Croughton All Saints CE Primary School
Behavior Policy

March 2026

Be Ready, Be Respectful, Be Safe – To believe, achieve, succeed together'.

This is firmly rooted in Christian values. We look to Jesus as our guiding light. He inspires us to live out our Christian values and strive for excellence in all we do; celebrating life in all its fullness. Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.

Reviewed by	Approved by	Date Approved	Next Review Date
Headteacher/ M.Hassan	FGB	March 2026	March 2028

Croughton All Saints CE Primary School
Positive Behaviour Policy

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Croughton All Saints CE Primary School Positive Behaviour Policy

Positive Behaviour Policy Rationale

This document will be an aid to:

- Continuity of the Therapeutic Thinking Approach across the school
- New members of staff as they join the school
- School Parents and Governors
- Introduce Croughton All Saints Primary School's Therapeutic Thinking Approach to behaviour in a positive manner
- The rules by which the school operates, which are designed to ensure a safe and secure environment, respect for people and property, the efficient and smooth running of the school and high standards of behaviour and attendance

Policy Principles and Introduction

At Croughton All Saints Primary School, our behaviour culture is rooted in our Christian values. These all sit under the umbrella of belonging and respect with then courage, agape, strength, peace and service.

These values underpin and guide daily practice. They are explicitly taught, modelled by adults and explored through collective worship, curriculum learning and restorative conversations. They shape how we speak, act and resolve difficulties.

'The Croughton Way' provides the consistent framework through which these principles are lived out. It makes expectations clear, promotes self-discipline and ensures that pupils understand both the responsibility and privilege of belonging to our school community.

Our practice is informed by the Therapeutic Thinking Approach, which prioritises relationships, emotional regulation and reflection. We recognise that behaviour is a form of communication, and that not all behaviours are a choice. Staff respond calmly and consistently, seeking to understand the underlying need while maintaining high

expectations. This approach ensures that pupils are supported to reflect, repair and restore relationships when things go wrong.

Through this integrated approach:

- Expectations are clear and consistently reinforced.
- Positive behaviour is recognised and celebrated.
- Children are taught, not simply told, how to behave well.
- Reflection and restoration are prioritised over punishment.

In this way, behaviour management is not a standalone system; it underpins teaching, learning, relationships and leadership across the school

Knowledge in areas of learning is taught, and at Croughton All Saints Primary School we also teach pro-social/valued behaviour.

Aims
At Croughton CE Primary School we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

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

- Create positive experiences for all pupils

- Protect the physical and emotional wellbeing of all members of the school community

- Maintain a safe, calm environment that enables all pupils to learn

- Analyse and interpret all behaviour as a form of communication

- Ensure all pupils are provided with what they need to develop valued behaviour

- Explicitly teach valued behaviours, so that pupils make progress

- Analyse and reduce suspensions and exclusions

- Eliminate prejudice, discrimination, bullying, and all forms of abuse

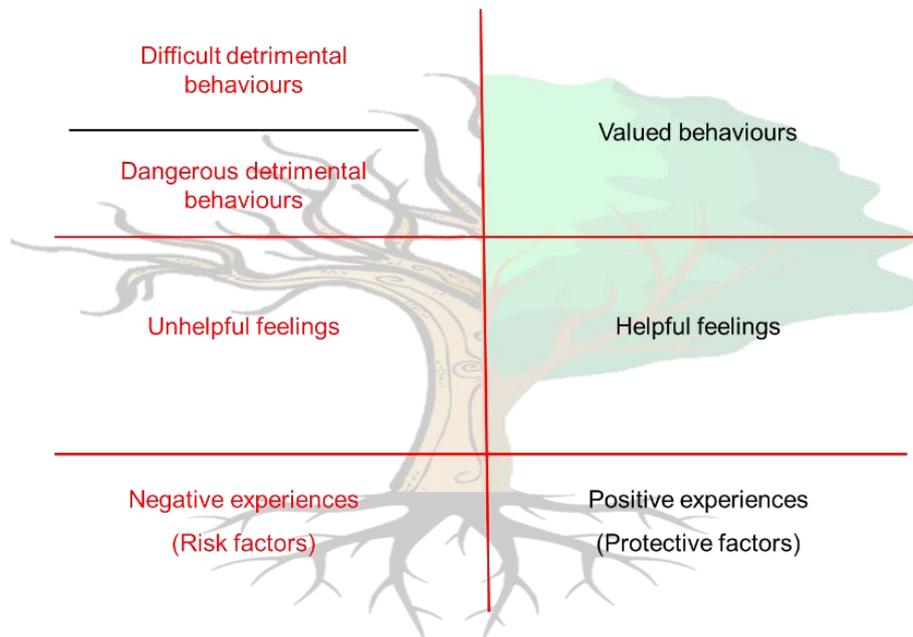### What is the Therapeutic Thinking Approach?

An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic.

When we use a therapeutic approach:
- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory
- we model therapeutic practices with all children, adults in school and parents or visitors from outside

- our language is chosen carefully from universal scripts to be outcome- and resolution-focused rather than emotive
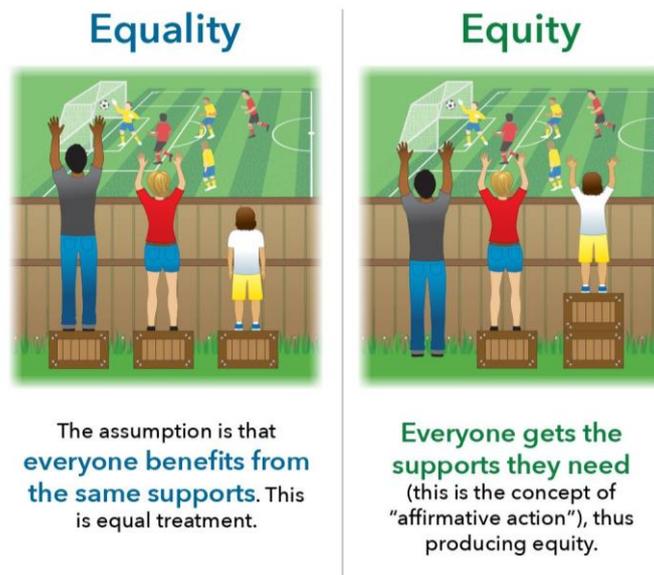
At Croughton All Saints CE Primary School, we firmly believe that positive experiences create positive feelings, and positive feelings create positive behaviour, as illustrated in the Therapeutic Thinking Tree below.

Difficult detrimental behaviours

Valued behaviours

Dangerous detrimental behaviours

Unhelpful feelings

Helpful feelings

Negative experiences (Risk factors)

Positive experiences (Protective factors)

Benefits of the Therapeutic Thinking Approach

- Prevention: Early identification and intervention reduce the likelihood of escalation.
- Consistency: Staff are equipped with a shared language and understanding of behaviour management.
- Empowerment: Pupils are supported to develop self-regulation skills in a nurturing and predictable environment.
- Inclusivity: Every pupil's unique needs are understood and met with dignity and Respect.

Equality vs Equity

Equality

The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity

Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Equality is treating everybody the same. Equality aims to promote fairness but is can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.

At Croughton All Saints Primary School, we understand that education is not a 'one size fits all' scenario. We believe the same is true for behaviour and the teaching of behaviour. Therefore, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

External discipline looks like staff controlling pupil behaviour whereas internal discipline is teaching behaviour. In order to create change, we need to understand what pupil behaviour is communicating as opposed to simply suppressing the behaviour.

Roles and Responsibilities

Positive behaviour is everyone's responsibility and underpins all aspects of school life.

♦ **All Members of the School Community**

All adults will:

- Model valued behaviour and uphold our Christian values.
- Consistently apply the Therapeutic Thinking Approach.
- Maintain a calm, safe and purposeful environment for learning.
- Communicate high expectations and recognise effort and progress.
- Foster respectful relationships, valuing individual rights, beliefs and cultures.
- Address unkindness or bullying promptly and constructively (see Anti-Bullying Policy).
- Actively teach and promote positive relationships and behaviour.

♦ **Governors**

- Monitor and evaluate the impact and effectiveness of this policy.

- **Senior Leadership Team (SLT)**

  - Promote a positive, inclusive ethos where all pupils feel safe and valued.
  - Ensure equality, safeguarding and non-discrimination at all times.
  - Monitor behaviour trends, including serious incidents, and take preventative action.
  - Maintain clear communication with parents regarding behavioural expectations and support.
  - Provide ongoing training and professional development in therapeutic approaches.

- **Staff**

  - Use therapeutic strategies to promote socially responsible behaviour.
  - Anticipate and reduce potential difficulties through clear routines and preparation.
  - Support pupils to regulate emotions (including use of Zones of Regulation and reflective time).
  - Enable pupils to take increasing responsibility for their conduct and learning.
  - Ensure effective supervision and proactive risk management.
  - Work in partnership with parents to support pupils' wellbeing and progress.
  - Implement, review and update Therapeutic Behaviour Support Plans as required.
  - Record and report incidents accurately in line with school procedures.

- **Parents**

  Parents are key partners in promoting positive behaviour. They are expected to:

  - Support and uphold the school's behaviour expectations and Therapeutic Thinking Approach.
  - Accept responsibility for their child's conduct and reinforce positive behaviour at home.
  - Sign and adhere to the Home–School Agreement upon admission.
  - Communicate openly with the school about matters that may affect their child's wellbeing, progress or behaviour.
  - Attend meetings and work collaboratively with staff to ensure the best outcomes for their child.

- **Pupils**

  Pupils are supported to take increasing responsibility for their behaviour and learning. They are expected to:

  - Follow The Croughton Way and any individual guidance relevant to their needs.
  - Take responsibility for their actions and understand the consequences of their choices.
  - Show respect for others, their opinions, property and the school environment.
  - Take pride in their learning, behaviour and appearance.
  - Contribute positively to a safe, calm and inclusive school community.

Consistent Language

Consistent language is essential to our therapeutic approach because it provides clarity, security and predictability for all pupils. When adults use shared, calm and respectful phrasing, children are better able to understand expectations, regulate their emotions and respond positively, ensuring that behaviour is addressed in a fair and unified way across the school.

Using the Therapeutic Thinking Tree as a guide, all professionals use the same language and the same definitions:

- Experiences: positive or negative
- Feelings: helpful or unhelpful
- Behaviour: valued or detrimental

Definitions

Detrimental dangerous behaviours: Behaviour which will imminently result in injury to self or others; damage to property; or behaviour, such as racist abuse, that would be criminal if the person was of the age of criminal responsibility.	Valued behaviours: Behaviour which creates helpful feelings in self and others; is positive, helpful, and intended to promote social acceptance; is characterised by a concern for the rights, feelings and welfare of others; and which benefits other people or society.
Detrimental difficult behaviours: Behaviour that is detrimental, but not dangerous. *At CASPS, we aim to prevent both types of detrimental behaviours through delivery of the behaviour curriculum.*	*At CASPS, valued behaviours are taught through delivery of the behaviour curriculum.*
Unhelpful feelings: Feelings that hinder a person's ability to engage positively with an experience.	Helpful feelings: Feelings that enable a person to engage positively with an experience.
Negative experiences: A negative experience creates unhelpful feelings in an individual or within the dynamic. Negative experiences will create unhelpful feelings, increasing the likelihood of detrimental behaviours. It is important to consider that an experience that creates unhelpful feelings for one person may create helpful feelings in another.	Positive experiences: A positive experience creates helpful feelings in an individual or within the dynamic. Positive experiences will create helpful feelings, increasing the likelihood of valued behaviours. Positive experiences are necessary to enable behaviour change towards more valued behaviours.

Behaviour Curriculum

Sitting alongside the Behaviour Policy we have written and introduced a behaviour curriculum which details the routines and practices we have in place to support the Therapeutic approach. We are committed to creating a culture that promotes excellent

behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, and supportive environment.

Teaching the Behaviour Curriculum means Pro-Social and Valued behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them.

Croughton's learning behaviours and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.

The curriculum is taught explicitly alongside the traditional National Curriculum subjects. This is slightly more weighted in the younger years as they embark on some of these aspects for the first time. We also have regular Peer to Peer time where children join together in houses and are taught about and reminded of some of the key understandings in our Behaviour Curriculum.

We implement our intended behaviour curriculum through many other several deliberate and strategically planned whole school approaches.
For more detail see separate Behaviour Curriculum document.

Types of behaviour

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

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. This behaviour benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Unsocial Behaviour (referred to as 'difficult behaviour')
Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others. It is important to be aware that unsocial behaviours could be a sign of needing help, attention or that the individual is bored or impatient. Unsocial behaviour should not require additional support unless it is persistent and disruptive and therefore becomes antisocial.

Examples include:
- Leaving their table without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

Antisocial Behaviour (some of which behaviours are referred to as 'dangerous')
Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury to themselves or others, harassment, alarm or distress. Behaviour that violates the rights of another person.

It is important not to group unsocial behaviour with antisocial behaviour. It is often staff responses to unsocial behaviour that drives the individual's behaviour to become antisocial. Staff must consider that antisocial behaviours could be a sign of needing help or attention and that pupils may be in a very heightened, anxious state – possibly due to factors outside of school. Staff must be aware and sympathetic of this and that the individual's behaviour may be a cry for help.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture	Leaving the school building Leaving the premises Spitting (directly at another person) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include

Emotional

Being unfriendly, excluding, tormenting

Physical

Hitting, kicking, pushing, taking another's belongings, any use of violence Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual

Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal

Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying

Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any incidents of bullying behaviour are taken extremely seriously (please see the school's Anti-Bullying Policy for more details).

Recognising and celebrating valued behaviour

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

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Contact with home
- Celebration awards

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others. Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

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

Reward Systems

Alongside the consistent expectations of *The Croughton Way* and recognising valued behaviour our approach to rewards also promotes and reinforces prosocial behaviour. We prioritise positive reinforcement through strong relationships, with staff offering regular, specific praise to encourage pupils to make responsible decisions. We believe that every child can succeed and deserves recognition for their efforts and achievements.

Our House Point system supports this approach, with points recorded on Class Dojo and awarded in line with agreed behaviour expectations. Pupils are also recognised for living out our Christian values through the "Gems in a Jar" reward. When the collective jar is filled, this achievement is honoured through a whole-school reward.

Recognition of prosocial behaviours takes place both within classrooms and in whole-school assemblies, ensuring that prosocial conduct is consistently valued and shared across the school community.

Certificates each week celebrate our ready respectful safe behaviours and the Head teachers certificates recognise our values being displayed. The head teacher also offers hot chocolate each term to select pupils who demonstrate consistently these behaviours throughout.

Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Croughton All Saints CE Primary School we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

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

a. Responding to detrimental behaviour

i. Some detrimental behaviours may not be unusual at Croughton All Saints CE Primary School and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.

- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.

- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.

- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.

- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.

- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.

- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you.*

- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, withing the boundaries set by the adult. E.*g. Adam, shall we talk here or in the corridor?*

- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour, dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined previously however in addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
  - reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
  - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
  - increasing adult input / supervision for a defined period of time
  - use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
  - increasing / adapting praise and celebration of valued behaviour when it is displayed

b. Analysing patterns of detrimental behaviour

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

   i.   Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

   ii. Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

c. Responding to dangerous behaviour

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

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

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

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

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

i. Bullying. Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Croughton All Saints CE Primary School, and the school will always take action to address it. (see separate Anti Bullying policy)

ii. Prohibited items. These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above.

iii. Prejudice and discrimination. All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Croughton All Saints CE Primary School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using My Concern, monitored by the Headteacher and SLT, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Croughton we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour.   More detail can be found in the school's equality, diversity, and inclusion policy.

iv. Child-on-child sexual violence and sexual harassment. This can be defined as behaviour that is most likely to include (but may not be limited to):

• non-consensual sexual activity

• sexual harassment such as sexual comments, remarks, jokes and online sexual harassment

• sexting

• upskirting

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

Graduated Response

Pupils whose behaviour needs additional support may require a more targeted response. Staff will refer to the Therapeutic Thinking Graduated response and use the analysis and planning tools to create personal behaviour plan.

These are overseen by the Headteacher and Inclusion Lead to ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who require a Behaviour plan (either Therapeutic Plan or Risk reduction plan) are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on 16 whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Including:

• Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

• Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

• Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

• Training for staff in understanding conditions such as autism

• Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

o The pupil was unable to understand the rule or instruction

o The pupil was unable to act differently at the time as a result of their SEND

o The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying detrimental behaviour may have unidentified SEND

The school's Inclusion Lead may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where

necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis. Pupils with an education, health and care (EHC) plan The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Relevant legislation, statutory requirements, and guidance.

The following documents are all relevant and may need to be signposted within your behaviour policy.

- [Behaviour in Schools: Advice for headteacher and school staff](#) (DfE, February 2024)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, August 2024)

- [Searching, Screening and Confiscation: Advice for schools](#) (DfE, July 2022)

- [School inspection handbook](#) (Ofsted, November 2025)

- [Keeping children safe in education 2025](#) (DfE, September 2025)

- [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015)

- [Equality Act 2010, Part 6: Education](#) (April 2010)

- [Education and Inspections Act 2006, Section 89](#) (November 2006)

Out of school Behaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable for their age, special educational need or disability they may have.
Teachers may need to apply sanctions when:
Misbehaviour (detrimental behaviours) when the pupil is:
- Taking part in a school-organised or school related activity- Including school trips or
- Travelling to or from school or
- Wearing school uniform or
- In some other way is identifiable as a pupil at the school.

Or misbehaviour (detrimental behaviours) at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

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

Confiscation Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item

that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches haven't happened at Croughton CE Primary School, but it is good practice to have clear guidelines if it was to happen. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

 • The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

• In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

• It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

o Assess whether there is an urgent need for a search

o Assess whether not doing the search would put other pupils or staff at risk

o Consider whether the search would pose a safeguarding risk to the pupil

o Explain to the pupil why they are being searched

o Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"

o Explain how and where the search will be carried out

o Give the pupil the opportunity to ask questions

o Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try to determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

• Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

• Hats, scarves, gloves, shoes or boots

Due the age of the children it is normal practice for staff to go into a child's bags and drawers to support them in getting the right equipment for lessons.

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:
• Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
• If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers of the search
Parents/carers will always be informed of any search for a prohibited. A member of staff will tell the parents/carers as soon as is reasonably practicable:
o What happened
o What was found, if anything
o What has been confiscated, if anything
o What action the school has taken, including any sanctions that have been applied to their child

Support after a search
Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Appendix 1

Further Reading
- Punished by rewards by Alfie Kohn
- A voice for the child by Janusz Koczak (out of print)
- A quiet education by Jamie Thom
- The element: How finding your passion changes everything by Ken Robinson
- Emotional intelligence: Why it can matter more than IQ by Daniel Goleman

Strategies for promoting prosocial/valued behaviour in the classroom:

- Greet pupils positively at the start of the day/afternoon
- Show empathy and listen to pupils' feelings
- Spend regular positive time interacting with pupils
- Maintain calm, respectful communication
- Create classroom rules together with pupils (e.g., "behaviours we like to see")
- Display expectations clearly in the classroom
- Refer to them regularly
- Praise effort, cooperation, and kindness
- Use reward systems or recognition

- Highlight pupils demonstrating expected behaviours
- Provide differentiated work
- Set achievable targets
- Offer extension tasks for higher ability pupils
- Use emotion check-ins or mood charts
- Teach breathing or calming techniques
- Provide quiet or calm spaces in the classroom
- Speak calmly and avoid confrontation
- Give pupils time and space to calm down
- Offer choices instead of commands
- Use restorative conversations
- End-of-day reflection discussions
- Celebrate achievements and positive behaviour
- Encourage pupils to recognise others' successes

Strategies for promoting prosocial/valued behaviour in and around the school:

- Establish clear school rules and values
- Display behaviour expectations around the school (corridors, playgrounds, dining areas)
- Reinforce expectations regularly in assemblies and lessons
- Reward systems
- Celebrating our CASPS values in assemblies
- Praise from staff when pupils show respect or helpfulness
- Staff demonstrating and modelling respect and kindness
- Positive communication between staff and pupils
- Adults showing calm problem-solving during conflicts
- School council representatives and other Pupil Leader representatives
- Older pupils supporting younger pupils
- Encouraging pupils to understand how their behaviour affects others
- Supporting pupils to make amends
- Sharing positive behaviour with parents
- Communicating concerns early
- Encouraging consistent expectations between school and home

Strategies for promoting prosocial behaviour at break time and lunch time:

- Break time staff and lunchtime supervisors remind pupils of playground and dining hall expectations
- Display behaviour rules in playground and dining areas
- Reinforce expectations consistently
- Staff actively observing and engaging with pupils during these times
- Adults intervening early when problems arise
- Staff using calm and supportive communication
- Organised playground games
- Providing sports equipment or play resources
- Creating zones for different activities (sports, quiet play, social areas)
- Praising pupils who demonstrate kindness or cooperation
- Reward systems to acknowledge positive playground behaviour
- Playground buddies or peer mentors

- Older pupils supporting younger pupils
- Friendship benches for pupils looking for someone to play with
- Encouraging pupils to talk through problems calmly
- Staff facilitating restorative conversations
- Helping pupils understand how their behaviour affects others
- Encouraging polite behaviour and table manners
- Staff modelling respectful communication
- Providing calm supervision and support

Appendix 2

Strategies for coping with detrimental behaviour

- Speak in a calm, non-threatening tone
- Use neutral body language and avoid confrontation
- Give the pupil space and time to regulate emotions
- Reduce the audience by moving the conversation away from peers
- Acknowledge the pupil's feelings ("I wonder/imagine/notice you're upset.")
- Listen without interrupting or judging
- Validate emotions while still addressing behaviour
- Offer simple choices ("You can continue the task here or move to a quiet space.")
- Encourage pupils to think about the consequences of their choices
- Support them in selecting a positive option
- Provide a quiet or calm area in the classroom
- Allow short breaks to regulate emotions
- Encourage calming strategies such as breathing techniques

- Discuss what happened and why
- Explore how the behaviour affected others
- Help the pupil think of better choices for next time
- Encourage apologies or restorative actions
- Support pupils to rebuild trust with peers or staff
- Reinforce positive interactions afterwards
- Reflect on possible triggers (task difficulty, fatigue, social conflict)
- Adapt teaching strategies or environment if necessary
- Provide additional support where needed

Appendix 3

Strategies for coping with persistent detrimental behaviour

- Where a pupil demonstrates persistent or complex behaviour that impacts the learning environment, a therapeutic and supportive approach will be implemented to understand the underlying causes and support positive change.
- Behaviour incidents and relevant observations will be recorded on MyConcern to support monitoring and understanding of patterns or triggers.
- The class teacher will gather information from colleagues, school records, the SENDCo, and Senior Leadership Team (SLT) to build a fuller picture of the pupil's needs and possible triggers for behaviour.
- A dated record of incidents will be maintained, including the positive strategies and supportive approaches used to encourage appropriate behaviour.
- Where appropriate, behaviour charts, reward systems, or target-based monitoring may be used to support the pupil in recognising and achieving positive behaviour goals.

- Behaviour observations may be carried out by staff working with the pupil in different settings to identify triggers, patterns, and effective strategies.
- Parents or carers will be informed and involved, encouraging a collaborative approach between home and school.
- If progress remains limited, a Pupil Profile may be developed with the SENDCo, focusing on clear targets and supportive strategies. The plan will be shared with the pupil and parents.
- Regular behaviour monitoring may take place to track progress and recognise positive achievements.
- The SENDCo may recommend further assessment or recording procedures to support understanding of the pupil's needs.
- Review meetings involving the Headteacher, SENDCo, class teacher, and parents may be arranged to review progress and adapt strategies where necessary.
- Where appropriate, the SENDCo may seek advice or support from external agencies, such as Local Authority behaviour support services.
- If necessary, the pupil's needs may be formally recognised as Special Educational Needs, with referrals to appropriate professionals (e.g. Educational Psychologist, Locality Team, School Nurse, EWO, Social Worker, or GP).
- Suspension or permanent exclusion would only be considered in exceptional circumstances where all therapeutic and supportive strategies have been explored and where the safety and wellbeing of others is at risk. All statutory procedures and school policies would be followed.

Appendix 4

Universal
Behaviour Curriculum

- ☐ Check existing knowledge, skills and understanding.
- ☐ Complete pupil induction (routines and valued behaviours).
- ☐ Establish a realistic starting point.
- ☐ 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.

Universal Plus
Behaviour Policy

- ☐ 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.

Targeted
Early Prognosis

- ☐ Describe the behaviour 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.

Targeted Plus
Predict, Prevent & Progress

- ☐ 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 & Progress plan.
- ☐ Set a review date.
- ☐ Review progress.
- ☐ Implement further analysis and planning.

Specialist
Therapeutic Plan

- ☐ 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 in review and identifying next steps.