



Crays Hill
Primary School

“Learning, Safety and Respect for all”

Behaviour Policy



BERLESDUNA
ACADEMY TRUST

Shared with staff/community: September 2025

LGB ratification: September 2025

Behaviour Policy

General Philosophy

We believe that the whole school community has the right to feel safe, to be treated with dignity and respect and to benefit from the successful learning environment, inline with our school vision:

Learning, safety and respect for all.

The conduct of adults in the school, both with regard to their relationships with each other and with the pupils should exemplify the high standards that we expect of pupils.

We follow a therapeutic response to behaviour and will be guided by these key school values from the Trauma Perceptive Practice.

- **Compassion and kindness (instead of blame and shame)**
- **Hope (instead of hopelessness)**
- **Connection and belonging (instead of disconnection)**

Our primary school's behaviour policy is rooted in the principles of Trauma Perceptive Practice (TPP), which emphasises high nurture and high structure to support the emotional wellbeing of all children, including those with Special Educational Needs (SEN).

We understand that behaviour is a form of communication and that some children may have experienced adversity or face challenges in emotional regulation. Staff are trained to respond with empathy, curiosity, and consistency, using relational approaches that build trust and safety. We aim to create an inclusive environment where children feel understood and supported, and where behaviour is guided through connection rather than control.

Our policy reflects the TPP values of compassion, hope, connection, belonging, and understanding, ensuring that every child has the opportunity to thrive socially and emotionally within a safe and respectful school community.

Therapeutic Approaches to Behaviour:

At CHPS we believe a therapeutic approach to behaviour prioritises understanding the underlying causes of a child's actions and fostering an environment that supports their emotional wellbeing. It focuses on prosocial experiences, emphasising positive, constructive behaviours that promote connection, empathy, and social acceptance. This approach seeks to address the needs behind the behaviour rather than just the behaviour itself, using strategies such as co-regulation, reflective conversations, and restorative practices. By building strong, trusting relationships and fostering a sense of safety and belonging, therapeutic approaches help children learn to manage their emotions, develop resilience, and repair relationships in a meaningful way.

Trauma Perceptive Practice (TPP):

Trauma Perceptive Practice is an approach that acknowledges the impact of trauma on children's emotional and behavioural responses. It focuses on creating a school environment that fosters safety, trust, and emotional wellbeing through empathy, connection, and a compassionate mindset. TPP emphasizes understanding behaviour as a form of communication and encourages adults to act as "stress detectives," investigating the reasons behind actions rather than assigning blame or shame. By prioritizing compassion, hope, and a sense of belonging, TPP supports children in developing resilience, building positive relationships, and fostering a strong foundation for personal and academic growth.

Roles and Responsibilities

All pupils will:

- Know that they are important contributors to the smooth running of the school.
- Take responsibility for their actions and tell the truth.
- Be aware of how the support and consequence systems operate as a result of positive and negative behaviour.
- Know that they always have access to fair and reasonable treatment.
- Know that in the event of a problem or grievance they will be given a safe and confidential hearing from an adult in the school.

All staff will:

- Be aware of the agreed behaviour policy and procedures.
- Offer the pupils a role model by demonstrating respect for colleagues, parents and children.
- Know that the Headteacher, Deputy Headteachers/ SENco are available should professional consultation be necessary.
- Ensure that all those who work or visit our school exhibit behaviour in keeping with this policy.

The SENco is responsible for:

- Working with appropriate staff to include behaviour target in One Plans for children with significant behaviour issues.
- Lead monitoring and review of One Plans and Consistent Management Plans.
- Liaising with parents and outside agencies as necessary.

The Headteacher is responsible for:

- The day-to-day management of the behaviour policy.
- Advising and supporting staff to implement appropriate behaviour strategies.
- Working with appropriate staff to draw up Consistent Management Plans (CMP) for pupils with persistent significant behaviour difficulties.
- Ensuring that the needs of pupils, staff and parents are fully met.
- Allocating sufficient funds for the successful implementation of the policy.
- Reporting to the governing body.
- Ensuring that the behaviour policy is reviewed annually.

The parents are responsible for:

- Supporting the school's behaviour policy and their child's individual behaviour targets and/or plans (where appropriate).
- Attending meetings with school staff, if deemed appropriate.

Preferred practice.

Compassion and kindness (instead of blame and shame)

Understanding behaviour –

- what has happened/ is happening to the child?
- what is being communicated?
- sees behaviours as ways of coping- adaptive automatic responses (and therefore resulting from a stressor)
- from the perspective of a 'stress detective'. Adults ask "Why/ Why now?"

Hope (instead of hopelessness)

- Finding and building on children and young people's strengths and confidence (a positive psychological position)
- Repair, restore then fresh start every time.

Connection and belonging (instead of disconnection)

- Relationships and connection underpin all behaviour and wellbeing policies and interventions.

At Crays Hill Primary School, we use a therapeutic approach to manage behaviour. A therapeutic approach is defined as ***an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.***

Pro-social behaviour is defined as:

- Relating to or denoting 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
- Behaviour which benefits other people or society

Anti-social (difficult and harmful) behaviour

When examining and talking about anti-social behaviour, it is useful to separate it into two types: difficult behaviour and harmful behaviour (sometimes referred to as 'dangerous behaviour').

Difficult behaviour, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- interferes with the child or young person's own and/or other children and young people' learning; disrupts the day-to-day functioning of the school, making it a less safe and orderly environment for staff/ children.
- is less likely to be responsive to the usual range of interventions identified within the school behaviour policy.

It should be recognised that difficult behaviour may also include withdrawn behaviour, including any reluctance to respond or engage in learning or socialising.

Harmful behaviour in the school context encompasses behaviour that is generally:

- physically aggressive towards adults or other children and young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- verbally abusive (and may include racist/homophobic/sexist abuse)
- destructive, including destruction of property and the environment
- self-harming, including head banging, scratching, hitting, kicking, biting and poking
- striking another adult / child or young person with an object

See appendices for: levels of reporting and recording difficult or harmful behaviour

Responding to difficult behaviour

Evidence suggests that children and young people will do better where they have strong relationships with staff. It is these staff who will be able to support them at the times of most difficulty. Therefore, developing good relationships with all children and young people is a vital precursor to managing behaviour and supporting emotional wellbeing. Positive relationships are also a reliable strong protective factor in helping children and young people to become resilient.

It is important to remember that some behaviour, which may be deemed 'difficult', may be characteristic of a particular need and particularly prevalent in children and young people with learning disabilities or who are neurodiverse such as those on the autism spectrum. These could include rocking, repetitive vocalisations, ritualistic hand movements and self-stimulation (un-social behaviour). For these children and young people, it will be necessary to adopt a proactive approach to supporting them with these behaviours and to raise awareness of the behaviour with other staff and explain why it is happening. This should be done using the One Plan (assess, plan, do and review) framework and accessing external support if appropriate.

Responding to harmful behaviour

Most children and young people do not become dysregulated to a level where they compromise themselves and or others through harmful behaviour. When such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. Best practice expects that careful and purposeful 'one planning' will have been used to mitigate against such harmful behaviour. This will ensure that effective 'Adult Response Plans' are in place for those children requiring them. The key to the success of any plan is that it is fully discussed, understood and implemented consistently by all staff, children and young people and parents / carers.

When faced with potentially harmful behaviour, a prepared adult response, using a 'script', will support the child or young person. The child or young person always needs to be spoken to calmly and respectfully.

Below are some recommended examples of phrases that can be used in a script. For example;

- I can see there's something wrong (acknowledge their right to their feelings)
- Tell me what happened. I'm here to help and listen.
- You are safe – I care about you – I am here to keep you safe
- I'm here to help (tell them why you are here)
- I'll listen if you think speaking to me will help you (it may be possible for staff to find out how the situation has developed, or how it may be resolved)
- Come with me and we can..... (giving the child or young person an 'out' to withdraw from the situation)
- I can see this is difficult – you need to try and use your words to tell me

During this period, the child or young person should be given physical space and time to recover and respond to requests. Where co-regulation has not been possible and difficult or harmful behaviour continues, they should be guided / supported from the classroom to a place of safety, with the assistance of another member of staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. Staff should always stay with the child or young person, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the child or young person any further. Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could increase the level of stress and make the situation worse. As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice. The member of staff will be offered a 'debrief' to look after their wellbeing.

Use of consequences

'Consequences' can be a useful response to particular behaviours. Evidence suggests that punishments and sanctions alone have limited long-term effects, so it is important for the child or young person to see a logical link between their behaviour and the response.

Consequences should have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational.

Protective consequences: required to protect the rights of others and keep a child or young person safe:

- ✓ increased staff ratio
- ✓ change of school day / timetable
- ✓ arrangements for access to outside space
- ✓ child or young person escorted in social situations
- ✓ differentiated teaching space
- ✓ appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Best practice suggests that all protective consequences should run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this.

Educational consequences: these are often required through intentional teaching, to encourage, support and motivate the child or young person to behave differently next time through better understanding.

Examples include:

- ✓ ensuring the child or young person completes the task they have disrupted
- ✓ rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ✓ ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- ✓ intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- ✓ providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

Reflect, repair and restore

There is strong research evidence that restorative processes, where reflections and learning take place, are successful in supporting wellbeing and long-term behaviour change.

During any incident the child or young person's behaviour is likely to be influenced by a strong emotion such as a feeling of anger, frustration, or disappointment. It must be remembered that the child or young person will not be ready to engage in anything until they have calmed sufficiently. Equally, the impact of the incident on the staff and others involved should also be recognised.

Once it is considered the child or young person is ready for the restorative process, this can take place and should involve all relevant persons (for example, key staff, parents, other children and young people). The purpose of reflect, repair and restore is to re-visit the experience with the child or young person when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, once the situation has been sufficiently calmed may be as follows:

1. Explore what happened (tell the story)
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how relationships can be repaired
5. Summarise what has been learnt so there can be different responses next time

Some examples of restorative questions within this discussion may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you next time something happens?

To be effective, the reflect, repair and restore process should be adjusted according to the age, understanding and other needs of the child or young person.

Use of physical contact

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (appropriate to their age and individual specific needs identified through a risk assessment);
- to direct a child or young person;
- for curricular reasons (for example in PE, Music, Drama etc);
- in an emergency, to avert danger to the child or young person or others;

Where physical contact is used, protective steps must be taken to ensure it is legal and will prevent harm. In all situations where physical contact between staff and children and young people takes place, staff must consider the following:

- the child or young person's age and level of understanding
- the child or young person's individual needs and history
- the location where the contact takes place (ideally it should not take place in private without others present).

When might you use physical contact?

Schools may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance. It should be acknowledged that some children will not want to be touched. This should be respected.

How might you use physical contact?

Hugging: A sideways on hug, with the adult putting their hands on the child or young person's shoulders is by far the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. This discourages 'front on' cuddling and placing the adult's hands on the shoulders limits the ability of the child or young person to turn themselves into them.

Hand-Holding: It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children and young people, this can become a restraint.

Therefore, the best practice is the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child or young person is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child or young person for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

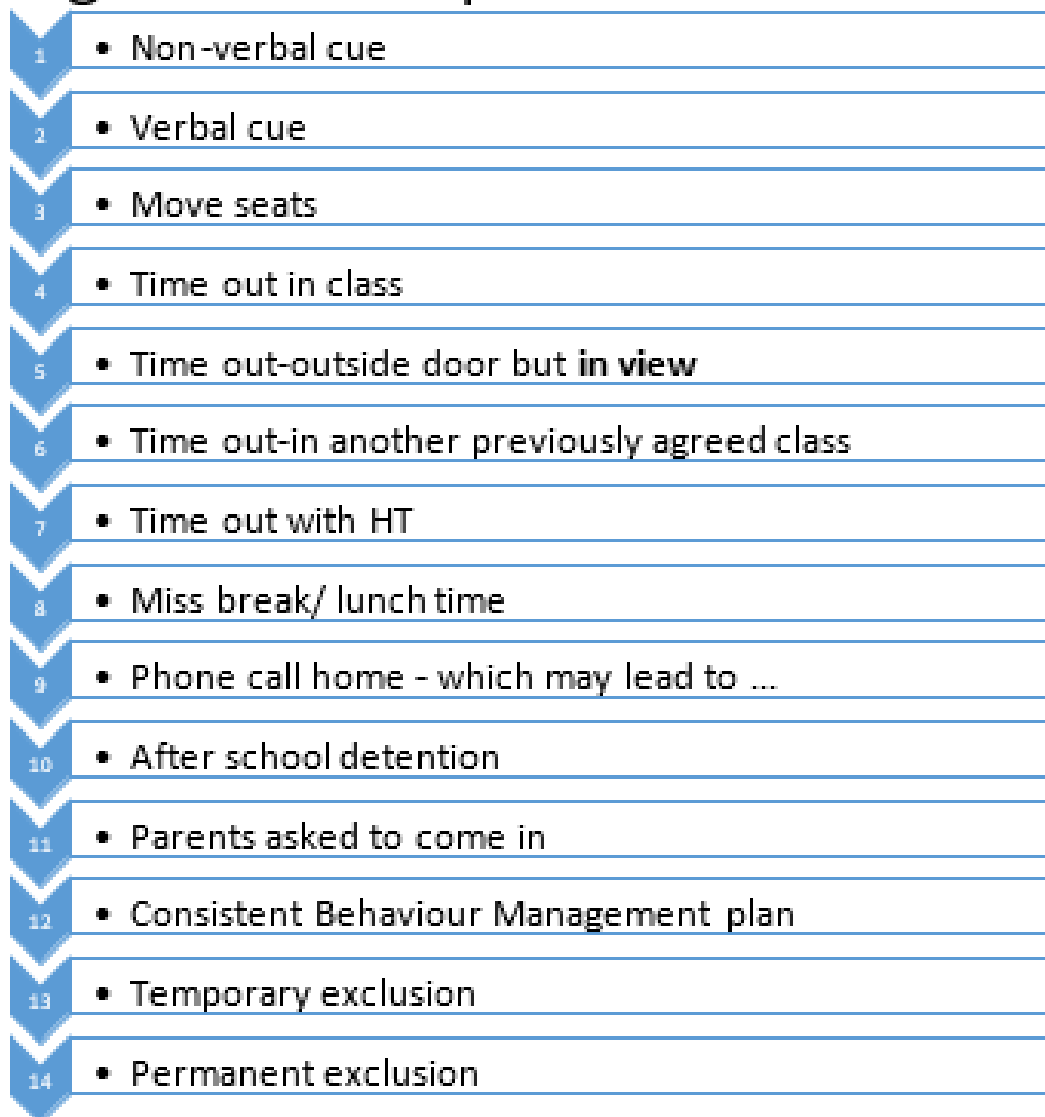
Lap-Sitting: There are very clear potential risks with this and, as such, lap-sitting should be discouraged, so neither staff nor children and young people are vulnerable. Children and young people should be taught to seek comfort / attention through other means. If a child or young person attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position alongside the adult.

Agreed consequence flowchart and language for promoting positive behaviour

These are provided as a guide for staff. They do not have to be rigidly followed in the order presented but are written in order of severity. To keep positive behaviour on track steps 1 and 2 will be the most frequently used.

Steps 9 and beyond are only permitted when in liaison with the Headteacher.

Agreed Consequence Flow Chart



• Any consequence given should be followed up with a repair and rebuild conversation and a fresh start given. 5 W's must be completed as part of this.

Language to promote positive behaviour Flow Chart

1. Non-verbal cues
- a look, a head shake, stop signal etc

2. Verbal cue- Catch them being good! – Focus on the good behaviour, publicly praise, be specific, praise those who focus back on task following off task behaviour.

3. Use positive cueing - positive cueing seeks to use children behaving well as models or reminders to those who are not. Praise those who are near off task children with very specific language.

4. Use physical proximity – move among children praising on-task behaviour but gradually getting closer to the child that is off task.

8. Give a clear rule reminder – ‘remember our rule about ...’

7. Acknowledge and redirect – rather than getting involved in argumentative or secondary behaviours, use acknowledgement followed by redirection. i.e. – I know you really need to talk to ... about ...and you can at the end of the lesson (acknowledgement) but right now I need you back on task (redirection) thanks (expect compliance)

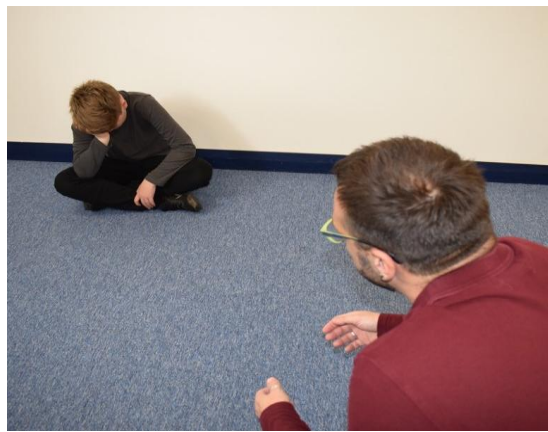
6. Privately repeat directions – give a brief, private direction followed by a few seconds of take up time. When the child is back on task positively reinforce the improved behaviour.

5. Use questions to refocus- seemingly casual questions can be a very powerful way of unobtrusively refocusing an off task child. Approach off task child, ignore behaviour but ask ‘how’s it going? / do you need any help?’ set an expectation of compliance and walk away.

9. Give a clear choice – ‘I need you to ... (restate directions). If you choose not to you will be choosing ... (state consequence). ... (repeat expectation) Thanks’ (expect compliance).

10. Use agreed consequences – if the child continues to make poor choices, you can apply agreed consequences, each time expecting compliance. Steps 8 and 9 can be calmly repeated working through a hierarchy of consequences. When the child complies, repair the relationship by praising. (See consequence flow chart)

De-Escalation Script	De-escalation body language
<ul style="list-style-type: none"> • Child's name • I can see something has happened • I am here to help • Talk and I will listen • Come with me and..... 	<ul style="list-style-type: none"> • Outside of an outstretched arm • Good distance • Standing to the side • Relaxed hands • Managing height



Steering or guiding

Closed mitten



Closed mitten (used to draw a student close)

- Fingers and thumb together

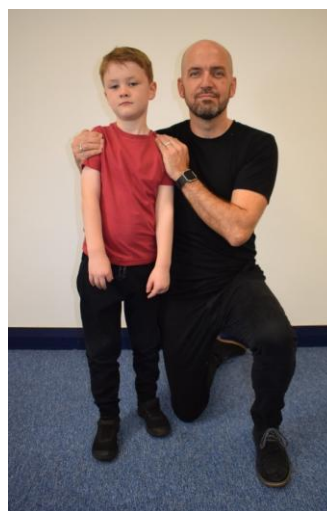
The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

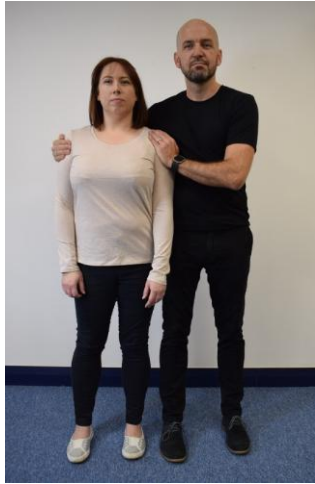
Offering an arm (to support, guide or escort)



- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security

Supportive hug (to support, guide or escort)



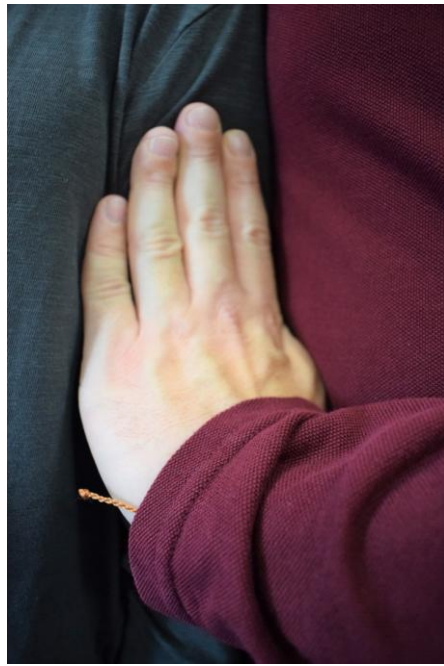


To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed

Supportive arm (to support, guide and escort)







- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention

Open mitten



- Fingers together
- Thumb away from fingers
- Palms parallel to floor

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten guide (to protect or turn)



Open mitten guide (to communicate)



Open mitten guide – paired



- Open mitten hand, placed on the arm above the elbow
 - Safe shape (penguin shape)
 - Palm parallel to the floor
 - Staff positioned behind with extended arm
 - Communicate intention
 - Use 'de-escalation script' if needed
- Open mitten escort (to support, guide and escort)



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Supporting Positive Behaviour.

(See school shared drive: ERIC for supporting resources and Internal processes form for staff file in staffroom)

Rewards:

- ERIC drives our learning behaviours in school. ERIC stands for effort, respect, independence, communication.
- Children may be chosen for a 'Headteacher Certificate' to be presented in a Celebration Assembly for work or behaviour related reasons at the discretion of the class teacher.
- Other assembly awards to be presented: Perfect presentation awards, Pen Licence, RWInc Completion of Colour group award, Sports Star award, reading assembly recognition awards, attendance awards.
- Trust event awards
- Children can share work with the HT or another adult of their choosing.
- Children working hard to achieve an ERIC award can be awarded 'ERIC spotted me' slips, giving a clear example of what they did. These are placed in the wallet on the ERIC display in the hall and distributed in the weekly Celebration Assembly along with a sticker.
- ERIC cards are signed when children are seen achieving a learning behaviour that ERIC is looking for. Staff will very clearly use ERIC related language to support the reward. I.e. 'Well done ... I can see that you are 'using kind actions/ looking after your own things / challenging yourself'.
- When ERIC cards are full children may collect a prize from the ERIC prize box.
- In KS2 children can save ERIC cards to earn a prize of higher value.
- Teachers have a supply of stickers that can be used by their staff team to reward good work, good effort or good behaviour, stickers must be given with a comment to identify the reason for the sticker.

Consistency.

Consistency is vital in school and children will 'get it' if we use the same key phrases or prompts.

We also have agreed phrases for key reminders through the school:

To get the attention of a whole class or large group of children

- We use 'Give Me 5' (Appendix e) this can be verbal and/ or nonverbal. A poster is placed in each class to act as a reminder and to support any new or covering staff. Children will be taught to respond to 'Give Me 5' by raising their hand (5 fingers) and following the poster guidance as noted below
 1. Eyes looking at the teacher
 2. Ears listening
 3. Lips quiet
 4. Hands still
 5. Mind awake!

To stop all children in an Emergency

- All children will be taught to respond to '...STOP' (Appendix f) with immediate silence and being still.
- This is recommended for use in PE lessons where safety is paramount.

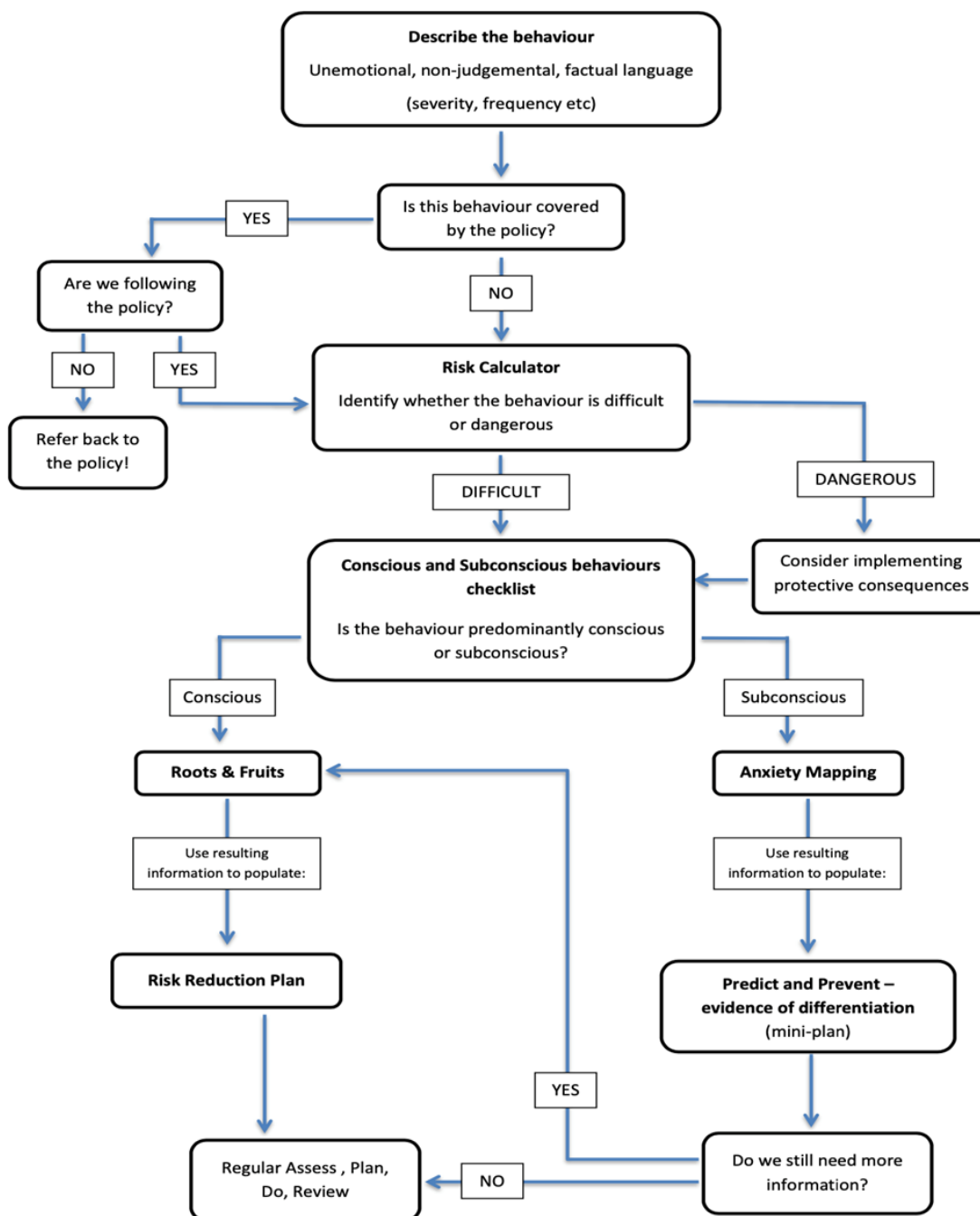
To remind children about appropriate noise levels throughout the school.

We use the voice level chart with selected picture prompts again based on the Essex Learning Services resources. This gives us three volume levels as reminders:

1. Partner voices
2. Table voices
3. Playground voices.

There are posters available for these core strategies that should be displayed in every class and around the school (Appendix)

When difficult or dangerous behaviours occur, the school will follow the following flowchart:



Appendices

Levels of reporting and recording difficult or harmful behaviour

Level 1	Level 2	Level 3	Level 4
<p>When there was no need for first aid or medical attention, or when there is no long-term anxiety or stress as a result of the incident for a member of staff.</p>	<p>When there was a need for first aid or medical attention, or if the staff member experiences long term anxiety or stress as a result.</p> <p>When there was a need for non-restrictive physical intervention.</p>	<p>When it was deemed absolutely necessary to use restrictive physical intervention to co-regulate in order to keep everyone safe and prevent harm.</p> <p>(when this is an agreed intervention to manage the harm as part of the Adult Response Plan/Behaviour Support/Management Plan.)</p>	<p>When it was deemed absolutely necessary to use restrictive physical intervention in order to keep everyone safe and to prevent harm including the child/young person. (when this has not been an agreed intervention to manage the harm as part of the Adult Response Plan/Behaviour Support/Management Plan.)</p>
<p>These are behaviours that are likely to be responsive to the usual range of support and interventions set out within the school behaviour policy. They will be also be monitored and reviewed through personalised 'One Planning' when appropriate.</p> <p>Examples of such behaviours</p> <ul style="list-style-type: none"> Eating or mouthing non-edible items, such as stones, dirt, pen lids, bedding, metal, faeces Smearing of faeces Rocking, repetitive speech and repetitive actions or manipulation of objects 	<p>These will encompass behaviours that have duration, frequency, intensity or persistence and are beyond the typical range for the school. Such behaviour is less likely to be responsive to the usual range of support and interventions identified within the school behaviour policy.</p> <p>These behaviours may also</p> <ul style="list-style-type: none"> compromise the child or young person's own and / or other CYPs learning disrupt the day to day functioning of the school, making it a less safe and routine environment. 	<p>These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff:</p> <p>This will include</p> <ul style="list-style-type: none"> causing harm towards adults or other children/young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting) causing harm to the learning environment, including that of property striking another adult / 	<p>These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff:</p> <p>This will include</p> <ul style="list-style-type: none"> a one-off serious incident involving behaviour not previously observed in the child or young person causing harm towards adults or other children/young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
<ul style="list-style-type: none"> Absconding removing of clothing items Self-injury/harming, including head banging, scratching, hitting, kicking, biting and poking Language-based personal abuse or sexual comments Racist, sexist, or homophobic behaviour or comments 	<ul style="list-style-type: none"> Language-based persistent personal abuse or persistent sexual comments Persistent racist, sexist, or homophobic behaviour or comments 	<p>child or young person with an object</p>	<ul style="list-style-type: none"> causing harm to the learning environment, including that of property striking another adult / child or young person with an object
Expected Reporting and Recording			
<p>Systematic reporting and recording at the school/setting level in accordance with policy.</p>	<p>Systematic reporting and recording at the school level in accordance with policy.</p> <p>In all cases of RIDDOR and when Headteacher deems appropriate, these incidents may also be reported to ECC via MySafety.</p>	<p>Systematic reporting and recording at the school level in accordance with policy.</p> <p>These incidents must be reported to ECC via MySafety.</p>	<p>Systematic reporting and recording at the school level in accordance with policy.</p> <p>These incidents must be reported to ECC via MySafety.</p>

Further information and templates for reporting can be found here:

[https://schools.essex.gov.uk/pupils/Safeguarding/Templates for Reporting and Recording Child Protection Concerns/Documents/Understanding%20and%20Supporting%20Behaviour%20-%20Safe%20Practice%20for%20Schools%20-%20August%202023.pdf](https://schools.essex.gov.uk/pupils/Safeguarding/Templates%20for%20Reporting%20and%20Recording%20Child%20Protection%20Concerns/Documents/Understanding%20and%20Supporting%20Behaviour%20-%20Safe%20Practice%20for%20Schools%20-%20August%202023.pdf)