMBITION

We want children to develop a love of learning, optimism, and confidence. Pupils are supported and enabled to be ambitious by:

- Attempting learning tasks and maintaining concentration on these
- Striving to achieve their targets
- Using topic specific vocabulary when talking about what they are learning
- Recognising their own strengths.

RESILIENCE

We want children to develop self-discipline, self-reflection, independence, and accountability. Pupils are supported and enabled to be resilient by:

- Speaking confidently with adults and peers
- Asking questions
- Taking part in debates and discussions
- Trying to help themselves when they are stuck or facing a challenge
- Accepting that making mistakes is a way to learn and improve.

KINDNESS

We want children to feel valued, respected, and able to contribute positively to the school community. Pupils are supported and enabled to show kindness by:

- Taking part in two-way conversations
- Taking care of resources and equipment
- Greeting adults and peers
- Moving calmly around the school
- Responding promptly to adults' instructions
- Speaking calmly to all adults and peers
- Giving thanks.

b. Behaviour Curriculum – Implementation

i. *Recognising and celebrating valued behaviour*

Adults must take every opportunity available to recognise valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. We recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition because of their needs. There are different ways in which adults can recognise valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken.

Crosshall Junior School recognises valued behaviour through specific verbal praise, stickers, certificates, communication with home, House Points, and acknowledgement in assemblies. Achievement, effort and being a good citizen are recognised when pupils demonstrate Ambition, Resilience and Kindness. Pupils are not rewarded simply for meeting the minimum expectation, but adults deliberately acknowledge positive behaviour to maintain a strong culture.

- Non-verbal recognition/ affirmation such as smiling, nodding, thumbs up
- Specific verbal praise/ recognition (e.g. telling the pupil what they have done and how it made you feel)
- Contact with home: postcards, phone calls, invitation to visit school
- Celebration awards: certificates / thanks / Headteacher Awards / Future Me Awards.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

ii. *School routines*

- The start of the school day includes a 'soft start,' where children enter school and have time to unpack and organise themselves before beginning any Start of Day Activities that have been made available for them.
- At the end of that day, pupils leave via classroom doors.
- At the beginning of a lesson, pupils will generally have a task available to complete. This could be writing the date and Learning Point, a retrieval activity or similar. At other times, the teacher will expect children to be ready to listen to any instructions.
- Each class teacher will share with their class the routine they use for stopping the class and gaining the pupils' attention. This may be through a rhythmic clap, bell, song/ rhyme or similar. Once in place, the teacher and other adults will use this and expect pupils to be able to react accordingly.
- When moving around the school, pupils (like the adults) are expected to walk in a calm, quiet and orderly fashion, ideally keeping to one side of corridors so that others may pass. If visiting another classroom or office, pupils should wait to be invited to enter.
- For both break and lunch times, pupils exit their classrooms onto the playground. Pupils are expected to remain outside unless they have the permission or direction of an adult to be inside. At the end of break and lunchtimes, pupils line up in their class lines. Once all classes have calmed and are ready to enter the building, a school leader will indicate that classes may do so.

c. Behaviour Curriculum - Impacts

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want

- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the Reflection Logs
- Reviews of celebrations and recognitions
- Regular discussion in year team/ phase meetings about the progress of groups and individuals seen in observation and using professional judgement
- Collection of pupil voice through debrief, PSHE lessons, etc
- A key measure of the impact of this policy can be made through analysis of the Reflection logs. What trends/ patterns can be seen across the school, year group, class, pupils?

6. Detrimental behaviour

Detrimental behaviour is behaviour that hurts or hinders an individual, the community, or the environment. At Crosshall Junior School, A and B Behaviours are understood as detrimental behaviour. B Behaviour disrupts learning for the pupil or others. A Behaviour is serious unacceptable behaviour and may also be dangerous behaviour where there is a risk of harm, significant damage, serious disruption, or behaviour that could offend others.

We recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration. For some pupils, their known additional/ special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND documentation/ policies.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

Where pupils display B Behaviour, adults will first use low-key, unobtrusive strategies such as proximity, eye contact, non-verbal reminders, proximal praise, and calm verbal reminders. Pupils may be asked to identify the behaviour level they are showing and the level they need to return to, for example moving from B Behaviour back to C or D Behaviour.

If detrimental behaviour continues, the pupil will complete a reflection process. Reflection may be written or completed through a structured conversation with an adult, depending on the needs of the pupil and the context.

Reflection Log One is used to help pupils acknowledge what happened, identify the behaviour level, consider who was affected and plan how to return to valued C or D behaviour. Reflection Log Two is used where behaviour is repeated, more serious, has caused harm, or requires a more formal restorative or protective response. Log Two will normally include adult discussion about repairing harm, preventing recurrence, and identifying any educational or protective consequences.

Parents and carers will normally be informed when Log Two is used, or earlier where staff judge that home-school communication would support the pupil or where the incident is serious. Senior leaders will monitor reflection records and more serious consequences to identify patterns, ensure proportionality, and decide whether additional support is needed.

a. Responding to detrimental behaviour

- i. Some detrimental behaviours may not be unusual and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:
 - Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
 - Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
 - Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
 - Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
 - Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
 - Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
 - Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you.' *E.g. Adam, put the pen down on the table. Thank you.*
 - Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. *E.g. Adam, shall we talk here or in the corridor?*
 - Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil.

E.g. Adam, you can listen from there. The adult should then focus on catching the pupil getting it right.

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support/ scaffolding/ teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour, dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined in 6ai. In addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support/ scaffolding/ teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 6c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils.

Consequences at Crosshall Junior School will be proportionate, timely and linked to learning or safety. Educational consequences may include reflection, restorative conversations, apology or repair, re-teaching expected behaviour, completing missed learning, or practising the valued behaviour. Protective consequences may include increased supervision, restricted access to particular activities for a defined period, supervised break, or lunch arrangements, working away from the class, removal from the classroom where necessary, suspension or permanent exclusion in line with statutory guidance.

b. Analysing patterns of detrimental behaviour

All adults with leadership responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

- i. Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. For some pupils this will be made be on a 'Behaviour Log' rather than through the reflection process. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.
- ii. Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this and support all staff to secure more equitable outcomes in line with the school's aims and values.

c. Responding to dangerous behaviour

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities/ equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion.

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- i. **Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Crosshall Junior School, and the school will always take action to address it.
- ii. **Prohibited items.** These include knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above.
- iii. **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups because of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Crosshall Junior School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by using the school's Safeguarding systems, reported to the Local Authority termly, monitored by the Headteacher, and be fully reviewed regularly by the Headteacher and members of the senior leadership team. We strive to eliminate all forms of prejudice and discrimination by educating pupils through intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly provision and modelling anti-discriminatory behaviour.
- iv. **Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):
 - non-consensual sexual activity
 - sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment
 - sexting
 - upskirting

These behaviours are never acceptable at Crosshall Junior School, and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the Safeguarding Team. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter," "just having a laugh," "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school's response to child-on-child

abuse, in addition to those outlined in 6ci, 6cii, and 6ciii can be found in the Safeguarding Policy.

Appendix 1: Behaviour principles summary

At Crosshall Junior School, all members of staff are responsible for consistently using the ABCD behaviour codes to teach valued behaviour and reduce detrimental behaviour.

C and D behaviours are valued behaviours. A and B behaviours are detrimental behaviours, with A behaviour likely to require immediate adult action and, where necessary, protective consequences.

We will:

- Create positive experiences for pupils
- Teach and model valued behaviour, supporting pupils to reduce detrimental behaviour
- Work in partnership with pupils' parents/ carers
- Apply the principle that all behaviour is linked to feelings, which result from experiences
- Maintain our own physical and emotional welfare and supporting colleagues to maintain this
- Analyse and interpreting pupils' behaviour as a form of communication
- Implement this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual/ group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise valued behaviour.

We recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence.

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others:
 - Physical

- Emotional
- Mental
- reputational
- Dangerous behaviour/ actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour.

Appendix 2: De-escalation script

Child's name, followed by either:

- I can see something has happened
or
- I am here to help
or
- Talk and I will listen
or
- Come with me and.....

Appendix 3: Reflective Log One

Child's Name: _____ Date: _____ Class: _____

Self-Reflection Log – One					
At what level did I act? (circle)					
Valued Behaviours			Detrimental Behaviours		
	D	Democracy Do the right thing even when no one is watching		B	Bothering Make unfair / unsafe, bother others Must be bossed to behave
	C	Co-operation Co-operate to look good, to please the adults/peers, avoid trouble		A	Anarchy Absence of order Do not care about others
What did I do? (What led to this detrimental behaviour?)					
What was I thinking when I acted this way? (How did your feelings impact on your choice?)					
What was the impact of my choice on others? (How did your action/s affect other people?)					
What I would like to happen next: (What may you need to do? What might others need?)					
What learning can I carry out and/or changes can I make to avoid this happening again? (How will you make sure that this does not happen again?)					

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Appendix 4: Reflective Log Two

Child's Name: _____ Date: _____ Class: _____

Self-Reflection Log - Two				
Describe what happened.	At what level did I act? (circle)			Valued Behaviours
		Democracy Do the right thing even when no one is watching	D	
		Co-operation Co-operate to look good, to please the adults/peers, avoid trouble	C	
		Bothering Make unfair / unsafe, bother others Must be bossed to behave	B	
		Anarchy Absence of order Do not care about others	A	
	What makes me feel my behaviour was at Level____?			Definitional Behaviours
What was I thinking when I acted this way? (How did your feelings impact on your behaviour?)	What was the impact of this on others? (How did other people feel?)			
What I would like to happen next: (What may you need to do? What might others need?)				
What learning can I carry out and/or changes can I make to avoid this happening again? (How will you make sure that this does not happen again?) educational				
What do I or an adult need to put in place to ensure everyone remains safe and happy? (How will you make sure that everyone is safe?) protective				
Shared with parent?				

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Appendix 5: Behaviour Log

Child's Name: _____ Class: _____ Date Started: _____

Behaviour Log

Valued Behaviours			Detrimental Behaviours		
	D	Democracy Do the right thing even when no one is watching		B	Bothering Make unfair / unsafe, bother others Must be bossed to behave
	C	Co-operation Co-operate to look good, to please the adults/peers, avoid trouble		A	Anarchy Absence of order Do not care about others

Date	Brief details of how behaviour manifested including any triggers:	Action and Consequences:

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Appendix 6: Restorative Debrief Prompts

Self-Reflection – Restorative Debrief Questions

Valued Behaviours			Detrimental Behaviours		
	D	Democracy Do the right thing even when no one is watching		B	Bothering Make unfair / unsafe, bother others Must be bossed to behave
	C	Co-operation Co-operate to look good, to please the adults/peers, avoid trouble		A	Anarchy Absence of order Do not care about others

Debrief is a necessary component of a behaviour curriculum. It is essential for behaviour change. Restorative debrief needs to be curious, not critical. It should explore the child's dysregulation and their values and beliefs. Without teaching there is no learning; without learning there is no progress. Debrief creates a system of evaluation and review to establish what happened, how it happened, and how we use teaching and learning to develop the skills and motivation to enable behaviour change.

- Establish an authentic connection. Ensure the child feels comfortable and supported.
- Consider a barrier activity to lower the child's anxiety (lowers the intensity of discussion).
- Explore what happened. Allow them to tell their story. What situations, relationships and dynamics led to a reaction?
- Support their story with non-judgmental accurate descriptions
- Explore what those involved were thinking and feeling before, during and after the incident.
- Identify who or what has been affected and how.
- Consider how we can repair harm to people or property.
- Plan for a different response to the same experiences or feelings re-occurring.

What would you like to happen next?

How can we make things better for you?

How can you help to put this right?

How can we make it ok for you to go back to class/play?

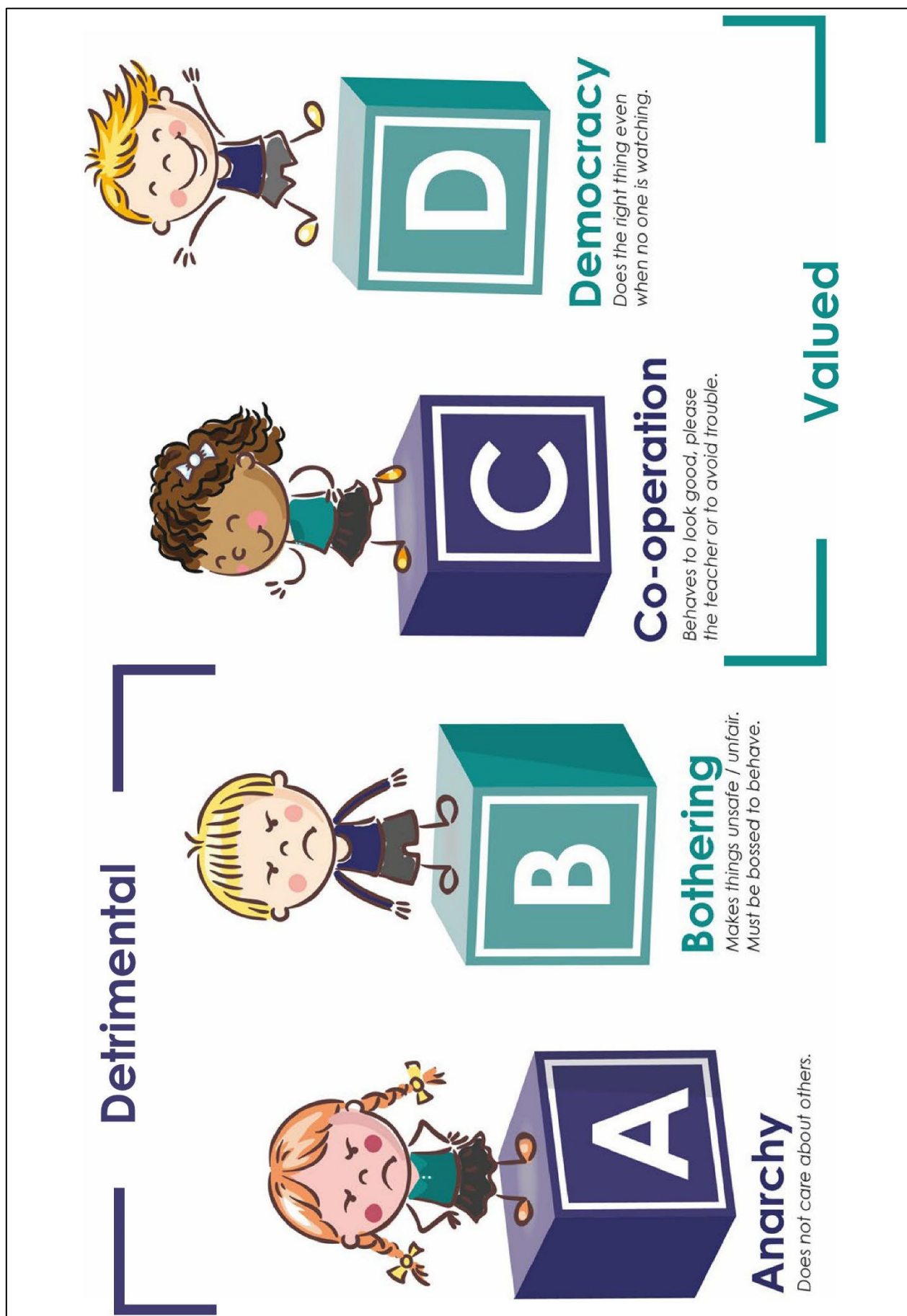
What do you think others might need?

Differentiated Restorative Debrief Resources:

- Social stories
- Comic Strip Conversations
- Widgit/illustrated debrief booklet
- Role-play with dolls/teddies/animals/pets
- Signing or signalling
- SEAL resources
- Complete a Therapeutic Tree

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Appendix 7: ABCD Classroom Poster



Appendix 8: Consequence Posters



Anarchy

Does not care about others.



Reflection



Consequence



Bothering

*Makes things unsafe / unfair.
Must be bossed to behave.*



Non-verbal reminder



Verbal reminder



Reflection



Consequence