

Behaviour Management Policy – Trumpington Park Primary

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Related Policies:	<p style="text-align: center;">Meridian Trust Special Educational Needs and Disability Policy Meridian Trust Antbullying 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</p>
Related Document:	<p style="text-align: center;">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 Exclusion from maintained schools, academies and pupil referral units in England 2017 Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024 Use of reasonable force in schools Supporting pupils with medical conditions at school</p> <p>It is also based on the Special Educational Needs and Disability (SEND) Code of Practice</p>

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

[Behaviour in Schools - Advice for Principals and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

‘Too often we forget that discipline really means to teach, not to punish.

A disciple is a student, not a recipient of behavioural consequences.’

Dr Dan J Siegel

Introduction

Policy Aims and Vision:

Our Belief as a Meridian School:

Every child has the right to learn, but no child has the right to disrupt the learning of others. Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse. All academies are an inclusive setting; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

It is expected that all adults – staff, volunteers and Academy Councillors – will set excellent examples to the children at all times. We seek to give every child a sense of personal responsibility for his/her own actions.

We expect that pupils will demonstrate through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly. This is reflected in our college and trust values:

- *Valuing people*
- *Achievement for all*
- *High quality learning environment*
- *The pursuit of excellence*
- *Extending the boundaries of learning*

At Trumpington Park Primary, we aim to create a safe, caring, positive, happy and healthy learning environment. This will be somewhere pupils can be challenged to achieve their full potential.

We strive to promote a sense of pride in all we do, through our learning journey.

We challenge our pupils and staff to achieve their best, in order to prepare them for success in their future.

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible of any harm accept responsibility for the impact of their actions.

Together with parents and carers, we strive to create a positive and motivating environment which enables all children to learn and achieve their very best.

We reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We aim to prepare every child for their future. We do this by providing a broad and balanced education that offers challenge in a safe and stimulating environment. This involves developing every child's personal, social, academic and community life.

Our school values sit behind this statement: Together we are Proud, Positive and strive for Success

- In addition to the above values the school supports and promotes British values:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Roles and responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole. The policy will not have an impact on learning unless everyone applies it comprehensively and consistently.

Academy Councillors

The Academy Council will establish, in consultation with the Headteacher, staff and parents, a statement for the promotion of desired behaviour and keep it under review. The Academy Council, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. Trustees will support the school in maintaining high standards of desired behaviour of pupils and staff. The Academy Council will support the Headteacher should it become necessary to update this policy to reflect emerging needs during the course of an academic year.

The Headteacher

The Headteacher and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour policy is essential. They have a responsibility, with the support of all other school staff, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. All leaders have a responsibility for proactively and systematically, monitoring appropriate behaviour data to identify and respond to issues and evaluate the impact of the policy and its implementation.

Teaching Staff

The role of the classroom teacher is pivotal in achieving and maintaining good behaviour. Academy staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our pupils.

The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all pupils. We build on existing good practices ensuring that teachers know 'Our Way' and can explain and teach this to our pupils.

We expect teachers to adopt a range of strategies when responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on their knowledge of individual pupils or class groups.

Support Staff

Support staff play a vital role in the implementation of our behaviour policy. All support staff are supported to challenge behaviour that does not meet the expectations outlined in this policy as well as acknowledging and positively reinforcing good behaviour.

All support staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our pupils. They play a pivotal role in reinforcing our expectations, identifying trends or specific needs and supporting individual pupils.

Pupils

As soon as pupils join our school, they are inducted into the values held by the school community.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of 'Our Way', procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour and will be aware of the rewards they can earn for meeting the behaviour expectations, and the reflections/consequences they will face if they don't meet the standard.

Families

Families are expected to know the school's values and standards when applying for admission for their child(ren). They are expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school and work in partnership with the school to assist in maintaining high standards of desired behaviour and are encouraged to raise with the school any issues arising from the operation of the policy. Our families are expected to take responsibility for their child's behaviour and attendance and support the school's core beliefs on positive behaviour management.

Families should support the school in carrying out consequences and celebrating success, communicate appropriately with the school when concerns arise and ensure their children are punctual, attend regularly, bring the necessary equipment to school and also ensure that any homework set is completed on time.

If a child behaves in such a manner that criminal damage is committed to school property, the school considers it reasonable for compensation to be paid by parents/ carers to cover the loss or damage to the school. This standpoint applies to any damage that may be caused to any transport provided for the pupils.

The school's role outside the gate

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as support staff.

This may take place when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school, including the use of social media.

The school may look to take action when any misbehaviour:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or could adversely affect the reputation of the school

Learning to behave

It is the responsibility of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour, this is achieved through explicit teaching of:

- Displaying helpful politeness and good manners to everyone at the school and to all visitors to the school
- Speaking quietly and politely to others
- Listening carefully and thinking about what others are saying
- Reflection
- Empathy and tolerance
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion and the use of specific, shared vocabulary
- Articulate thoughts clearly in order to enhance communication skills
- Walking quietly and sensibly around the school buildings
- Developing positive attitudes to learning and play
- Accepting personal responsibility for actions
- Showing care and respect for the property of others
- Understanding that rules are important and the value of following these rules
- Showing internal discipline, self-regulation of behaviour and a sense of responsibility for positive behaviour.

Recognition

Recognition opportunities are a way to identify pupil effort, progress and achievement, and help to motivate others. They are a key way of building relationships with our pupils. We utilise a range of recognition opportunities at the school that are given e.g. in lessons, during assemblies or celebratory comments that are also shared with home. See **Appendix 4** for Rewards Strategy.

Community Values and Consequences

We expect all pupils to meet our expectations. Consequences provide a deterrent, show pupils that a behaviour is unacceptable and help them to develop a sense of right and wrong. They should be applied fairly, consistently and proportionately. Consequences used at the school are outlined in **Appendix 1**.

This school has a legal right to detain pupils after school. Pupils may be asked to repair a mistake at the end of a school day, but this will take no longer than 5 minutes. Although not a legal requirement, we believe giving parents one day's notice of reflection time after school of more than 10 minutes, remains good practice. Legally, parents do not need to give consent and do not have the right to withdraw their child from school reflection times.

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the way to or from school or via cyber bullying.

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Cyberbullying is often linked to discrimination, including on the basis of gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities. All school staff are required to undertake regularly updated safeguarding and child protection training, which includes understanding, preventing and responding to cyberbullying.

Intervention and Support

We will use a wide range of appropriate support and intervention plans to support the needs of the individual. Parents will be kept fully informed of any additional support provided to their children. Examples of such interventions are:

- Support from an Attendance and/or Family Support/Welfare Officer
- Access, Plan, Do and Review (APDR Paperwork)
- Stepped Behaviour Plan: Class teacher targets, SLT Pastoral Support Plans (PSPs)
- Mentoring
- Personalised Timetable
- Alternative provision within another Trust or Alternative Provision school
- EHA – Early Help Assessment
- Risk Reduction Plan
- Local Authority Behaviour Panel
- Therapeutic Intervention

This list provides examples of interventions used to support the progress of identified pupils. It is not exhaustive, and all interventions will be designed to support the individual.

Bullying and Child-on-child Abuse

The Academy Council and staff believe that all pupils at the school are entitled to receive their education free from humiliation, intimidation, oppression, and abuse. It is the responsibility of all adults in the school to ensure that this takes place.

Child on child abuse can include:

▪ Verbal	name-calling, sarcasm, spreading rumours, teasing
▪ Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
▪ Physical	pushing, kicking, hitting, punching or any use of violence
▪ Racist	racial taunts, graffiti, gestures
▪ Sexual	unwanted physical contact or sexually abusive comments
▪ Homophobic	because of, or focusing on the issue of sexuality
▪ Cyber	All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities

Measures used to prevent bullying and deal with incidents of bullying are outlined in the **Anti-Bullying Policy**. Any Child-on-child abuse will be logged on Pupil Asset and then reviewed by the Headteacher/Designated Safeguarding Lead or Deputy Designated Safeguarding Lead with appropriate consequences should this be deliberate or repeated.

Race relations & Discrimination

The school has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the school's curriculum and the application of consequences for discriminatory behaviour is seen as an integral part of the school's duty to educate young people. Racism and other forms of discrimination are recorded on Pupil Asset.

Equality Act 2010

The policy acknowledges the school's legal duties under the [Equality Act 2010](#), in respect of safeguarding and in respect of pupils with special educational needs/disabilities (SEN/D).

Reasonable force

The use of reasonable force covers a range of interventions that involve physical contact with pupils and is based on the current DfE advice on [Use of reasonable force in schools](#)

All members of staff have a duty to use reasonable force, in the following circumstances, 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**
- Be applied using the minimum amount of force and for the minimum amount of time possible.

- 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.

We want our staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care. Physical contact is necessary and justifiable when it meets the needs of the pupil.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. The leadership team should be made aware of any reasonable force that has been used. Full statement and incident management arrangements will be used.

The Academy Council of the school has agreed that the Headteacher or person deputising may carry out the procedures listed above.

Suspensions and Permanent Exclusions

We do not wish to suspend any child from school, but sometimes this may be necessary. Suspension will only be used in cases of very serious or persistent indiscipline. The Headteacher alone will decide, under advice from Senior Leadership, whether to exclude. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year.

Permanent exclusion is only used in the case of very extreme or repeated indiscipline and is subject to confirmation by the Academy Council.

Suspension

Behaviours that could lead to suspension are:

- Premeditated violence
- Actions which put the pupil or others in danger
- Use of abusive or offensive language to staff or other pupils
- Vandalism of the school or an individual's property including school transport
- Racist, homophobic or disablist incidents
- Arson
- Theft
- Possession of illegal substances
- Bringing dangerous items into the school
- Serious misuse of technology
- Smoking/vaping on the school site, or to and from school
- Challenging the authority of the academy
- Acting in a manner which causes damage to the academy and its pupils' reputation
- Persistent unacceptable behaviour which other consequences and strategies have not been successful in modifying

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that suspension is an appropriate consequence. In most instances fixed-term suspensions will increase in length as used.

A senior leader will coordinate the collection of work for pupils to do whilst suspended.

Pupils may be internally suspended, i.e. suspended from the school population on site, if deemed more appropriate than being at home. 1-1 tuition may be provided for a pupil to work apart from others for a temporary period.

After a suspension, a reintegration meeting will take place with the pupil and their family as part of the reintegration process.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the school. We feel that it is important to uphold the principles of natural justice. i) the right to present a case (the defense) ii) the right to be represented and iii) the right of appeal. Our permanent exclusion procedures are as follows:

- i. Parents are phoned and informed of the decision
- ii. Letter home within 24 hours giving parents the opportunity to discuss
- iii. Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (if necessary, to support potential re-provision of education) and Academy Councillor representatives.
- iv. Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Councillor representatives, pupils, parents (and parent representative if requested), and relevant Academy staff.
- v. Academy Council make decision to uphold or reinstate the permanent exclusion.
- vi. Parents given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Hearing
- vii. The Hearing outcome and any appeal outcome must be copied to the Chair of Academy Councillor, the parents and the Local Authority.

Additional Consequences and Measures

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via any other platform will be taken very seriously and may involve the associated technology company and local authority. This is also the case for any online bullying towards other pupils or child on child abuse that is disclosed to the school during this time.

Searching and confiscation

Searching

In line with the Department of Education Advice (July 2022) on 'Searching, Screening and Confiscation', school staff have the power to search a pupil for any item if the pupil agrees. Further to this, the Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched, for example mobile phones, devices or vapes. Staff may examine data files held on personal devices during a search.

Two members of staff **must be present** when searching a pupil (including at least one Designated Safeguarding Lead/member of the Senior Leadership Team).

Confiscation

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The school and school staff will not be liable for any damage or loss during the period of confiscation.

Refusal to hand over any item requested by a member of staff will be classed as defiance and escalated in line with the consequences section of this policy (**Appendix 1**).

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

The Academy Council will review this policy annually at minimum. Assess its implementation and effectiveness and make improvements as required. ('Behaviour' is a standing item for review and discussion at each meeting).

Complaints and Appeals

Families are required to use their best endeavours to support the school in ensuring that their children's behaviour does not prevent others from learning effectively.

Families are entitled to an explanation of actions taken by the school, particularly the application of consequences and the treatment of anti-social behaviour.

If families are unhappy with the way a behaviour management or disciplinary situation has been dealt with they should address their concerns to the Headteacher informally in the first instance. Families whose concerns are unresolved have recourse to the school's Formal Complaints Procedure, details of which can be found on the school's website.

Supporting staff



As a Trust we have adopted **Respectful Relationships** (previously Therapeutic Thinking) approaches and are committed to this approach across all our schools.

Underpinning this is the Trust's commitment to its vision that every child is known and supported to achieve their potential.

Our pastoral approach is given the highest priority, creating schools that are caring, friendly and an environment where happy, cared-for children can thrive.

What are Respectful Relationships?

At Trumpington Park Primary we follow the Respectful Relationships approach to behaviour support.

Steps is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Respectful Relationships approach is based on the following principles:

- Shared focus on inclusion of all pupils within the academy
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de escalation
- Shared risk management and risk reduction
- Shared reparation, reflection and restoration

Adult behaviours that support learning

Often, what we do as staff can have a huge impact on how our pupils respond and ultimately learn, inside and outside of the classroom. There are many impactful but subtle actions that we can take which means that negative behaviours are less likely to happen in the first place. **Appendix 1** provides guidance for adults.

Positive adult behaviours that support Behaviour for Learning

1. Meet and greet at the door/on the playground/at the gate (chance for positive reinforcement and reminders)
2. PIP & RIP (*Praise in Public, Reprimand in Private*)
3. Non-verbal gestures before words
4. Simple redirection "What should you be doing, **thank you.**"
5. Simple requests "Name, sit down, **thank you.**"
6. Positive feedback when earned
7. Teach standing up and circulate often (live marking)
8. Have a Do Now/Retrieval task ready at the start of each lesson
9. Catch pupils doing the right thing and praise
10. Check-backs (pupils recall instructions) to demonstrate listening.

De-escalation/Behaviour Management Strategies:

De-escalation is aimed at calmly communicating with a pupil in order to understand, manage, resolve their concerns and move the situation onto a positive outcome.

Non-verbal, e.g.

Glance/look at the child to alert them that their behaviour has been noticed

Stand by the child to closely observe them

Body language

Adult positioning

Positive phrasing, e.g.

“Stand next to me, thank you.”

“Put the pen on the table, thank you.”

“Walk in the corridor, thank you.”

“Walk with me to the library, thank you.”

“Stay seated in your chair.” “Thank you to all those pupils who have...”

Limited choice, e.g.

“Put the pen on the table or in the box.”

“When we are inside, Lego or drawing?”

“Talk to me here or in the courtyard.”

“Where shall we talk, here or in the library?”

“Are you going to sit on your own or with the group?”

“Are you starting your work with the words or a picture?”

Disempowering the behaviour, e.g.

“You can listen from there.”

“Come and find me when you come back.”

“Come down in your own time.”

“Come back into the room when you are ready.”

“We will carry on when you are ready.”

“You can keep the book until the end of the lesson.”

Use of a de-escalation script, e.g.

Use the person’s name – “Jack”

Acknowledge their right to their feelings – “I can see something is wrong.”

Tell them you are there – “I am here when you are ready to talk.”

Offer help – “Talk to me and I will listen.”

Offer a “get-out” (positive phrasing) – “Come with me and...”

The Principal of Restorative Approaches

Trumpington Park Primary is committed to the restorative practice approach and philosophy. It is a way of working that recognises the harm that has been caused, and it aims to repair relationships. The repair takes place through restorative actions, such as repairing harm or damaged property, taking the time to develop an understanding of those who have been hurt and working together to identify new ways to interact. Restorative approaches allow emotional literacy to be modelled and for the pupil’s empathy to develop so that their drive to behave in a negative way is challenged not by sanctions, but by the impact the behaviour has on others in society. Restorative approaches allow:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

Staff are encouraged to use these questions as part of their daily dialogue as well as for use in the preparation and running of formal restorative meetings and conferences.

Restorative Conversations

During an incident, a child’s behaviour may be influenced by anger, frustration or disappointment. It must be remembered that the child will not be ready to engage in anything until they have calmed sufficiently. Once it is considered the child is ready for the restorative process, this can take place and should involve all relevant persons.

Appendix 2 can be used to help pupils Reflect, Repair and Restore.

Empathy is understanding someone else’s experience. Often empathy is enough for a conflict to de-escalate because in many conflicts, peoples’ most significant unmet need is to be heard and understood. The listener’s initial job is to listen to everyone’s experience and check understanding by using the 6 questions to behaviour reflection.

Use Restorative Questions

✓ **What was happening just before the problem started?**

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it.

- Listen
- Ask questions
- Check understanding
- Summarise

✓ **Can you tell me what happened?**

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage, the objective is for the pupil to feel understood and heard.

- Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)
- Ask questions if necessary
- Check if you understand properly (do you mean...?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.

✓ **If what the pupil is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding: 'are you saying that this happened?'**

- Listen
- Ask questions
- Check understanding
- Summarise

✓ **What were you thinking/feeling/needing at the time?**

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity for the listener to model empathy which de-escalates any existing conflict and lays the groundwork for encouraging the pupil to empathise with others in the next question.

- Suggest feelings and needs if necessary
- Respond with empathetic body language and facial expressions.

✓ **How have you been thinking/feeling since it happened?**

✓ **Who do you think has been affected by your actions? What do you think they might be feeling?**

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

- Listen
- Ask questions
- Make suggestions if necessary

✓ **What could you do now to help make things right?**

Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising, replacing broken equipment, tidying up a classroom etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentful.

- Listen
- Ask questions

- Make suggestions if necessary

✓ **How can we prevent this from happening again in the future?**

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

- Listen
- Ask questions
- Check understanding
- Summarise

✓ **What can I do to help you?**

Implement the appropriate type of consequence

Punishment is where authorities enforce an undesirable or unpleasant response to behaviour that is believed to be undesirable. At the Trumpington Park Primary, we refrain from using punishment; we believe that it does not create an opportunity for our pupils to learn how to change, but rather preserves negative behaviours until the punishment is no longer imposed.

Consequences are derived through logic and naturally follow an action. Therefore, pupils at Trumpington Park Primary will experience consequences to their actions. We have two types of consequences, 'Protective' and 'Educational'. Both of these create a number of strategies within them in order to teach positive behaviours to our pupils, whilst keeping a safe learning environment.

Pupils should be expected to learn how to behave in different environments through quality learning opportunities. They should experience feelings that their behaviour causes and understand why and how their behaviour affects them and others. Every opportunity should be taken, day to day, to remind pupils of what effect they have on the world.

Protective consequences - (removal of a freedom to manage harm)

Necessary measures to manage the risk of harm. Protective consequences may limit freedoms.

For example: Time out: the child is given time out to spend time alone or to calm down in a position visible to an adult for not more than 5 or 10 minutes.

Sent to another adult: the child is sent to see another member of teaching staff. After playtime or lunchtime incidents, the midday supervisor reports incidents to the class teacher. The incidents are followed up when they occur.

Loss of playtime: playtime may be removed for a predetermined period of time. During this time the child will be expected to complete a reflection activity and/or a reflective conversation.

Differentiated teaching space.

Taken to Senior Leader/Headteacher.

Educational consequences - (the essential learning, rehearsing or teaching to enable behaviour change) *Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary*

educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms. For example:

Rehearse/model situations through intentional teaching of pro-social behaviours.

Ensure child completes the task that they have disrupted.

Provide educational opportunities for the child to learn about the impact of certain actions and behaviours.

Provide opportunities for the child to put things right through a process of reflecting, repairing and restoring relationships.

Rewards

While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move their motivations to learn from extrinsic motivation to intrinsic. However, we appreciate the need to recognise when pupil work hard and do their best.

We recognise that some of our younger or less mature pupils do need extrinsic rewards to promote learning experiences. Within our school, classes will have mini reward systems and practices that are appropriate for the age and developmental stage of their pupils. Where possible, rewards should encourage positive social and learning behaviours.

All classroom systems accentuate the positive and pupils cannot lose rewards they have already gained. Staff share practices with each other and aim for variety in their approaches.

We appreciate that one of the best rewards for a pupil is genuine praise. We praise pupils for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a pupil at every opportunity 'catching them doing the right thing'.

Recognition Opportunities

We utilise a range of recognition opportunities at Trumpington Park Primary:

- **Recognition opportunities** are our way to identify pupil effort, progress and achievement, and help to motivate others.
- **Recognition opportunities** are mapped against our Curriculum Aims to ensure that we reward and celebrate pupils for the things that are important to us at Trumpington Park Primary.
- o **Weekly celebration.** We celebrate pupils who have demonstrated our values weekly in assemblies.
- o We celebrate on our Facebook page, academic, sporting and personal achievements as well as in end of term assemblies with certificates, etc.
- o **Verbal Praise** (acknowledging pupils by name and genuinely appreciating their positive contributions and developing intrinsic motivation)
- o **House Points**
- o **Communication Home** (telling families how well their child has done via phone calls, e-mails, letters and the school newsletter)

Behaviour Guidance

Appendix 1

Appendix – Trumpington Park Specific Processes and Procedures

Research Driven Approach

Trumpington Park Primary School (TPPS) adopts a positive behaviour approach, informed by the principles of Thrive, Therapeutic Thinking, and Warm/Strict. This appendix instructs practice for all staff at TPPS, both permanent and agency, with the intent to promote learning, wellbeing and safeguarding. Please note that the scripted responses provided in this appendix are a **professional guide** and staff will not be expected to apply them verbatim.

“Positive experiences create positive feelings. Positive feelings create positive behaviour” – Therapeutic Thinking

“So many people perceive high expectations, firmness, and relentlessness about academic content and firm discipline to be something you do, not because you love young people, but because, somehow, you don’t. You are one or the other: caring or demanding. They are opposites. But of course this is an illusion. The magic lies in the correlation...” - Warm/Strict, Doug Lemov

When pupils have good relations with their teachers, both their performance and their sense of belonging at school benefit - PISA, 2015.

To successfully sustain high expectations of children, staff establish and maintain positive, professional relationships with children. This is paramount to both academic and behavioural outcomes as well as the school’s commitment to safeguarding. Teachers reshare the school expectations as and when needed (minimum every half term), using the school expectations posters which are written in specific, clear language and are consistent across the school. Pupils are equipped with the knowledge and justifications behind adhering to the whole school expectations. The school also recognises that routine, consistency, and access to quality-first teaching, which makes the most of every moment in the classroom and responds to learning needs, are also vital to positive behaviour.

Precise Praise:

All TPPS staff will use precise praise to help motivate all children to achieve their best and encourage compliance to whole school expectations of behaviour (posters attached).

TPPS Valued Learning Behaviours and Related Rewards	
What does it look like from a child perspective?	What does it look like from an adult perspective?
<p>Demonstrating the school's expectations and values (in lessons; in the corridor; in assemblies)</p> <p>Following classroom instruction</p> <p>High level of effort</p> <p>Participation</p> <p>Adherence to uniform guidance</p>	<p>Praise in public:</p> <p><i>"X, well done for walking so sensibly around school."</i></p> <p><i>"Thank you for offering a response."</i></p>
<p>Showing high levels of engagement in class/activity</p> <p>Providing thoughtful responses</p> <p>Completing high quality work in books</p> <p>High levels of perseverance and resilience</p> <p>Consistent high level of effort</p>	<p>House-points: a certificate is awarded for 50 (bronze; given by phase leader), 100 (silver; given by assistant headteachers) and 150 (gold; given by headteacher) achieved throughout the year. When children achieve gold there will be a senior leadership celebration. House-point charts are kept in table caddies.</p> <p><i>"Fantastic X. One house point. I really like the way you have___"</i></p> <p><i>"Who might be earning a house point for showing all their writing targets?"</i></p> <p>Work may also be taken to share with the phase leader/assistant head or headteacher</p>
<p>Class have collectively followed the school's expectations</p> <p>Showing kindness to others</p> <p>Demonstrating good manners and being courteous</p> <p>Getting ready for PE in timely, orderly manner</p>	<p>Terrific Token: normal practice requires 25 terrific tokens to lead to a class treat, however this may be reviewed dependent on class need.</p> <p>A class treat should last 30 minutes and could include games, additional play time, forest school or the sensory garden.</p> <p><i>"Well done everyone - you have walked to and from assembly really sensibly, so you have earned a terrific token, great job."</i></p>
<p>Completing outstanding work</p> <p>Being an excellent role model</p> <p>Persistently producing amazing responses in class</p>	<p>Positivity Postcard: to be posted to Headteacher or Assistant Headteacher by teachers, so that they may distribute at certain time and go home to parents. An email will be sent to parents to prompt them to ask their child about their postcard.</p> <p>A message pertaining to the child's achievement will be written on the card.</p>
<p>Showing fantastic sporting skills and attitudes in PE</p>	<p>Sports Personality of the Week certificate: acknowledged in assembly and distributed in class</p>
<p>Demonstrating improvement, effort, or fantastic attainment in a specific domain or across the week's curriculum</p>	<p>Golden Trumpet certificate presented in a weekly key stage Golden Trumpet assembly: a message pertaining to the child's achievement is written on the certificate.</p>

Sometimes, despite positively framed cues, a child may continue with behaviour that contravenes the agreed expectations and detrimentally impacts their own or other children's learning or wellbeing. To minimise any impact, staff at TPPS utilise the following strategies if precise praise does not positively impact children's choices. At TPPS, we recognise everyone has the right to learn and feel safe. Therefore, any behaviour which impacts this will have a consequence.

Low level behaviour that is detrimental to learning and wellbeing:

1 verbal or visual prompt and/or de-escalation behaviour management strategies will be used as needed; as stated in the Trust-wide policy e.g. *"X, please stand by me."*

Adult will also check-in with child.

"X, how was your morning?"

"How was lunchtime?"

"How are you feeling today?"

Adult will action accordingly dependent on child responses when not disruptive to teaching and learning or seek help from SLT or welfare team if appropriate.

Adult to re-establish expectations using posters either 1:1 or with whole class, using professional judgement. *"X, everyone has the right to learn so please remember our agreed expectations, thank you."*

If detrimental behaviour or other low-level, detrimental behaviours continue (or teacher may use professional judgement to initiate this strategy immediately):

The child will receive a reminder which is privately noted by an adult by writing their name on the class reminder sheet (to be kept on teacher desk).

"X, that's a reminder. Everyone has the right to learn so please remember our agreed expectations, we shouldn't be _____ because it distracts from learning."

If detrimental behaviour or other low-level, detrimental behaviour continues:

The child will receive a further reminder which is privately noted by an adult by writing their name on the class reminder sheet (to be kept on teacher desk).

*"X, that is a second reminder, everyone has the right to learn and if you continue to disregard the expectations by choosing to _____, you will have to go to **Phase Leader** or Year Group above (as appropriate) and reflect on your choices and the school expectations. Any missed work will need to be completed during break time."*

If detrimental behaviour or other low-level, detrimental behaviour continues:

Child will need to go to the phase leader and fill out a reflection form (attached) within the classroom – maximum 10 minutes.

"X, you are continuing to disrupt learning/be unkind/be unsafe. Everyone has the right to learn/be safe. You need to go to _____ and reflect on your choices and their wider impact."

The child will return this form to their class teacher, who will have a restorative conversation with the child as soon as convenient. The teacher will record the behaviour on BROMCOM (during break, lunch or after school), using the descriptor that best fits the final reminder, with the outcome being space and reflect. Once pupil has re-settled into learning, teacher will strive to praise pupil as soon as possible. The pupil's reflection form will then need to be passed onto an Assistant Head, who will file it for reference. Missed or incomplete work because of the time spent out of class will need to be completed at a LAB (learning at break) session during the next break-time. Parents will be alerted on the second occasion (via class teacher phone or face-to-face).

Children's reminders remain relevant for the school day unless otherwise adapted for those children with special educational needs or disabilities. Please speak to SENDCo about any adaptations and/or a 'predict, prevent and progress' (PPP) plan where appropriate.

If repeated behaviours are demonstrated within consecutive days, adults may use their professional judgement to send a child straight out of class to reflect to the phase leader. If monitoring shows children have been sent out three times in the space of a half-term, the headteacher, assistant head or SENDCo will speak to the child during one lunch or break time and ask them to reflect further on their choices. This will also be recorded on MyConcern by the supervising adult. There will be a review as to whether the child requires an individualised plan to improve their

outcomes. There will also be a conversation with parents to help inform a behaviour review. If behaviour persists, other outcomes may include loss of privileges and/or internal exclusion.

When there is a change of adult, during the day, behaviour should be discussed discretely (not in earshot of any children) as part of handover.

Phase leaders need to organise their pupils going to a different phase leader if reflection is needed.

Pupils should not be sat in corridors to complete their reflection sheets, nor should it monopolise support staff's time.

Low Level Disruption, Disrespectful or Potentially Unsafe Behaviour	
What does it look like from a child perspective?	What does it look like from an adult perspective?
Shouting out Rocking/ sitting unsafely on chair Talking to others Turning around Looking out the window Pencil tapping Wandering around the classroom without clear purpose for learning Rolling eyes Answering back Running in school Sticking tongue out Not following instruction Fiddling with equipment Reading Offering information not relevant to focus Leaving the classroom without permission Walking away from conversation with adult	Verbal or visual reminder – least intervention possible. E.g. Raised eyebrow, saying name, pointing to lesson expectations poster <i>"X, I think you will work better if you sit here, thank you."</i> <i>"Remember X, we <u>put our hands up</u>."</i> <i>"X, everyone has the right to learn/be safe so please remember our agreed expectations and stop ____, thank you."</i> <i>Check-in if appropriate:</i> <i>"X, how are you today? How's your morning been?"</i>
Continuing with any of the above or making above choices when expectations are well-established. (Professional judgement may lead straight to noted reminder)	Noted reminder. <i>"X, that's a reminder. Everyone has the right to learn/feel safe so please remember our agreed expectations, we shouldn't be _____ because it distracts from learning/is not kind/is not safe."</i>
Continuing with any of the above	Second noted reminder. <i>"X, that is a second reminder, everyone has the right to learn/be safe and if you continue to disregard the expectations by choosing to_____, you will have to go to Phase Leader and reflect on your choices and the school expectations. Any missed work will need to be completed during break time."</i>
Persisting with any of the above	Child will be asked to go to the phase leader to fill out a reflection sheet. <i>"X, you are continuing to disrupt learning. Please go to Phase Leader and reflect on the impact of your choices and why they are not appropriate, thank you."</i>
Returning to the class	<i>"X, please come and return to your work. I will talk to you about your reflection when I am able."</i> A reflective, restorative conversation will take place with the class teacher at a convenient time to the teacher. This may be during the lesson or during lunch and break time. Teacher will record incident on BROMCOM.

Unsatisfactory levels of work (either quality or quantity) *:

TPPS understands that quality-first teaching with well-planned and paced lessons, positive classroom culture, and use of the school's reward system promote positive outcomes.

However, if children in Key Stage 2 are not meeting the expected standard with the tasks set, and a check-in with sufficient questioning and scaffolding has been offered to support understanding, then the child(ren) will receive verbal prompts from the staff with the task being broken down into achievable steps.

"X, we should be further along with the task by now. You need to answer the first 2 questions in the next 5 minutes please. I will come back to check on your progress."

If children are still not achieving their full potential, they will be reminded that they will need to go to a LAB session at break time.

If the lessons end and they have not achieved satisfactory levels of work, teachers will send them to learning at break club, this will be indicated by a marking code (LAB).

How often pupils go to LAB will be monitored, and further adaptations, including potential professional development, will be reviewed, and put in place as required.

Class Wide Disruption:

If the majority of class are disregarding the rules. E.g. not lining up in silence, or talking around the school, an adult should re-establish expectations, explain how this choice impacts learning, and remind the class that if this behaviour continues, the class will lose some of their play time.

They should then rehearse the expectation they did not follow if appropriate, e.g. sit back down and line up again.

If the class wide disruption continues:

Children will lose minutes from their breaktime in correlation to their year group. E.g. Year 4 will lose 4 minutes.

If the class wide disruption continues:

An extra minute will be added for every whole class reminder needed to be given.

Children will need to do work during these sessions.

SLT should be informed if a class has lost part or all of their break time outside so that these instances can be sufficiently monitored. In all cases, pupils should always be given time to have a snack and use the facilities during breaktime.

If whole class disruption is persistent, the headteacher, assistant headteacher or SENDCo will talk to the class during a break-time. Following an SLT review, staff may be offered appropriate professional development in effective behaviour management strategies.

Refusal:

If children are refusing to do their work and have 'shut down', the following script should be followed:

"X, how can we help you get back on track with your work?"

If no response:

"Let's go through the instruction/task/steps to success again..."

"You can now have a go at _____. I will come back in 1 minute to check-in again with you."

"Will this word list help you?"

Still no response:

“Would you like time to talk to me in private or talk to (Inclusion Staff Member) or another member of staff?”

“I’ll do this bit, then you do the next bit.”

Still no response:

Dependent on the child, it may be appropriate to remind the child they will need to complete any unfinished work during break time (LAB).

The non-disruptive behaviour should then be ignored and a conversation unpicking why the child was refusing and explaining the benefits of listening and participating can be explained when the child is engaging.

The child should then attend a LAB session to finish any incomplete work. If they refuse, the Headteacher or Assistant Head should be consulted. This will involve talking to parents. If the refusal is persisting over more than one time-tabled session, the Headteacher or Assistant Head should also be informed.

Pupils who are persistently refusing to engage with learning will be reviewed.

Praise and the reward system should be used as soon as possible once child is re-engaging with learning in the classroom.

Difficult behaviour:

Escalation or Difficult Behaviour	
What does it look like from a child perspective?	What does it look like from an adult perspective?
Prejudice-related incidents	Teachers will need to use their professional judgement as to whether an incident needs to be dealt with immediately or during a break or lunch time; this will depend partly on whether the incident was intentional or unintentional. The headteacher, assistant head or SENDCo should be informed of any prejudice-related incidents. Intentional prejudice-related incidents will lead to an immediate reflection outside the classroom and educational consequence. Unintentional prejudice-related incidents will result in an educational consequence. Parents would be informed and logged on PRfE and MyConcern.
Swearing / rude gestures	Immediate reflection, possible loss of privileges and restorative conversation with inclusion team/SLT. Parents informed and possible internal exclusion.
Vandalism	Immediate reflection, possible loss of privileges and restorative conversation with inclusion team/SLT. Parents informed and possible internal exclusion.
Fighting or physical behaviour	Immediate reflection, possible loss of privileges and restorative conversation with inclusion team/SLT. Parents informed and possible internal exclusion.
Threatening behaviour: deliberate throwing of equipment, squaring up to people, refusal to leave or enter a space as instructed,	Immediate reflection, possible loss of privileges and restorative conversation with SLT. Parents informed and possible internal exclusion.
Illicit item in school	Item will be confiscated. Teachers will use professional judgement: dependent on item it will either be 1 reminder or immediate reflection, possible loss of privileges and restorative conversation with SLT. Parents informed and possible internal exclusion.
Dishonesty	Teachers will use professional judgement: dependent on situation it will either be 1 reminder or immediate reflection. Following this, parents may be informed, possible loss of privileges and restorative conversation with SLT. Suspected cases of dishonesty should be appropriately explored to ensure accuracy.
Malicious allegation	Headteacher or Assistant Headteacher immediately informed.
Absconding	Headteacher or Assistant Headteacher immediately informed.
Bullying	Monitoring of reported incidents of unkindness or physical encounters between children will evidence bullying. If it is clear that a child or children are bullying then a child's

	parents/carers will be informed, possible loss of privileges and restorative conversation with Headteacher or Assistant Headteacher and possible internal exclusion.
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Difficult behaviour requires a more tailored response dependent on the incident and the child and previous incidents. The table above highlights some examples however the list is not exhaustive. Teachers may feel the incident demands that the child is sent straight to Senior Leadership. If appropriate, de-escalation strategies as scripted in the trust policy should be used. If teachers feel unable to de-escalate the situation, SLT should be asked to come and help - either by another adult or a sensible child (if safe for them to do so).

The Headteacher or Assistant Head should be informed of any instances of difficult behaviour, and they will come speak to the child in private. Escalation or difficult behaviour will need to be recorded on BROMCOM and MyConcern by the class teacher in conjunction with a conversation with a senior leader. Further consequences to difficult behaviour may include loss of privileges, a parental consultation, internal suspension for agreed period or possible suspension. A restorative conversation planned with any adults or children involved will be scheduled as and when appropriate. There will be a review as to whether the children require an individual plan to improve outcomes for that child. Parents will be informed.

Once the child is ready to re-engage their learning, SLT will escort them back to class, *“X, is ready to learn again, once you have a moment, please could you explain what they need to do?”*

“X, please sit in your chair and wait for the teacher to explain the lesson to you.”

Persistent difficult behaviour will potentially lead to permanent exclusion.

Dangerous or harmful behaviour

Dangerous or harmful behaviour relates to behaviour in which children are deliberately putting themselves, other children, or adults in harm’s way. In these rare instances, supervising adults should escort other children away from the dangerous behaviour and SLT should be immediately called. Staff members will be asked to supply witness statements which are factual and unemotional.

The difference between dangerous and difficult behaviour may be subjective to professional judgement and reports of dangerous behaviour will be carefully investigated by the Headteacher or Assistant Headteachers. For example, fighting in different forms will be at times ‘difficult’ and at other times ‘dangerous’.

See also [Use of reasonable force in schools](#) and the Meridian Trust’s guidance on Reasonable Force.

In instances of ‘Dangerous behaviour’ parents/carers will be asked to speak to the Headteacher. Dangerous behaviour will likely lead to internal or external suspension, or potential permanent exclusion.

Adaptations:

Informed by research in child psychology, TPPS know that children’s behaviours can be influenced by their life experiences and context. Committed to ensuring our children become confident, happy, safe and kind adults; we will adjust this behaviour strategy to suit individual need where relevant. To ensure consistency for these children amongst all staff, any adjustments will be recorded in an individual action plan.

Break and Lunchtimes

Trumpington Park Primary School expects children to follow the agreed expectations during break and lunch time. These expectations are consistently and repeatedly shared with pupils (see attached posters). In instances where these expectations are not met, pupils in Key Stage 1 and Early Years will potentially complete a 5- or 10-minute reflection time which will include a restorative conversation with an adult on the playground. In Key Stage two, they will attend the 'restorative room'. The supervising adult will lead a restorative conversation and complete an educational activity with the child to highlight the impact of their behaviour and encourage positive choices moving forward. The reflection will occur in the lunchtime as soon as possible following the incident and should take no longer than 15 minutes. Pupils will receive one reminder for low-behaviour behaviour before being sent to restorative; any difficult or dangerous behaviours will immediately lead to attending the 'restorative room'.

Lunchtime staff will also be able to hand out terrific tokens to children who demonstrate the school's valued behaviours.

REFLECTION

REFLECT, REPAIR AND RESTORE



What happened?



What did I do?



What did others do?



How did I feel?
What zone was I in?



What could I have done differently?



How am I going to fix this?

Appendix 3: Therapeutic Thinking/Respectful Relationships – graduated approach

<p>Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> ▪ Check existing knowledge, skills and understanding. ▪ Complete pupil induction (routines and valued behaviours). ▪ Establish realistic next steps. ▪ Identify opportunities for teaching and learning linked to real world experiences. ▪ Provide guided and supported practice of skills. ▪ Review progress. ▪ Refer to Behaviour Policy.
<p>Universal Plus Behaviour Policy</p>	<ul style="list-style-type: none"> ▪ Check if the identified behaviour is covered in policy. ▪ Support the pupil in line with policy. ▪ Monitor and record the impact of policy on progress. ▪ Review progress. ▪ Implement further analysis and planning.
<p>Targeted Early Prognosis</p>	<ul style="list-style-type: none"> ▪ Describe factually and unemotionally. ▪ Gather appropriate and authentic pupil voice. ▪ Gather information from parents/carers and staff. ▪ Gather information from multi-agency colleagues. ▪ Ensure collated information informs planning. ▪ Set a review date. ▪ Review progress. ▪ Implement further analysis and planning.
<p>Targeted Plus Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> ▪ Update and review all information within Targeted. ▪ Consider involvement of multi-agency colleagues. ▪ Complete Risk Calculator. ▪ Identify protective consequences. ▪ Identify educational consequences. ▪ Analyse dysregulation and values and beliefs (subconscious and conscious). ▪ Complete Anxiety Analysis for relevant variables. ▪ Create a Predict, Prevent and Progress plan. ▪ Set a review date. ▪ Review progress. ▪ Implement further analysis and planning.
<p>Specialist Therapeutic Plan</p>	<ul style="list-style-type: none"> ▪ Update and review all information within Targeted and Targeted Plus. ▪ Consider involvement of multi-agency colleagues. ▪ Complete the Therapeutic Tree for the individual pupil. ▪ Complete a detailed Therapeutic Plan. ▪ Set a review date. ▪ Consider group dynamic options. ▪ Review progress. ▪ Involve multi-agency colleagues and identifying next steps.