CALDECOTE
PRIMARY SCHOOL
Happy, Healthy, High-Achieving

Caldecote Primary School

Behaviour Policy

September 2026

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1. Behaviour Culture and Principles

At Caldecote Primary School, we are committed to creating a calm, safe and inclusive environment where every pupil can thrive. We believe that positive behaviour, self-discipline and respectful relationships are essential for successful learning, wellbeing and personal development. Our behaviour culture is rooted in our core values of **Respect, Responsibility and Resilience**, which shape the way we learn, work and interact as a school community.

Our approach is informed by **Therapeutic Thinking** and the understanding that behaviour is a form of communication. We recognise that adult behaviour is the greatest influence on pupil behaviour and that every interaction contributes to the culture children experience each day. Through positive relationships, consistent routines and high expectations, we create an environment where pupils feel safe, valued, respected and ready to learn.

We believe that children thrive when they experience warmth, belonging and emotional safety alongside clear boundaries and predictable expectations. When pupils struggle to meet expectations, we seek to understand the needs behind the behaviour, provide appropriate support and teach the skills required for future success. We focus on building strong relationships, developing emotional regulation and fostering a sense of responsibility for ourselves and others.

To achieve this, we are committed to:

- Building positive, trusting relationships with every pupil.
- Providing consistency, predictability and emotional safety.
- Explicitly teaching and modelling valued behaviours.
- Maintaining high expectations alongside unconditional positive regard.
- Supporting pupils to develop emotional regulation, resilience and social skills.
- Using restorative approaches to repair relationships and learn from mistakes.
- Recognising and reinforcing positive behaviour through encouragement and positive affirmation.

Through this approach, we aim to develop pupils who are:

- **Successful Learners** who are engaged, motivated and ready to achieve.
- **Confident Individuals** who feel safe, valued and understood.
- **Responsible Citizens** who demonstrate respect, empathy and integrity.
- **Effective Contributors** who make a positive difference within the school and wider community.

This policy sets out our expectations for behaviour, the systems used to nurture positive behaviour and the approaches we take when pupils require additional support to meet those expectations.

2. Evidence base and legislation

Evidence base

Our approach is informed by:

- Cambridgeshire Therapeutic Thinking
- Paul Dix's relational approach to behaviour
- Trauma-informed practice
- Attachment-aware practice
- Restorative approaches
- The SEND Code of Practice

Links to legislation

- DfE Behaviour in Schools, Advice for headteachers and school staff 2024
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England 2026
- DfE Mental Health and behaviour in schools 2018
- DfE Keeping Children Safe in Education 2026
- Ofsted Equality and Diversity Impact Assessment: Inspecting Protected Characteristics Sept 2023
- Equality Act 2010: guidance
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- Restrictive interventions in schools, including the use of reasonable force 2026

3. Roles and Responsibilities

All members of our community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the community are set out in detail below.

The Governing Body

Governors will work with school leaders to set the ethos and a set of core values that promote high standards of expected behaviour from pupils.

Governors will monitor and evaluate the impact of the policy and will hold senior leaders to account for its implementation. Governors will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline.

Governors will review and monitor the application and implementation of this policy by receiving regular reports from the headteacher on behavioural consequences and support put in place for pupils. Governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the headteacher.

Governors will analyse the recorded data on behaviour, and in cases where data is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

Headteacher

The headteacher, with support from their senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well-led, and effectively managed, and that staff regularly and effectively self-evaluate their behaviour management strategies. The headteacher will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics.

The headteacher, and senior leadership team, will act as a source of support and guidance for staff on behaviour management strategies and discipline.

Staff

Staff are responsible for:

- Providing praise and rewards, and reinforce positive behaviour
- Implementing the behaviour policy consistently
- Modelling positive behaviour, promoting respect and kindness
- Challenging incidents of disrespectful, unkind or discriminatory behaviour
- Providing a personalised approach to meet the specific behavioural needs of particular pupils
- Record incidents of poor behaviour and any given consequences on My Concern.
- Discussing behavioural concerns with parents

The senior leadership team will support staff in responding to behaviour incidents.

Pupils

All pupils must:

- Demonstrate unconditional care and compassion
- Consistently follow and model the school values and enable a positive climate for learning by following the school expectations and showing good learning behaviours.
- Make a positive impact in our school community and beyond through taking responsibility for their behaviours, actions and voice.

Parents, carers and guardians

Families play a vital role in supporting pupils' behaviour, wellbeing and success at school. We recognise that positive outcomes are achieved when home and school work together in a spirit of trust, openness and shared responsibility.

A Home/School agreement is provided for all incoming pupils on their arrival at the school and both parents and pupils are expected to read it and sign a declaration that they agree to it. We expect parents to be aware of the school expectations and to support the implementation of this behaviour policy.

Parents, carers and guardians are expected to:

- Support their child in understanding and following the school's values, behaviour expectations and routines.
- Encourage independence, resilience and a positive attitude towards learning.
- Promote positive relationships and respectful behaviour within the school community.
- Ensure their child attends school regularly, arrives on time and is ready to learn each day.
- Communicate any concerns that may affect their child's wellbeing, behaviour or learning.
- Engage with agreed support strategies and work collaboratively with the school when additional support is required.

In return, the school will:

- Build positive, respectful and trusting relationships with families.
- Communicate successes and celebrate achievements regularly.
- Raise concerns early and work proactively to address any difficulties.
- Listen carefully to family perspectives and seek to understand individual circumstances.
- Work in partnership with parents, carers and external agencies where appropriate.
- Develop, implement and review support plans collaboratively when additional intervention is required.

We approach all conversations with families from a position of curiosity, empathy and partnership, recognising that shared understanding and consistent support are key to helping every child thrive.

4. Valued behaviours

Valued behaviours reflect our school values of **Respect, Responsibility and Resilience**. They help pupils learn, build positive relationships and contribute to a safe and successful school community. These behaviours are explicitly taught, modelled and reinforced through classroom routines, assemblies, curriculum learning and everyday interactions.

Adults use every interaction as an opportunity to teach, guide and reinforce positive behaviour. When pupils find expectations difficult to meet, we seek to understand, support and teach the skills needed for success.

To ensure consistency across the school, our expectations are further defined in the **Behaviour Curriculum (Appendix 1)**, which provides a shared understanding of what valued behaviour looks like in practice.

5. Developing Valued Behaviours

Curriculum

Engagement in learning is one of the most effective ways to promote positive behaviour and prevent difficulties from arising. We recognise that children are more likely to succeed when learning is meaningful, appropriately challenging and responsive to their individual needs.

We promote pupil engagement by:

- Delivering a well-planned, inclusive curriculum that meets the needs of all learners.
- Providing learning experiences that are engaging and appropriately challenging.
- Creating opportunities for collaboration, discussion and shared problem-solving.
- Developing pupils' oracy skills through purposeful talk and dialogue.
- Encouraging pupil voice to make decisions about their learning.
- Providing leadership opportunities to foster a sense of ownership and responsibility.
- Recognising and celebrating effort, progress and achievement.
- Supporting pupils' emotional wellbeing.

Environment

The environment gives clear messages to pupils about the extent to which they and their efforts are valued. Classrooms are well cared for - clutter-free and purposeful - to create a calm setting for learning.

Within the environment children should be able to view the Class Charter (created collaboratively each year) and **School Values (Appendix 2),** as both will act as a reminder for the expected standards

Positive relationships

Positive relationships are central to our approach to behaviour. We believe children are most likely to behave positively, engage in learning and develop self-regulation when they feel safe, valued and connected. We focus on the behaviour, not the child, preserving dignity and maintaining positive relationships at all times.

All adults are responsible for creating a culture of belonging where every child feels known, respected and supported. Adults will:

- Build warm, trusting relationships with pupils.
- Greet children positively each day.
- Listen with empathy and take an interest in children's lives, strengths and interests.
- Provide clear expectations, consistent routines and predictable responses.
- Recognise and celebrate positive behaviour and achievements.
- Treat all pupils with dignity, respect and unconditional positive regard.
- Support pupils to repair relationships and learn from mistakes.

Consistency

- Following agreed routines – maintaining consistent, high expectations around agreed routines will lead to pupils responding positively to our expectations.

- Using agreed stopping signal – 'STOP. LOOK. LISTEN' – with right hand raised. All children to raise their hand in response. **Rule card displayed in all classrooms (See Appendix 3a)**

- Using agreed language – through the use of **Micro scripts (See Appendix 3b)**

- Remaining predictable in responses – Develops psychological safety. Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

- Ensuring timely follow up: Ensuring 'certainty' at the classroom, leadership and whole school level. Never passing problems up the line, teachers taking responsibility, and being empowered, for behaviour interventions, seeking support but never delegating.

- Applying consequence consistently.

Recognising and celebrating valued behaviours

Promoting and celebrating success is essential to motivate valued behaviours. Staff will promote and catch pupils showing valued behaviours, and especially those that represent our school values. Staff will strive to achieve a consistent approach when rewarding pupils.

Most usually, positive responses will occur after the valued behaviour to reinforce intrinsic motivation.

To recognise valued behaviours, we appreciate that pupils may prefer different ways of celebrating their successes, so wherever possible, pupils will be able to choose the way in which they are rewarded.

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

Valued behaviour – examples	**Example of positive response** Where possible adults will give choices for how pupils would like to be recognised. *Script "I am proud of your work/act and want to say well done, how would you like to hear it?"*
• Showing **respect** to others in kind acts • Showing **responsibility** towards learning tasks • Demonstrating **resilience** in attempts at challenging self • Displaying good manners • Holding doors open for adults/peers • Showing respect for property	• Name written under the smiley face on the class whiteboard • Verbal praise • Non-verbal recognition eg thumbs up, smile, high five • House point • Positive feedback in marking • Sticker/smiley face in book • Work on display
• Kind acts which show care to our school community. • Helping peers/adults • Demonstrating commitment and courage in learning tasks • Personal best in learning tasks.	• Opportunity to show work or explain deed to another member of staff • Parents informed at the end of the day/learning tasks uploaded to SeeSaw • Whole class pebble reward.
• Outstanding effort in learning tasks • Demonstration of school values consistently	• Showing task or explaining deed in celebration assemblies • Opportunity to show work to a member of the Senior Leadership Team • Values certificate • Headteacher positive praise card.

Praise helps build strong relationships, particularly with pupils who are harder to engage. We consistently recognise and reinforce the behaviours we want to see.

Rewards for valued behaviour

Valued behaviour and attitudes are explicitly rewarded by the following awards:

- Caldecote Values Award
- House Points
- Golden Table (awarded by lunchtime staff)
- Playtime Ambassador Award (awarded by playtime ambassadors)
- Junior Travel Ambassador Award (awarded by the JTAs)
- Sports Award (awarded by Mr Segrave, sports coach, in liaison with class teachers)
- Tidy Ted (awarded by Y6 corridor monitors)
- Whole Class Reward

Other rewards may include:

- Positive praise postcards
- Positive phone calls home
- Wonderful work in the school newsletter
- Sending examples of work home

For more details, please see **Caldecote Rewards (Appendix 4).**

For a minority of children, they may need more incentive and support to behave well. In these circumstances individual adjustments may be used, with a focus on earning a reward for behaving appropriately.

De-escalation

De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours from becoming more serious. For the vast majority of pupils, a gentle reminder is likely to be all that is needed.

When pupils/students are behaving in a way that is not appropriate, staff use a range of evidence-informed **De-escalation strategies (Appendix 5)** to support pupils to regulate and re-engage.

Language

- We understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the pupil.
- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual.
- Our language should promote responsibility through providing choices and understanding consequences

Routines

- Strong routines create security. Children feel safer and behave more positively when expectations are clear, consistent and routinely reinforced.
- We teach the behaviours we want to see and practise these regularly with the pupils so they are clear about the expectations of them.
- For pupils who struggle with routines, additional teaching and support are provided.
- Core routines, outlined in our Caldecote Valued Behaviours document, include:
  - Entering classrooms
  - Lining up
  - Playtime routines
  - Listening expectations including whole school hand signal for regaining attention

- Transition times
- Lunch routines
- End of day procedures

Understanding Behaviour

We recognise that behaviour is often driven by underlying needs, experiences or skills that have not yet developed. Children may communicate:

- Anxiety
- Frustration
- Fear
- Sensory overload
- Uncertainty
- Low self-esteem
- Attachment difficulties
- Difficulties with communication
- Emotional dysregulation

Therefore, when behaviour occurs, staff seek to understand:

- What has happened?
- What is the child communicating?
- What support is needed?
- What skills need teaching?

Relational Practice and Emotional Regulation

Children cannot learn effectively when they are dysregulated. Adults therefore prioritise co-regulation before expecting self-regulation. Staff will:

Regulate - Remain calm and emotionally available.

Relate - Show empathy, curiosity and understanding.

Reason - Support reflection once a child is calm enough to engage.

We explicitly teach regulation through our PSHE curriculum, mindfulness activities, mental health and wellbeing assemblies. Specific interventions include: identifying changes in our emotions, practising breathing strategies, developing problem-solving skills, and coaching in managing anger and conflict resolution.

6. Detrimental Behaviours

Detrimental behaviours are behaviours that negatively affect a pupil's learning, wellbeing, safety or relationships, or that interfere with the learning, wellbeing or safety of others. These behaviours may create unhelpful feelings, disrupt the learning environment, damage relationships or prevent pupils from flourishing within the school community.

We recognise that behaviours can be detrimental but also differ in severity; these have been outlined as the Caldecote Consequences (CC):

1. CC1 - Inconvenient Behaviours (e.g., minor challenges to adults)
2. CC2 - Difficult Detrimental Behaviours (e.g., Refusal to complete work)
3. CC3 - Dangerous Detrimental Behaviours (e.g., Intentional pushing, causing injury)

All behaviours are mapped in our **Behaviour Response document (Appendix 6).**

7. Responding to Detrimental Behaviours

Outline

Staff should always respond calmly and respectfully by using the pupil's name, communicating expectations clearly and allowing appropriate "take-up time" for the pupil to respond. Adults should avoid becoming involved in discussions, arguments or secondary behaviours that may escalate the situation.

When behaviour falls below expectations, the immediate priority is to maintain safety, restore calm and support pupils to re-engage successfully. De-escalation strategies should be used where appropriate.

We recognise that some pupils may require additional support to meet behavioural expectations. In these situations, adults will consider the pupil's age, stage of development and individual needs.

Where behaviour may indicate a safeguarding concern, staff will follow the school's safeguarding procedures.

Response to Manage Behaviour

Our primary aim is always to teach, support and restore. Staff should respond calmly, consistently and proportionately, taking account of a pupil's age, stage of development and individual needs.

A quick guide to our behaviour response:

Level	Typical Behaviours	Response	Led By	Recording	Parent Communication
CC1: Inconvenient Behaviours	Calling out, low-level disruption, off-task behaviour, minor refusal, not following instructions promptly, inappropriate noise, minor friendship disagreements.	Reminder, redirection, non-verbal cue, proximity, re-teaching expectations and routines.	Class teacher or supervising adult.	Not routinely recorded. Patterns may be monitored by class staff.	Not routinely required unless behaviours become persistent.
CC2: Difficult Detrimental Behaviours	Repeated disruption, repeated refusal, inappropriate language, persistent defiance, deliberate misuse of equipment, repeated unkind behaviour towards others.	Supportive conversation, regulation support, educational consequence, restorative conversation, protective consequence where required.	Class teacher with support from senior leaders where appropriate.	Recorded on My Concern.	Parents informed when behaviour is repeated, significant, or part of an emerging pattern.
CC3: Dangerous Detrimental Behaviours	Physical aggression, fighting, bullying, discriminatory behaviour, deliberate damage to property, serious threats, behaviour creating a risk of harm to self or others.	Immediate intervention to ensure safety, investigation, restorative process where appropriate, protective and educational consequences, consideration of further support or graduated response.	Senior leader or Headteacher.	Recorded on My Concern.	Parents informed as soon as possible and involved in follow-up actions.

Please see our **Behaviour Response document (Appendix 6) for full details.**

Protective and Educational Consequences

Where behaviour presents a risk to learning, wellbeing or safety, **protective consequences** may be used. These are reasonable and proportionate actions intended to increase safety, reduce risk and support successful participation in school. Examples include:

- Additional adult support
- Alternative play arrangements
- Movement breaks
- Access to a calm space
- Individual support plans

Alongside this, pupils will receive **educational consequences** designed to teach and reinforce positive behaviour, such as:

- Reflective conversations (See Appendix 7)
- Restorative actions, including apologies and repairing damage
- Rehearsing routines and practising expected behaviours
- Coaching and support to develop emotional regulation and social skills

Consequences are intended to support learning, responsibility and behaviour change. They are never used to shame, humiliate or punish.

In all cases of detrimental behaviour, an adult will try to talk to the pupil/s to try to find out what has happened. Staff will listen objectively to all pupils involved in an incident and may record responses in a behaviour log.

For all stages, staff will use positive phrasing with 'thank you' used a motivator. e.g. 'Walk in the corridor. Thank you.'

Off-site misbehaviour

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

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Confiscation

Any prohibited items found in pupils' possession (dangerous or illegal items) will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Discrimination towards protected characteristics

At Caldecote Primary School, we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics (whether intended or in 'jest') extremely seriously and is not tolerated.

Behaviour of this nature will be dealt with by the headteacher who will fully investigate the incident.

Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate. The victim's voice including wishes and feelings will be captured and recorded.

The headteacher will make contact with the families of those involved and inform them of the incident and the outcome via letter.

The incident will be record on the pupil's file via My Concern. If this behaviour is repeated, then a meeting with parents and headteacher may be arranged to discuss the seriousness of the behaviour.

Suspensions and Exclusions

For persistent, difficult, or dangerous detrimental behaviour, or for a one-off incident of a serious nature (CC3), support will be provided by the senior leadership team.

The graduated response to behaviour (Appendix 8) will be followed, and if necessary, the Cambridgeshire Exclusion guidance.

The decision to exclude a child permanently will be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Staff will do all that they can to avoid this situation arising. For further information, please see our Suspensions and Exclusions Policy.

8. Recording Behaviour Incidents

Staff will record behaviour that falls under CC2 and CC3 by completing a log on My Concern. Behaviour logs will be completed in the ABCC (Antecedent, Behaviour, Consequence and Communication) format, outlined in **Recording Behaviour Incidents** (**Appendix 9).**

CC2 incidents must be logged by the end of the school day.

CC3 incidents must be logged immediately or as soon as practicable. Parents must informed on the same day for CC3 incidents.

The following incidents are always logged on My Concern:

- racist incidents
- homophobic incidents
- biphobic incidents
- transphobic incidents
- disability-related incidents
- religion- or belief-related incidents
- misogynistic incidents

My Concern entries are regularly reviewed by the SLT and DSLs within a dedicated meeting. These logs help staff to spot patterns, repetitive or consistent behaviours and enable staff to put Risk Reduction Plans in place where needed.

Governors and the Local Authority monitor the school behaviour, including the number of racist and homophobic incidents in school.

9. Physical Restraint

Physical intervention is always a last resort.

It may only be used when:

- A child is at risk of harming themselves.
- A child is at risk of harming others.
- Serious damage to property is likely.
- Safety is compromised.

Incidents of physical restraint must:

- Always be used as a last resort
- Be necessary, proportionate and reasonable, applied using the minimum amount of force and for the minimum amount of time possible and using approved techniques
- 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 on a Restrictive Physical Intervention form and on the school's recording system: My Concern.
- Be reviewed by senior leaders

Please see our separate policy on Restrictive Interventions.

10. Individual Behaviour Support - SEND, Inclusion and Equality

Additional Behaviour Support

We recognise that, while high expectations and universal behaviour support apply to all pupils, some children may require additional support to help them succeed. Pupils who experience ongoing difficulties in meeting behavioural expectations may require personalised provision that focuses on understanding and addressing underlying needs.

We recognise that cognitive, communication, sensory, physical and emotional needs, as well as environmental factors, can affect a pupil's ability to regulate their emotions and behaviour. In these circumstances, support will be planned through a graduated approach and, where appropriate, involve external agencies.

Support will be developed collaboratively with pupils, parents/carers, class staff, the SENDCo and, where appropriate, external professionals. This support may include:

- Emotional regulation strategies and tools
- Trusted adult support
- ELSA interventions
- Other interventions appropriate to individual need

Where significant or complex needs are identified, a personalised approach will be put in place to gain further information, and may include the following strategies:

- Behaviour observations
- Behaviour assessment questionnaires
- Behaviour tracking charts, active monitoring of behaviour frequency/time
- Review of incidents – ABCC charts

In response to this, individual plans may be developed and reviewed regularly to ensure support remains effective and responsive to the pupil's needs.

Risk Reduction Plans

If there is a pattern of repeated anti-social behaviour, or a serious behavioural incident, parents/carers will be contacted and invited to meet with school staff to discuss concerns and agree next steps.

Where additional support is required, the school may implement a **Risk Reduction Plan (Appendix 10).** The purpose of the plan is to identify triggers, understand underlying needs, reduce barriers to learning, promote emotional regulation and positive behaviour, and support the safety and wellbeing of both the pupil and others.

Risk Reduction Plans are developed collaboratively with the pupil, parents/carers, class teacher, SENDCo, senior leaders and, where appropriate, external professionals. The plan may include personalised de-escalation strategies, protective and educational consequences,

and restorative approaches designed to help the pupil reflect on their behaviour, repair harm and rebuild relationships.

The school follows a Plan-Do-Review cycle to monitor the effectiveness of the plan. Reviews will take place regularly, at least termly, although the frequency will be determined by the pupil's individual circumstances.

If sufficient progress is not made, the school may seek further advice and support from external agencies. Where appropriate, consideration may also be given to undertaking further assessment of the pupil's needs, including requesting an Education, Health and Care Needs Assessment.

Reasonable Adjustments and Inclusion

Some pupils may experience greater difficulty meeting behavioural expectations due to:

- Special Educational Needs and Disabilities (SEND)
- Social, Emotional and Mental Health (SEMH) needs
- Neurodiversity
- Speech, language and communication needs
- Trauma or adverse childhood experiences
- Attachment-related needs

Where appropriate, reasonable adjustments will be made to enable pupils to access learning and participate fully in school life. These may include:

- Adapted routines and expectations
- Sensory support strategies
- Visual supports and prompts
- Alternative workspaces
- Calm spaces
- Calming time
- Flexible transitions between activities and environments
- Personalised regulation strategies
- Additional adult support

The school recognises its duties under the **Equality Act 2010** and is committed to ensuring that pupils with protected characteristics are not placed at a substantial disadvantage. Our response to behaviour will always be proportionate, inclusive and responsive to individual needs.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Working with Families and External Agencies

Where behavioural difficulties persist, the SENDCo will work with staff and families to consider whether unmet special educational needs or disabilities may be contributing to the behaviour.

Where appropriate, advice and support may be sought from external agencies, including:

- Educational psychologists
- Specialist teachers
- Health professionals
- Early help services

When additional needs are identified, the school will work in partnership with families and external professionals to develop, implement and review support plans that promote the pupil's wellbeing, inclusion and success.

11. Bullying, Discrimination and Serious Incidents

The school will not tolerate:

- Bullying
- Racist behaviour
- Homophobic language
- Sexual harassment
- Sexual violence
- Discrimination of any kind

All incidents will be:

- Investigated thoroughly
- Recorded appropriately
- Addressed restoratively where appropriate
- Reported according to safeguarding procedures

Please see our Anti-Bullying Policy.

12. Training

Policies and practice regarding managing behaviour and whole school strategies is shared with staff as part of their induction process.

Staff are given access to Restrictive Intervention training, with key staff members identified to support colleagues in school when required with individual children.

Behaviour management will also form part of continuing professional development.

13. Monitoring Arrangements

Behaviour information is used to identify patterns, evaluate interventions, support pupils effectively and inform strategic decisions.

Senior leaders will monitor:

- Frequency of incidents
- Types of behaviour
- Protected groups
- Individual pupil trends
- Effectiveness of interventions

Analysis focuses on understanding need and improving provision.

The governing body and senior leadership team will review the effectiveness of this policy regularly through:

- Behaviour incident analysis
- Pupil voice
- Parent voice
- Attendance data
- Exclusion data
- Staff feedback
- Governor monitoring

This behaviour policy will be reviewed by the headteacher and full governing board every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the full governing board every two years.

Headteacher: …… Date: ……

Chair of Governors: …….. Date: ……..

14. Links with Other Policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Restrictive Interventions Policy
- Online Safety Policy
- Home School Agreement

15. Appendices

Appendix 1a: Our Behaviour Curriculum

Appendix 1b: Our Behaviour Curriculum focus cards (examples)

Appendix 2: School Values

Appendix 3a: STOP. LOOK. LISTEN Rule card

Appendix 3b: Micro scripts

Appendix 4: Caldecote Rewards

Appendix 5: De-escalation strategies

Appendix 6: Behaviour Response

Appendix 7: Reflective conversation guidance

Appendix 8: Graduated response

Appendix 9: Behaviour log

Appendix 10: Risk Reduction Plan

Appendix 1 – Our Behaviour Curriculum

Caldecote Primary School Behaviour Curriculum

Our values

Respect	Responsibility	Resilience

Behaviour culture

The aims of the behaviour curriculum	At Caldecote Primary School, we believe that positive relationships and excellent behaviour are founded upon our core values of respect, responsibility and resilience. We are committed to creating a culture in which every member of our community is valued, supported and challenged to achieve their best. Through high expectations, mutual respect and an understanding of individual differences, we strive to secure equity of opportunity and enable all pupils to flourish. Our behaviour curriculum aims to develop pupils as: **Successful Learners** - Who demonstrate positive attitudes to learning, show resilience when faced with challenge, regulate their behaviour appropriately and understand that their actions contribute to a calm, purposeful and productive learning environment. **Confident Individuals** - Who are self-aware, emotionally literate and able to manage their feelings and behaviour effectively. Pupils develop self-belief, make positive choices and build strong, respectful relationships based on kindness, empathy and trust. **Responsible Citizens** - Who understand their rights and responsibilities within school and the wider world. They value diversity, celebrate difference, show respect for others and contribute positively to creating an inclusive community where everyone feels safe, welcome and valued. **Effective Contributors** - Who work collaboratively, communicate respectfully and recognise that their behaviour affects others. They actively contribute to school life, support their peers and seek opportunities to make a positive difference within their community and beyond. Through explicitly teaching, modelling and reinforcing positive behaviours, we help pupils to develop habits that support learning, strengthen relationships and prepare them for life beyond school. Over time, these behaviours become embedded, shaping pupils' character, wellbeing and sense of belonging, enabling them to make a positive contribution to society and live out our school values every day.

Modelling the culture

Teaching the behaviour curriculum	Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations ofthem. The learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have shared and consistent expectations across school. The behaviour curriculum is taught explicitly alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year to strengthen retention. Teachers will demonstrate these behaviours and ensure pupils have many opportunities to practice these. All behaviours must be modelled with warmth and high levels of respect.
The process for teaching behaviour explicitly	• IDENTIFY the behaviour we expect • Explicitly TEACH behaviour • MODEL the behaviour we are expecting • PRACTISE behaviour • NOTICE excellent behaviour • CREATE conditions for excellent behaviour It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in a positive environment.

Behaviour curriculum - Pupil expectations and routines

Manners

- Say 'please' when asking for something.
- Say 'thankyou' when you receive something or someone does something nice for you.
- Say 'Good morning/afternoon' if spoken to.
- Give eye contact tothe person you are talking to.
- Hold the door for others
- Say 'pardon' or 'excuse me' (instead of 'what?') if you have not heard someone

Uniform

- Wear full uniform neatly - shirt tucked in
- Remove outdoor clothing once inside thebuilding and hang them up appropriately
- Wear correct PE kit

Assembly

- Enter/exit the hall in silence
- Ensure our uniform is worn correctly on entry and exit
- Sit in our class lines
- Sit cross-legged with a straight back and hands still
- Face forwards with eyes on the speaker
- Use hands-up to contribute
- Participate actively with singing etc.

Moving around school – Wonderful Walking

- Walk around school quietly
- Walk in a straight line
- Line up in register order
- Hold open doors for others
- Pick up litter, coats and resources if on the floor or untidy
- Knock and wait for permission to enter a room
- Walk on a left side in the corridors

Dining Hall

- Wash hands before eating
- Use a quiet voice and talk to thechildren opposite or adjacent to us only
- Line up one behind the other,quietly.
- When eating, we stay in our seats
- Use a knife and fork correctly
- Chew with our mouths closed
- Say please and thank you for our meals
- Put our hand up for adult attention
- Walk in the dining room
- Put our hand up when we have finished (KS1)
- If we have eaten a school dinner, weclear our plates and cutlery
- If we have eaten a packed lunch, wetake wrappers home.
- Clear away our equipment and leave tidy.
- Ask an adult to leave the dining hall

Attendance & Punctuality

- Try to attend school every day.
- Try to arrive at school ontime every day.
- Know that attending school on time every day is important so that you don't miss important learning

Ready to Learn

- Follow the stopping strategy shown by the teacher
- Listen carefully when the adult is talking
- Respond to adult requests the first time we are asked
- Sit correctly – Chair legs on the floor, tummy near table and bottoms at the back of the chair
- Keep workspaces/resources tidy
- Be punctual
- Work cooperatively
- Try our best
- Be ready for the lesson e.g.,had a drink, toilet break etc.
- Place our chair under the tablewhen leaving our seat
- Be quiet and calm in the classroom
- Treat equipment with respect
- Do not distract others
- Use the 5 Bs (Brain, Book, Board, Buddy, Boss) when faced with a challenge
- Know that mistakes are how we learn

Moving to the line (In class)

- Walk to the line sensibly
- Line up in the order displayed in the classroom
- Place our chair under the table when leaving seat
- Walk in a quiet, calm manner

Communal Areas

- Respect the learning environment
- Take care of displays when lining up
- Place all litter in a dustbin
- Walk around school in a quiet, sensible
- manner
- Pick up coats and place back on
- pegs / report to the class teacher

Presentation in Books

We know how to set out our work in our books:

- Date – left hand side next to margin
  - Long date (in words) for English work
  - Short date (6 digit format) in all other books
- **Date underlined with ruler and sharpened pencil**
- Learning objective/enquiry question/title – miss a line after date
- **Error correction – use a rubber neatly or a single ruled line through**
- Handwriting expectations to be followed in all subjects
- Use a sharpened pencil
- **Maths books – one digit one square. Question number followed by dot and then one square.**
- Sketch books – words and labels following handwriting expectations.
- Work stuck in neatly – nothing hanging out the edge of books
- Pupil marking (ticks) to be neat, well-sized and completed in purple pen
- Self-editing to be completed in purple pen
- Colouring to be completed neatly with a colouring pencil, not a HB pencil

We take pride in all books through the absence of graffiti and doodles.

Playtime Behaviour

- Walk from your classroom to the playground using wonderful walking.
- Play safely withouthurting anyone.
- Do not 'play fight' because you may hurt someone by accident.
- Be kind, by including people in your games and sharing equipment.
- Behave in agentle, caring, and helpful way towards others.
- When called, you must line up inyour lining up order quickly

Lining Up

- First whistle – stand still and stop talking. If you are on equipment, get down. If you are sitting/lying on the ground, stand up.
- Second whistle – walk quietly to your line.
- Place our arms by our side
- Line up silently
- Stand in register order
- Face forward
- Stand with good posture
- Line up in single file, in a straight line
- Leave a space between each person
- Raise our hand and be silent when the teacher gives the whole-school stopping signal (Hand up, Stop, Look and Listen).
- Walk quietly back to the classroom

Behaviour outside of school

- Behave responsibly and respectfully when wearing the Caldecote uniform.
- Be considerate of others when arriving and leaving school - walking not running, giving people plenty of space, using a quiet voice not shouting.
- Stay safe online and usetechnology sensibly and safely.
- Know who to go to for help and support

Behaviour curriculum - Adult modelling of expected behaviours

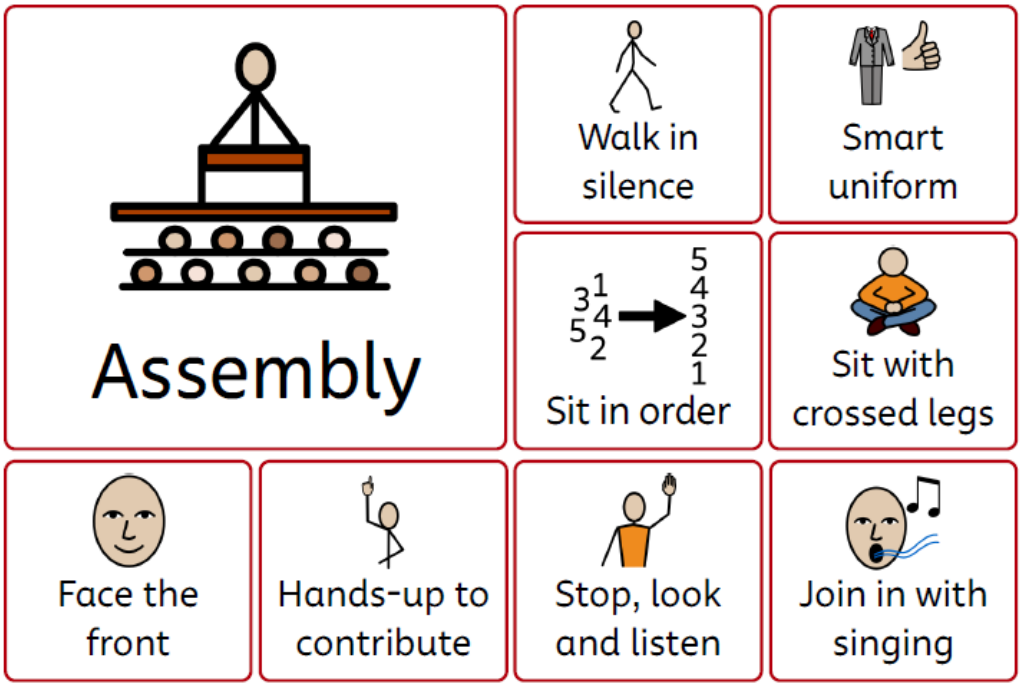
Respectful – Manners	Uniform	Assembly	Moving around school – Wonderful walking	Dining Hall
Remind pupils that: • They should always say 'please' when asking for something. • They should always say 'thankyou' when they receive something or someone does something nice for them. • They should say 'Good morning/afternoon', if spoken to. • It is polite to give eye contact to the person they are talking to.	• Ensure uniform is correct at all times • Provide 'spare' correct uniform as appropriate • Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. • Be understanding and fair yet uphold the standardsexpected • Check uniform regularly • Present themselves in appropriate dress, in line with staff policy	• Verbally remind children of expectations and praise children for meeting them • Organise class into appropriate order in classroom • Ensure uniform is checked • Lead class into the hall and clearly indicate where children are to sit • Praise/remind children for following expectations of sittingand participation • Remind children to gain attention if necessary • Lead children into assembly modelling expectations • Actively engage with assembly • Ensure orderly exit from hall and return to class • Praise and reward the correct behaviour	• Regularly remind class of expectations when moving through school • Line the class up - establish a class order • Check smartness of pupils before moving • In instances of unwanted behaviour – stop theclass and recap expectations • Be polite and courteous to adults / other children with a greeting • Take pride in appearance – shirts tucked in etc. • Model manners and showing courtesy to others- e.g. holding doors open • Do not set off with a class/group until all expectations are met - including uniform and volume • Praise and reward the correct behaviour	• Check uniform on entry of dining hall • Support and model to pupils to use knife and fork • Remind pupils of expectations • Monitor the cleaning of plates and cutlery • Check and remind pupils of using their manners • Check spaces are tidy as pupils leave • Praise and reward the correct behaviour
Attendance & Punctuality	**Behaviour for learning**	**Moving to the line (In class)**	**Communal Areas**	**Presentation in Books**
Remind pupils that: • They must try to attend school every day. • They must try to arrive at school on time every day. • Attending school on time everyday is important so that they don't miss important learning.	• Stop children using the agreed strategy • Establish, teach and model routines and expectations • Greet children and adults on entry to school • Use clear instructional language • Be consistent in routines and expectations • Ensure allocated table/carpet places for pupils • Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, resources ready, books available, support and challenge activities ready, water bottles etc. • Ensure workspaces/classroom is tidy • Have the lining up order displayed in the classroom • Use transitional songs /rhymes etc. where appropriate	• Use agreed stopping strategies • Ensure children line up in order- inline with school decision on how that order is decided • Praise or stop and reinforce expectations as required	• Ensure tidy work spaces including teacher desk • Ensure all space outside their classroom is clutter free • Pick up any rubbish and place in the dustbin • Ensure all displays are kept in good order • Pick up coats and place back on pegs • Praise/reward/prompt children as required	• Ensure the front cover is neat and presentable- printed label name, subject with capital letters appropriately used • Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in. • Follow the marking and feedback policy • Model the expectations of presentation in their marking – correct letter formation
Playtime Behaviour		**Lining Up**	**Behaviour outside of school**	
• Know that you must walk from your classroom to the playground using wonderful walking. • Know that you must play safely without hurting anyone. • Know that we do not 'play fight' because we may hurt someone by accident. • Know that you must be kind, by including people in your games and sharing equipment. • Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. • Know that, when called, you must line up inyour lining up order quickly.		• Use agreed stopping strategies • Ensure children line up in order • Praise children or stop and reinforce expectations as required	Remind pupils that: • When wearing your school uniform, they are representing the school community and must always behave responsibly and respectfully. • They should be considerate of other people arriving and leaving school. • Being considerate means thinking about other people's needs, wishes and feelings. • Examples of being considerate on the way home include walking not running, giving people space, using a quiet voice. • They have been taught ways to stay safe online, and use technology safely. • There are members of the community that they can go to for help and support	

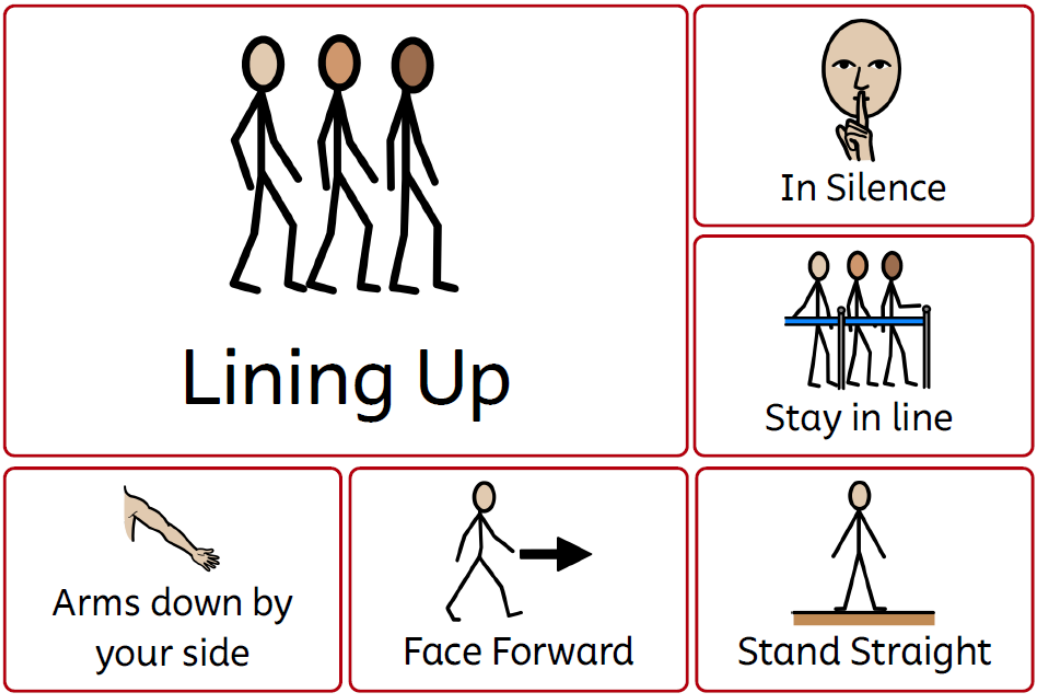
Embedding the Behaviour Curriculum

The behaviour curriculum is embedded within daily interactions with pupils. The expectations and routines are modelled by all adults, and praise and rewards are given when pupils are demonstrating this consistently. In addition to this, ethos assembly and class assemblies are used to teach the expectations and routines explicitly and provide pupils with rationale for these. The schedule for the academic year is as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'My Actions, My Community, My Safety' assembly	Reinforce behaviour curriculum (classroom, playground and lunchtimes) Announce house point winners Select Rights Respecting School ambassadors	Revisit learning behaviours and expectations Announce house point winners	Revisit learning behaviours and expectations Announce house point winners	Revisit learning behaviours and expectations Announce house point winners	Revisit learning behaviours and expectations Announce house point winners	Revisit learning behaviours and expectations Announce house point winners
Class assembly	Reinforce behaviour curriculum (classroom, playground and lunchtimes) Focus on classroom behaviour	Reinforce behaviour curriculum (classroom, playground and lunchtimes) Focus on playground behaviour	Reinforce behaviour curriculum (classroom, playground and lunchtimes) Focus on dinner hall behaviour	Reinforce behaviour curriculum (classroom, playground and lunchtimes) Focus on out-of-school behaviour	Reinforce behaviour curriculum (classroom, playground and lunchtimes) Focus on online behaviour	Teach routines and expectations explicitly as part of transition

Appendix 1a – Our Behaviour curriculum focus cards (examples)





Appendix 2 – School Values

Our Values

Our school values are very simple:

Respect. Responsibility. Resilience.

At Caldecote, our core values underpin everything we do. In promoting and modelling these values, we seek to develop the roots for both academic success and strong personal development, thus preparing pupils to be happy, healthy, and high-achieving citizens.

Pupils are actively encouraged to develop and demonstrate these values at all times, and they are recognised and applauded in our celebration assembly each week.

A strong understanding of and commitment to these values sees us flourish with humility through times of success and hold us steadfast through times of challenge.

Please see below for how these values are lived each and every day at school.

Respect

Respect Value Statement: We treat everyone in our school community with kindness, consideration, and fairness. We listen to others, value diverse perspectives, and care for our environment, recognising that respect builds trust and positive relationships.

Examples in Daily School Life:

• In the Classroom: Pupils listen attentively when others are speaking, raise their hands to contribute, and use polite language. Teachers model respectful communication and encourage pupils to appreciate different viewpoints during discussions.

• Around the School: Pupils show respect by caring for school property, putting litter in bins, and following rules that keep everyone safe, such as walking quietly in corridors.

• In the Playground: Pupils include others in games, resolve conflicts calmly, and show empathy towards friends who might be upset or struggling.

• Towards the Environment: Pupils participate in recycling initiatives, help maintain the school garden, and take part in lessons about caring for nature and reducing waste.

Responsibility

Responsibility Value Statement: We take ownership of our actions, learning, and behaviour. We understand the importance of contributing positively to our school and wider community, making thoughtful choices, and caring for our planet to create a better future.

Examples in Daily School Life:

• Learning: Pupils come prepared for lessons, complete homework on time, and ask for help when they do not understand, showing responsibility for their own learning.

• Behaviour: Pupils follow the school's behaviour policy, understand the consequences of their actions, and take steps to make amends if they have caused harm or disruption.

• Roles and Duties: Older pupils take on leadership roles such as class monitors, eco-warriors, or playtime ambassadors, demonstrating responsibility by supporting others and helping the school run smoothly.

• Environmental Stewardship: Pupils switch off lights when rooms are empty, conserve water, and participate in school-wide energy-saving campaigns, showing responsibility for reducing the school's environmental footprint.

Resilience

Resilience Value Statement: We embrace challenges with determination and a positive attitude. We learn from mistakes, persevere through difficulties, and support each other to grow stronger, confident, and ready to succeed in all areas of life.

Examples in Daily School Life:

• Learning Challenges: Pupils are encouraged to view mistakes as learning opportunities, persist with difficult tasks, and use strategies such as breaking work into smaller steps or seeking peer support. Teachers praise effort and progress, not just outcomes.

• Emotional Resilience: Pupils develop coping skills through PSHE lessons and mindfulness activities, learning how to manage frustration, anxiety, or disappointment in healthy ways. • Social Resilience: Pupils support each other in group work, handle disagreements respectfully, and build friendships by showing patience and understanding.

• Extracurricular Activities: Pupils take part in sports, music, or drama, where they face setbacks, such as losing a game or forgetting lines, and learn to keep trying and improving.

Integration with Teaching and Leadership

• Curriculum Links: Teachers explicitly teach these values through stories, role-play, and reflection activities, linking them to subjects like PSHE (reflecting on own experiences), Literacy (through character studies), and Science (environmental responsibility).

• Leadership Modelling: School leaders and staff consistently model these values in their interactions, reinforcing a positive culture and setting clear expectations.

• Recognition and Rewards: The school celebrates pupils who demonstrate these values through awards, assemblies, and positive feedback, helping to embed them as part of the school identity.

Appendix 3a – STOP. LOOK. LISTEN rule card



Appendix 3b – Micro Scripts

Key Features of an Effective Micro-Script

- Calm, neutral tone
- Minimal words
- No debate or argument
- Clear expectation
- Certainty rather than threat
- Ends with "Thank you", not a question
- Walk away and allow take-up time

Example Micro-Script: Calling Out Across the Classroom

Step 1: Approach calmly and privately
"Sam, I've noticed that you're calling out."
Step 2: Reference the expectation
"Our expectation is that we put our hand up and wait to be invited to speak."
Step 3: Describe the desired behaviour
"I need you to show me that you can wait patiently."
Step 4: End positively and walk away
"Thank you."

Example Micro-Script: Refusal to Start Work

"Ella, I've noticed that you haven't started yet."
"The expectation is that everyone begins with question one."
"I know you can do this because yesterday you completed a similar task successfully."
"I need you to start with the first question now."
"Thank you. I'll be back in two minutes to see how you're getting on."

Example Micro-Script: Low-Level Disruption

"Jack, I've noticed you're distracting others."
"Our classroom expectation is that everybody has the right to learn."
"I need you to focus on your own learning."
"Thank you."

When a Child Argues Back ("Fogging")

Acknowledging feelings without changing the expectation:

- "I hear what you're saying."
- "You may feel that's unfair."
- "And yet, I still need you to move to the reflection table."
- "Thank you."

Appendix 4 – Caldecote Rewards

Valued behaviour and attitudes are explicitly rewarded by the following awards:

Caldecote Values Award
Each week, one member of each class receives the Values Award. This award will be linked to one of our three values:

Respect
Resilience
Responsibility

1 winner from these get:
- Certificate
- Head teacher's tea party
- Receive 5 house points

House Points
These are awarded for valued behaviour as well as showing a positive attitude to learning. Pupils collect house points for their team and individually to spend or save.

Examples of things that pupils can 'buy' with their house points are:
10 house points = Climbing frame queue jump
30 house points = Sit on a chair in assembly for a week
100 house points = play a board or card game with a member of staff of choice
200 house points = teach a lesson to you class

Golden Table (awarded by lunchtime staff)
Pupils are rewarded for valued behaviours in the lunch hall.
- Pupils can sit on the Golden Table all of next week
- Receive 5 house points

Playtime Ambassador Award (awarded by playtime ambassadors)
Pupils are rewarded for valued behaviours outside at playtimes.
- There is a KS1 and KS2 award
- Certificate
- Receive 5 house points

Junior Travel Ambassador Award (awarded by the JTAs)
Pupils are rewarded the JTA award for safe travel to and from school.
- There is a KS1 and KS2 award
- Certificate + mascot for the week
- Receive 5 house points

Sports Award (awarded by Mr Segrave, sports coach, in liaison with class teachers)
Awarded for demonstrating valued behaviours during PE lessons.

- KS1 and KS2 Certificate
- Receive 5 house points

Tidy Ted Award (awarded by Y6 corridor monitors)

- Certificate + Mascot for the week

Whole Class Reward

All classes have a whole class reward system of pebbles or marbles in a jar which the class have to work towards as a team. This encourages a collective responsibility for valued behaviour.

Other rewards

Other rewards may include:

- Positive phone calls home
- Wonderful work in the school newsletter
- Sending examples of work home

For a minority of children, they may need more incentive and support to behave well. In these circumstances individual adjustments may be used, with a focus on earning a reward for behaving appropriately.

Appendix 5 – De-escalation strategies

We use a range of strategies including:

- Re-direction
- Distraction
- Humour
- Non-verbal cues
- Remaining calm, consistent and fair
- Paying attention to the right behaviours
- PACE approach – Playfulness, Acceptance, Curiosity and Empathy

Understanding Escalation

Children often move through predictable stages:

Stage	What You Might See	Adult Response
Regulated	Engaged, calm, cooperative	Build relationships, teach expectations
Triggered	Worry, refusal, withdrawal, irritability	Reduce demands, offer support
Agitated	Raised voice, arguing, restlessness	Use de-escalation strategies
Escalated	Verbal aggression, defiance, distress	Prioritise safety and regulation
Recovery	Calming, tiredness, remorse	Repair relationships and reflect

Remember: Reasoning and consequences are least effective during moments of high emotional arousal.

Prevention is the Most Effective De-escalation

Research suggests that strong relationships and understanding pupils' individual needs are among the most effective behaviour strategies.

Effective Preventative Strategies

- Greet pupils positively each day
- Build strong, trusting relationships
- Understand individual triggers and stressors
- Teach emotional regulation explicitly

- Provide predictable routines
- Use visual timetables and clear expectations
- Notice and reinforce positive behaviours
- Ensure pupils have a trusted adult
- Adapt expectations where SEND, trauma or additional needs impact behaviour

During Escalation: What to Do

1. Regulate Yourself First

Children borrow our emotional state.

Do

- Speak slowly and quietly
- Maintain a calm facial expression
- Keep body language open
- Use a neutral tone
- Lower your volume

Avoid

- Shouting
- Public reprimands
- Sarcasm
- Power struggles
- Showing frustration

Ask yourself: *"Am I helping this child feel safe?"*

2. Reduce the Audience

Many behaviours escalate when peers are present.

Strategies

- Invite the child to speak privately
- Position yourself side-by-side rather than face-to-face
- Move the audience, not necessarily the child
- Give thinking time

Example: "Let's have a quick chat over here."

Rather than: "Everyone is watching because of your behaviour."

3. Use Low Arousal Language

When emotions rise, language should become:

- Brief
- Simple
- Calm
- Non-threatening

Effective Phrases

- "I'm here to help."
- "Let's take this one step at a time."
- "You look upset."
- "Would you like some space or some support?"
- "We'll sort this together."

Avoid

"Calm down."

"Why are you behaving like this?"

"You've brought this on yourself."

"If you don't stop..."

4. Offer Limited Choices

Providing controlled choices restores a sense of control.

Examples

- "Would you like to sit here or at the back table?"
- "Would you prefer to talk now or in five minutes?"
- "Would a drink of water or some quiet space help?"

Avoid open-ended questions when a child is distressed.

5. Use Co-Regulation

Many children cannot self-regulate when overwhelmed.

Support Through

- Breathing together
- Walking alongside

- Quiet reassurance
- Sensory breaks
- Calm spaces
- Grounding techniques

Example: "Let's take three slow breaths together."

6. Reduce Demands Temporarily

When a child is highly distressed, learning is unlikely.

Consider:

- Chunking tasks
- Offering a short break
- Simplifying instructions
- Delaying difficult conversations

This is not "letting them off"; it is enabling regulation so learning can resume.

What NOT to Do

Research and trauma-informed guidance suggest avoiding:

- Arguing
- Threats
- Public humiliation
- Lengthy lectures
- Repeatedly asking "Why?"
- Cornering a child physically
- Demanding eye contact
- Taking behaviour personally
- Escalating consequences during an emotional crisis

Adults should always seek the least intrusive response possible.

Recovery and Repair

After regulation comes reflection.

The Sequence

Regulate → Relate → Reflect → Repair

Helpful Questions

- What happened?

- What were you feeling?
- What helped?
- What could we do differently next time?
- How can we put things right?

Aim for curiosity, not blame.

Supporting Children with SEND

Children with:

- Autism
- ADHD
- Speech and language difficulties
- Social communication needs
- Trauma backgrounds

may experience higher levels of emotional dysregulation.

Consider:

- Processing time
- Visual supports
- Sensory adjustments
- Reduced verbal instruction
- Predictable routines
- Individual regulation plans

The behaviour may reflect unmet needs rather than deliberate defiance.

Appendix 6 – Behaviour Response

Caldecote Primary School – Behaviour Incident Response

Behaviours

CC1 - Inconvenient behaviour	CC2 - Difficult detrimental behaviour	CC3 - Dangerous detrimental behaviour
• Not completing adequate work in a lesson	• Refusal to complete work or not completing adequate work over several lessons (pattern forming).	• Regular refusal to complete work and significant impact on pupil's own learning.
• Low level disruption that may prevent others from learning (e.g., talking at inappropriate times)	• Repeated low level disruption that prevents others from learning	• Persistent classroom disruption after CC2 consequences
• Jostling others and in others personal space unhelpfully	• Intentional pushing (no or very minor injury caused to another pupil)	• **Intentional pushing (injury caused to another pupil)**
• Minor challenge to adults (e.g. questioning an instruction)	• Challenge to adults (e.g., refusing to follow an instruction or showing poor attitude)	• Serious or repeated challenges to adults (e.g., refusing to follow an instruction and shouting at the adult etc.)
• Unintentional minor damage to property through carelessness	• Minor damage to property – intentional (e.g., snapped pencils)	• Major and deliberate damage to property or vandalism
• Not using manners, even when reminded	• Use of inappropriate language - Rude response (verbal or non-verbal) or minor swearing (not directed at others)	• **Swearing (directed at others) or foul language**
• One off rough play with friends	• Repeated rough play with friends, despite reminders	• Continuing to engage in rough play with friends, despite CC2 consequences
	• Not following the online safety agreement, despite reminders	• **Deliberate misuse of technology which could cause harm to self or others, including online abuse**
• Minor unkindness or irritating others (non-targeted)	• Minor unkindness or irritating others (targeted)	• **Repeated, harmful or offensive name calling or use of racial, homophobic or gender specific remarks**
• Low level aggressive behaviour (Verbal and non-verbal e.g., sarcasm, social exclusion, growling)	• Low level aggressive behaviour (Verbal and non-verbal e.g., sarcasm, social exclusion, growling) despite reminders	• **Aggressive or threatening behaviour (Verbal and non-verbal)**
• Unintentionally hurting others e.g. treading on toes (no or minor injury caused to another pupil)	• Intentionally hurting others e.g. stamping on foot (no or minor injury caused to another pupil)	• **Intentional physical harm e.g., fighting (injury caused to another pupil)**
	• Intentionally taking other peoples' property without their permission	• Stealing
	• Leaving the classroom without permission/prior agreement	• Absconding

Bullying - Repeated child on child behaviour that is inappropriate or unwanted (please see Anti-bullying policy).

Consequences

CC1 - Inconvenient behaviour	CC2 - Difficult detrimental behaviour	CC3 - Dangerous detrimental behaviour
These consequences will occur for every CC1 behaviour: • **A teacher or TA will talk to me** • **I will apologise**	**These consequences will occur for every CC2 behaviour:** • **My class teacher or Key Stage Leader will talk to me** • **I will apologise** • **A behaviour log will be completed**	**These consequences will occur for every CC3 behaviour:** • **The Headteacher/Assistant Headteacher will talk to me** • **I will apologise** • **A behaviour log will be completed on My Concern** • **My parents/carers will be informed**

There may also be a protective and/or educational consequence linked to the behaviour. Examples are:		There may also be a protective and/or educational consequence linked to the behaviour. Examples are:		There may also be a protective and/or educational consequence linked to the behaviour. Examples are:	
Protective consequences	**Educational consequences**	**Protective consequences**	**Educational consequences**	**Protective consequences**	**Educational consequences**
• I am moved – in the line / at break / lunch time / work space • Resources / equipment moved	• Gentle, consistent reminders • To apologise • Social story • Explore the impact of choices made • Fix or replace damaged resources • Complete work in own time • Discussion with adult • Gentle and consistent reminders • Adult Modelling of correct behaviours	• To complete work in a partner classroom • To play in a separate / restricted area • Restricted/monitored access to resources • Adapted choice of playtime games • Check ins with an adult following each chunk of time (e.g. a playtime / lesson) • De-escalation window (calming time) • Support building other social relationships	• Reflective conversation • To apologise recognising specific detrimental behaviour • Read and understand the rules • Complete work in their own time • Rehearse and practice behaviour • Fix or replace damaged resources • Research the implications of behaviour • Social stories / role play	• Restricted access to resources / technology • Restricted / separate play area • Escorted at social / transition times • Increased staff ratio • Behaviour contract • Risk reduction plan • SLT supervision time	• Loss of privileges • Reflective conversation with Headteacher • To apologise recognising specific detrimental behaviour and the impact of this • Assist with repairs • Replace or fix broken or damaged resources

Protective consequences – these are immediate risk mitigation which are needed to reduce the risk of harm or the impact from the behaviour that has been displayed.

Educational consequences – these provide the opportunity for pupils to learn the impact of their actions and to learn from the incident

When deciding on consequences, the pupils age, maturity and SEND needs will be considered.

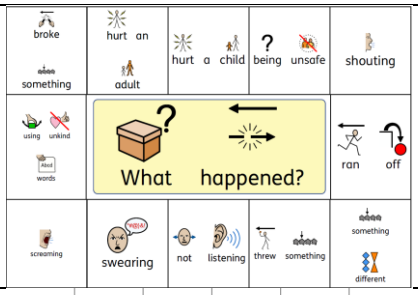
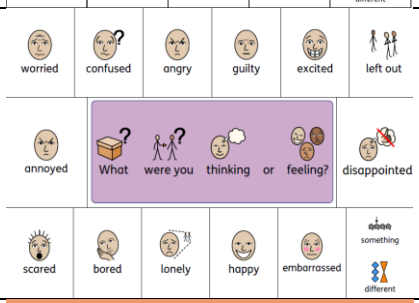
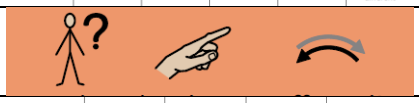
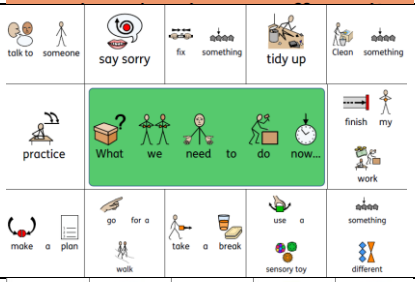
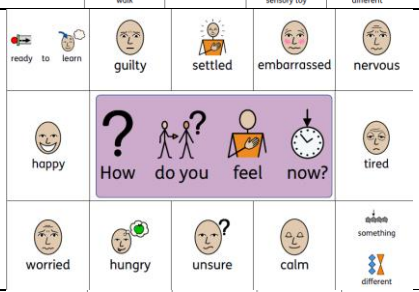
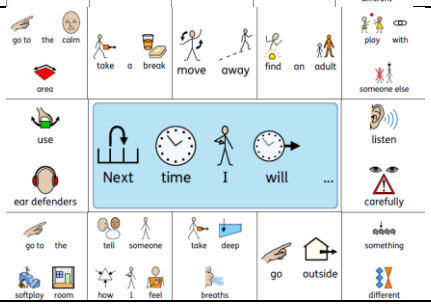
Teaching teams to communicate and hand over behaviour updates.

My Concern will be closely monitored to identify any patterns of behaviour to consider whether behaviours are bullying.

Communication and recording

Class Team to be informed All staff to deal with incidents	Class Team to be informed My Concern log to be filled out by adult who deals with the incident (within 36hrs)– see appendices for support Parents may be informed (by teacher) via face-to-face interaction or a phone call depending on the behaviour shown – ensure log is updated	Class Team to be informed My Concern to be filled out by adult who deals with the incident Parents informed by teacher or SL following catch up Pupil sent to Senior Leader for conversation and consequences – SL to update the log HT to be informed face to face

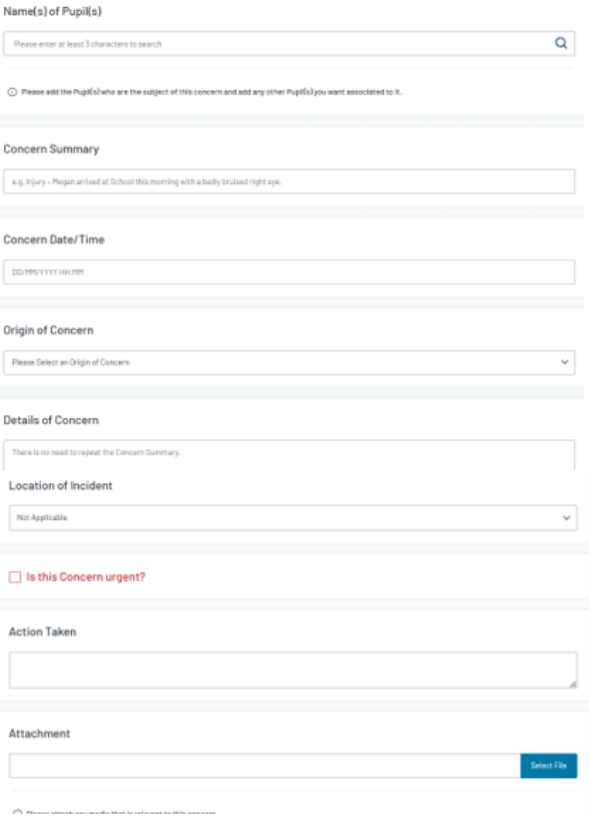
Appendix 7 – Reflective conversation guidance

1	Child's name, followed by either: • I can see something has happened • I am here to help • Talk and I will listen • Come with me and……	
2	What happened?	
3	What were you thinking or feeling?	
4	Who has been affected?	
5	What do we need to do now? (Educational and protective consequences)	
6	How do you feel now?	
7	Next time I will …	

Appendix 8 - Graduated response

Graduated response for supporting pupil behaviour	
Universal **Behaviour Curriculum**	➢ Induction into school values ➢ Teach valued behaviours ➢ Establish routines ➢ Adults to role-model expectations ➢ Create positive relationships within school ➢ Use positive phrasing to communicate expectations
Targeted **Behaviour Policy**	➢ Check if the identified behaviour is covered in policy ➢ Follow the policy ➢ Analyse the frequency, time and location of incidents and draw conclusions ➢ Analyse the dynamic using the inclusion circles ➢ Use reflective conversations to identify required adjustments or support ➢ If an individual plan, additional to or different from the policy is needed, move to Targeted Plus.
Targeted Plus **Initial Concern**	➢ Describe the behaviour factually and unemotionally ➢ Gather appropriate and authentic child voice ➢ Gather information from relevant parties, in respect of: o Function of behaviour o Health and wellbeing o Context o Cultural expectations ➢ Use this information to Assess, Plan, Do and Review, recorded on Initial Concern form. ➢ Where further intervention is needed, move to Specialist.
Specialist **Predict, prevent and progress**	➢ Update initial concern form (early prognosis) ➢ Complete risk calculator ➢ Identify protective consequences needed ➢ Identify educational consequences needed ➢ Complete subconscious and conscious checklists ➢ Complete anxiety analysis over a period of time ➢ Identify the factors the child can't cope with and which they can't cope without ➢ Use the analysis to create a predict, prevent and progress plan (Risk reduction) ➢ Review the plan regularly ➢ Where further information is needed move to a Therapeutic Plan
Specialist Plus **Therapeutic plan**	➢ Ensure all preceding analysis documents are updated ➢ Therapeutic plan ➢ Continue Assess, Plan, Do, Review cycles ➢ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix 9 – Recording Behaviour Incidents



What CC does the behaviour fit?

Antecedent (A): What happened immediately *before* the behaviour? (e.g., a loud noise, a request was made, told no, an interaction with another child).

Behaviour (B): A detailed, non-judgmental description of the *behaviour* itself (what was said, done, how long it lasted, impact on others)

Consequence (C): What happened *after* the behaviour? What were the educational and protective consequences? What were the time frames?

Communication (C): Who has been informed, how and by whom?

Appendix 10 – Risk Reduction Plan

DATE: **NAME:**

Risk reduction measures and differentiated measures (to respond to triggers): **Behaviour escalating in school and becoming difficult to manage and potential to endanger themselves and others.**
Daily provision in place (How is the pupil supported to remain regulated in class?):

Pro-social/positive behaviour (Describe the behaviour when pupil is regulated)	**Strategies to respond, what helps to maintain pro-social behaviours?**
Anxiety/ behaviours increasing in challenge for adults	**Strategies to respond** **Sentence stems or examples of verbal responses as follows (consider Demand Avoidant strategies:**
Crisis/DANGEROUS behaviours	**Strategies to respond** **Sentence stems or examples of verbal responses as follows (consider Demand Avoidant strategies:**
Post-Incident Actions • Record incident following school policy on My Concern	

Signed: ..... Headteacher

Signed: ..... Parent