

The Bellbird Primary School



Positive Relationships and Behaviour Policy

September 2026

1. Behaviour Vision

At The Bellbird Primary School, we believe that every child has the right to learn in a safe, calm and inspiring environment where they feel valued, respected and supported to achieve their very best.

Behaviour is not simply about following rules; it is about developing the knowledge, skills and attitudes that enable children to become successful learners, responsible citizens and kind, respectful members of society.

We believe that positive behaviour is explicitly taught through consistent expectations, strong relationships and high-quality teaching. Children learn best when they feel safe, valued and challenged. Our role is to help every child develop the self-regulation, resilience and responsibility they need to flourish both within school and beyond.

Our behaviour culture is built upon our four core values:

- **Curiosity**
- **Ambition**
- **Respect**
- **Empathy**

These values underpin every interaction, every lesson and every decision we make.

We recognise that behaviour is a form of communication. While we maintain consistently high expectations for every pupil, we also recognise that some children require additional support, reasonable adjustments or personalised approaches to help them succeed. Through partnership with families and external professionals, we strive to remove barriers whilst maintaining high expectations for all.

At Bellbird, we believe that mistakes are opportunities to learn. Our approach is restorative rather than punitive. We seek to repair relationships, restore trust and teach children how to make better choices in the future.

Our aim is not simply good behaviour.

Our aim is to develop confident, compassionate and responsible young people who embody our values every day.

2. Aims

This policy aims to:

- create a calm, safe and purposeful learning environment where every pupil can succeed;
- establish a consistent whole-school approach to behaviour based upon Curiosity, Ambition, Respect and Empathy;
- promote positive relationships founded upon mutual respect and trust;
- explicitly teach the behaviours and routines that enable successful learning;
- support pupils to develop self-regulation, resilience and personal responsibility;
- celebrate and reinforce positive behaviour through praise, encouragement and recognition;
- provide staff with a clear, fair and consistent framework for responding to behaviour;
- ensure that behaviour is managed consistently whilst recognising the individual needs of pupils, including those with Special Educational Needs and Disabilities;
- promote restorative approaches that repair relationships and encourage reflection;
- safeguard all members of the school community;
- work in partnership with parents, carers and external agencies to promote positive outcomes for pupils;
- comply with statutory guidance and Department for Education expectations.

3. Legislation and Statutory Guidance

This policy has been developed in accordance with current legislation and statutory guidance issued by the Department for Education (DfE). It supports the school's commitment to promoting positive behaviour, inclusion, safeguarding and a safe, calm and purposeful learning environment.

This policy should be read alongside the following legislation and guidance:

- Behaviour in Schools: Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- Searching, Screening and Confiscation: Advice for Schools
- Keeping Children Safe in Education
- The Equality Act 2010
- The Education Act 2002
- The Education and Inspections Act 2006
- The Children Act 1989
- The Children Act 2004
- SEND Code of Practice: 0-25 Years

- Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies
- Supporting Pupils with Medical Conditions at School
- Preventing and Tackling Bullying
- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People

This policy should also be read alongside the following The Bellbird Primary School policies and procedures:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Equality Information and Objectives
- Attendance Policy
- Complaints Policy
- Online Safety Policy
- Health and Safety Policy
- Positive Handling Procedures

The Governing Body is responsible for ensuring that this policy is reviewed regularly and remains compliant with current legislation and statutory guidance.

4. Definitions

At The Bellbird Primary School, we recognise that behaviour is a form of communication. Behaviour reflects a child's thoughts, feelings, experiences and level of self-regulation. Whilst we seek to understand the reasons behind behaviour, we maintain high expectations and support pupils to make positive choices.

4.1 Positive Behaviour

Positive behaviour promotes learning, safety, respect and positive relationships.

Children demonstrating positive behaviour:

- engage positively in learning;
- show curiosity and resilience;
- treat others with respect and kindness;
- follow school routines and expectations;
- contribute positively to the school community;
- take responsibility for their actions;
- demonstrate increasing independence and self-regulation.

Positive behaviour is explicitly taught, modelled and celebrated throughout school life.

4.2 Difficult Behaviour

Difficult behaviour is behaviour that falls below the school's expected standards and negatively affects or disrupts learning, relationships, the environment or property, or the safe and orderly running of the school.

Examples may include:

- disrupting learning;
- calling out;
- refusing reasonable instructions;
- using inappropriate language;
- behaving unkindly;
- misusing equipment;
- failing to follow established routines; or
- causing careless damage to property.

Most incidents are addressed through the school's graduated behaviour response. If difficult behaviour persists, a strategy meeting will be arranged involving the class teacher and a member of the Senior Leadership Team. The pupil's parent or carer will also be invited where appropriate. The purpose of the meeting is to explore the reasons for the behaviour and agree a clear, practical plan to prevent it from recurring. The agreed strategies, responsibilities and review arrangements will be recorded and shared with those involved.

4.3 Serious & Harmful Behaviour

Serious behaviour is behaviour that places the safety, wellbeing, or dignity of others at risk, or significantly disrupts the learning environment.

Examples may include:

- physical aggression;
- fighting;
- bullying;
- discriminatory behaviour;
- sexual harassment or sexual violence;
- threatening behaviour;
- deliberate damage to property;
- theft;
- persistent defiance;
- leaving school or a learning area without permission;
- possession of prohibited items.

Serious incidents will normally require immediate involvement from a member of the Senior Leadership Team.

Harmful behaviour presents a significant risk of, or actual, physical or emotional harm to the individual, others, or the environment/property.

Examples may include:

- physical assault;
- attempts to cause injury;
- serious verbal abuse;
- destruction of property;
- self-injurious behaviour;
- behaviour creating an immediate safeguarding concern;
- leaving school without permission.

If serious or harmful behaviour occurs, the staff member will immediately contact the duty member of the Senior Leadership Team via a portable radio—located in designated areas within either the Pod or the Green Wing—to request immediate assistance. The duty SLT member, or the designated backup, will attend the scene without delay to manage the situation.

4.4 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group where there is an imbalance of power.

Bullying may be:

- physical;
- verbal;
- emotional;
- social;
- discriminatory;
- online.

All allegations of bullying will be investigated and addressed in accordance with the school's Anti-Bullying Policy.

4.5 Behaviour Outside School

The school may apply this policy where a pupil's behaviour outside school has a direct impact on:

- the safety or wellbeing of members of the school community;
- relationships between pupils;
- the reputation of the school;
- travel to and from school;
- educational visits and residential visits;
- online activity affecting members of the school community.

4.6 Reasonable Adjustments

The school recognises that some pupils, particularly those with Special Educational Needs and Disabilities, medical needs or identified vulnerabilities, may require reasonable adjustments to support them in meeting the school's behavioural expectations.

These adjustments do not reduce expectations. They ensure that pupils receive equitable support whilst maintaining the safety, wellbeing and inclusion of all members of the school community.

5. Roles and Responsibilities

Creating and maintaining a positive culture of relationships, behaviour and inclusion is the responsibility of every member of the school community.

5.1 Governing Body

The Governing Body is responsible for:

- ensuring this policy complies with legislation and statutory guidance;
- monitoring the effectiveness of the policy;
- holding the Headteacher to account for its implementation;
- ensuring appropriate provision is in place to support pupils' behaviour and inclusion;
- reviewing the policy annually.

5.2 Headteacher

The Headteacher is responsible for:

- providing strategic leadership for behaviour and inclusion;
- ensuring the consistent implementation of this policy;
- supporting staff in managing behaviour effectively;
- monitoring behaviour trends and taking appropriate action;
- ensuring behaviour systems are fair and non-discriminatory;
- making decisions regarding suspension and permanent exclusion;
- ensuring staff receive appropriate training;
- working with parents, governors and external agencies where required.

5.3 Senior Leadership Team

The Senior Leadership Team will:

- model high standards of behaviour and professionalism;
- support staff with behaviour management;
- respond to serious incidents;
- oversee Behaviour Support Plans and Risk Reduction Plans;
- monitor behaviour records and identify patterns;
- coordinate support from external agencies where appropriate;
- ensure appropriate support is provided following significant incidents.

5.4 Teachers

Teachers are responsible for:

- establishing positive relationships with pupils;
- teaching and reinforcing the Bellbird Behaviour Curriculum;
- maintaining consistent expectations and routines;
- responding to behaviour calmly, fairly and consistently;
- recognising and celebrating positive behaviour;
- using restorative approaches where appropriate;
- recording significant behaviour incidents in line with school procedures;
- communicating concerns with parents and carers;
- supporting pupils' personal, social and emotional development.

5.5 Teaching Assistants and Support Staff

Support staff will:

- model the school's values at all times;
- reinforce behaviour expectations consistently;
- support pupils to regulate behaviour and engage in learning;
- communicate concerns promptly to teachers;
- contribute to Behaviour Support Plans where appropriate;
- promote positive relationships across the school.

5.6 Midday Supervisors

Midday Supervisors will:

- promote safe, positive and inclusive play;
- encourage respectful social interactions;
- apply school expectations consistently;
- report significant concerns to appropriate staff;
- support positive behaviour at lunchtime.

5.7 Parents and Carers

Parents and carers are expected to:

- support the school's values and expectations;
- encourage positive behaviour and respectful conduct;
- communicate relevant concerns with the school;
- work in partnership with staff to support their child;
- attend meetings relating to behaviour where appropriate;
- treat all members of the school community with courtesy and respect.

5.8 Pupils

Pupils are expected to:

- demonstrate Curiosity, Ambition, Respect and Empathy;
- follow instructions and school routines;
- take responsibility for their behaviour;
- show respect towards others and the environment;
- engage positively in learning;
- participate in restorative conversations when required;
- seek support from trusted adults when needed;
- contribute to a safe and inclusive school community.

6. The Bellbird Behaviour Curriculum

At The Bellbird Primary School, we believe that behaviour should be taught with the same care, consistency and ambition as any other aspect of the curriculum.

Children are not simply expected to know how to behave. They are explicitly taught the behaviours, routines and social skills that enable them to become successful learners, responsible citizens and positive members of the school community.

6.1 Core values

Our Behaviour Curriculum is rooted in our core values of Curiosity, Ambition, Respect and Empathy.

Curiosity

We encourage children to:

- engage positively in learning;
- ask thoughtful questions;
- listen carefully to others;
- persevere when learning is challenging;
- embrace mistakes as opportunities to learn.

Ambition

We encourage children to:

- always try their best;
- take pride in their achievements;
- persevere when faced with challenge;
- develop resilience;
- strive for continuous improvement.

Respect

We teach children to:

- treat others with dignity and courtesy;
- value different opinions and backgrounds;
- care for the school environment;
- listen attentively;
- follow routines and expectations.

Empathy

We encourage children to:

- Try to see things from another person's point of view;
- show kindness towards others;
- include everyone;
- celebrate the achievements of others;
- offer help willingly;
- repair relationships following disagreements.

6.2 Teaching Behaviour Explicitly

Positive behaviour is taught through:

- clear classroom routines;
- assemblies;
- PSHE education;
- collective worship;
- modelling by adults;
- restorative conversations;
- educational visits;
- playtimes and lunchtimes;
- leadership opportunities.

Behaviour expectations are revisited regularly and re-taught whenever necessary.

6.3 Consistent Routines

All staff teach, model and reinforce routines for:

- entering and leaving classrooms;
- transitions around school;
- listening to adults;
- independent learning;
- partner talk;
- asking for help;
- using resources responsibly;
- moving safely around the school.

Consistent routines provide pupils with security, maximise learning time and support positive behaviour.

6.4 Recognition and Celebration

Positive behaviour is recognised and celebrated regularly through:

- verbal praise;
- house points;
- Bellbird Awards;
- celebration assemblies;
- Headteacher recognition;
- positive communication with parents and carers;
- leadership responsibilities and wider opportunities.

By recognising positive choices consistently, we promote a culture where Curiosity, Ambition, Respect and Empathy are visible, valued and celebrated every day. The expectations outlined in Section 7 provide the practical application of the Bellbird Behaviour Curriculum.

7. Behaviour Expectations and Routines

At The Bellbird Primary School, we believe that clear expectations and consistent routines create a safe, calm and purposeful environment where all pupils can succeed.

7.1 Expectations

Our expectations are rooted in our core values of Curiosity, Ambition, Respect and Empathy and apply at all times, including in lessons, around the school site, during playtimes and lunchtimes, on educational visits, and whenever pupils are representing the school.

We Expect Every Pupil To:

- demonstrate Curiosity, Ambition, Respect and Empathy;
- follow instructions and school routines;
- engage positively in learning;
- behave safely and responsibly;
- show respect towards others, property and the environment;
- take responsibility for their actions and choices;
- contribute positively to the school community.

7.2 Classroom Expectations

Every classroom should be calm, purposeful and supportive of learning.

Pupils are expected to:

- arrive ready to learn;
- follow established classroom routines;
- listen attentively when others are speaking;
- contribute positively to lessons and discussions;
- work to the best of their ability;
- persevere when learning is challenging;
- respect the learning of others;
- use resources responsibly;
- leave learning spaces tidy and organised.

Adults will:

- model positive behaviour and respectful communication;
- maintain high expectations for all pupils;
- provide clear instructions and consistent routines;
- create an environment where all pupils feel safe, valued and supported to succeed.

7.3 Around School

Pupils are expected to:

- move around the school calmly and safely;
- use polite and respectful language;
- follow adult instructions promptly;
- care for displays, equipment and the school environment;
- show consideration for others;
- represent the school's values in all interactions.

7.4 Playtimes and Lunchtimes

Pupils are expected to:

- play safely and fairly;
- include others;
- use equipment responsibly;
- demonstrate good sportsmanship;
- resolve disagreements respectfully;
- seek adult support when needed;
- follow the instructions of all staff.

7.5 Educational Visits and School Events

When representing the school, pupils are expected to:

- uphold the school's values;
- behave responsibly and safely;
- demonstrate good manners;
- show respect towards members of the public;
- follow staff instructions at all times.

7.6 Emotional Wellbeing and Self-Regulation

We recognise that pupils learn best when they feel safe, valued and emotionally secure. The school supports pupils to develop emotional wellbeing and self-regulation through:

- building positive and trusting relationships;
- teaching emotional literacy through the curriculum;
- helping pupils to recognise and manage their emotions;
- providing opportunities for reflection and restorative conversations;
- encouraging pupils to seek support from trusted adults when needed;
- promoting resilience, confidence and independence.

Where pupils require additional support, appropriate strategies, interventions and reasonable adjustments will be implemented in partnership with parents, carers and, where appropriate, external professionals.

7.7 Consistency of Routines

All staff are responsible for teaching, modelling and reinforcing agreed routines across the school.

Routines will be explicitly taught, regularly practised and consistently applied. Predictable routines help pupils feel secure, maximise learning time and support the development of independence, self-regulation and positive behaviour.

By maintaining clear expectations and consistent routines, we create a school environment where every pupil can thrive academically, socially and emotionally.

8. Responding to Behaviour

8.1 Behaviour response

We believe that behaviour is a form of communication and that every interaction provides an opportunity to teach, guide and support pupils to make positive choices. Our aim is always to restore learning, repair relationships and maintain a safe environment where all pupils can succeed.

Staff will seek to use the least intrusive response necessary and provide pupils with opportunities to make positive choices before behaviour is escalated.

Adults will:

- remain calm and respectful;
- maintain high expectations;
- separate the behaviour from the child;
- preserve pupils' dignity;
- seek to understand the reasons behind behaviour;
- apply behaviour expectations consistently;
- make reasonable adjustments where appropriate;
- prioritise the safety and wellbeing of all members of the school community.

The Bellbird Way

Remind → Reset → Reflect → Repair

Our aim is always to support pupils to learn from their mistakes, repair relationships, restore learning and succeed as positive members of our school community.

Step 1: Remind

The first response to behaviour that falls below expectations will normally be a reminder of expected behaviour.

This may include:

- non-verbal signals;
- proximity praise;
- gentle redirection;
- a reminder of classroom expectations;
- a reminder of school values;
- providing an opportunity to make a positive choice.

Aim: Return the pupil to learning with minimal disruption.

Step 2: Reset

If the behaviour continues, pupils will be supported to pause, regulate and make a better choice.

This may include:

- a brief private conversation with the class teacher or teaching assistant;
- a change of seating or working space;
- Sensory input / Ready to Learn activities;

- a short period of reflection;
- support to regulate emotions;
- a brief period working outside the classroom with an adult, where appropriate;
- clarification of expectations and next steps.

Pupils remain under the guidance of the class teacher or teaching assistant and are supported to re-engage positively with learning.

This step should be viewed as an opportunity for the pupil to make a positive choice before further intervention is required.

Aim: Provide the pupil with an opportunity to reset and return successfully to learning.

Step 3: Reflect

Where a pupil has been reminded of expectations and given opportunities to reset but continues to engage in unwanted behaviour, they will be supported with Reflection Time. For difficult behaviour, this might take place with the class teacher. For behaviour that is serious, harmful or significantly disruptive, this will take place with a member of the Senior Leadership Team.

Reflection Time provides a structured opportunity for the pupil to reflect upon what happened, understand the impact of their behaviour, take responsibility for their choices and work with staff to repair relationships and restore successful learning.

The timing of Reflection Time will be determined according to the individual pupil, the nature of the incident and the circumstances of the school day. It may take place during morning break, lunchtime or the afternoon session. Incidents should be addressed on the same day wherever reasonably possible, enabling the pupil to begin the following day with a fresh start.

Where work has been deliberately avoided or left incomplete because of the pupil's behaviour, the class teacher may require the pupil to complete this work during lunchtime. Reflection Time may therefore also take place during this period.

Serious or harmful behaviour requires an immediate response and should not be delayed until the next available breaktime. If such an incident occurs during the afternoon, the pupil should be referred to a member of the Senior Leadership Team so that it can be addressed that afternoon.

Restorative Conversations

Reflection Time includes a restorative conversation with a member of staff. The purpose of a restorative conversation is to:

- understand what happened;
- explore thoughts and feelings;
- recognise how others have been affected;
- accept responsibility where appropriate;
- repair relationships;
- identify strategies for making positive choices in the future.

These conversations should always take place in a calm and respectful manner and be appropriate to the age, needs and developmental stage of the pupil.

Adults may use restorative questions such as:

- What happened?
- What were you thinking or feeling at the time?
- What have you thought about since?
- Who has been affected by what happened?
- How do you think they felt?
- What could you do differently next time?
- How can we put things right?

Adults will avoid confrontational language and instead seek to guide pupils towards reflection, understanding and responsibility.

See **Appendix 3** for Reflection Time Prompt.

Step 4: Repair

Following Reflection Time, the pupil will be supported to take an appropriate and proportionate action to repair the impact of their behaviour. The action will depend upon the nature of the incident and the needs of those affected.

Repair may include:

- completing learning that was disrupted, avoided or left unfinished;
- completing a purposeful task linked to the incident;
- offering an apology, verbally or in writing, where appropriate;
- tidying, reorganising or safely cleaning an area that the pupil has left untidy;
- helping to put right any damage caused to the classroom or wider school environment;
- taking appropriate responsibility for damaged property; or
- agreeing practical steps to rebuild trust and prevent the behaviour from recurring.

The pupil should be given time and support to consider what happened, who was affected and what they can do to put matters right. Wherever appropriate, this discussion should be linked to the school's CARE values of Curiosity, Ambition, Respect and Empathy.

Repair is not intended to shame the pupil or require a forced apology. It is a restorative process that helps the pupil take responsibility, rebuild relationships, restore the learning environment and return positively to learning.

Aim: Enable the pupil to put matters right, rebuild trust and return successfully to the school community.

8.2 Recording Behaviour Incidents

The member of staff managing the incident must record it on MyConcern. This includes:

- persistent difficult behaviour where the member of staff has led the Reflection Time and Repair process; and
- serious behaviour, or incidents requiring SLT support, where an SLT member has led Reflection Time.

Where SLT support is requested, the referring member of staff must record the incident on MyConcern before Reflection Time takes place, wherever practicable. The SLT member should add details of the restorative conversation, outcome and agreed next steps.

The record should include:

- an accurate and factual account of the incident;
- the actions taken by staff before Reflection Time or referral to SLT;
- the reason for Reflection Time and, where applicable, the reason SLT support was requested;
- any support or reasonable adjustments provided;
- the outcome of the restorative conversation and Repair stage;
- communication with parents or carers, where appropriate; and
- any agreed actions, support or next steps.

Accurate recording ensures that behaviour is addressed consistently, supports effective restorative practice and enables the school to identify patterns and provide appropriate support where required.

8.3 Communication with Parents and Carers

The class teacher of the pupil concerned is responsible for informing the pupil's parent or carer that their child has been supported by Reflection Time and clearly explaining what has happened.

The school believes that positive behaviour is most effectively supported when school and home work together in partnership.

9. Serious Behaviour

Whilst the vast majority of behaviour concerns can be addressed successfully through positive relationships, consistent expectations, reminders, resets, Reflection Time and restorative conversations, there are occasions when behaviour is sufficiently serious to require immediate intervention by the Senior Leadership Team.

The safety, wellbeing and dignity of all members of the school community will always be our priority.

9.1 Serious Behaviour

Examples of serious behaviour include, but are not limited to:

- physical aggression towards another pupil or adult;
- behaviour that places others at risk of harm;
- bullying, including cyberbullying;
- discriminatory language or behaviour, including racist, sexist, homophobic or disability-related incidents;
- sexual harassment or sexual violence;
- deliberate damage to school property or the property of others;
- theft;
- possession of prohibited items;
- leaving the school site without permission;
- behaviour that presents a significant safeguarding concern;
- repeated serious disruption despite previous support and intervention.

This list is not exhaustive. The Headteacher or a member of the Senior Leadership Team will use professional judgement when determining the seriousness of an incident.

9.2 Response to Serious Behaviour

Serious behaviour incidents will be referred immediately to a member of the Senior Leadership Team and will not normally follow the graduated response outlined in Section 8.

The Senior Leadership Team will determine the most appropriate response based on:

- the nature and seriousness of the incident;
- the safety and wellbeing of those involved;
- the individual circumstances of the pupil;
- any relevant safeguarding considerations;
- any identified Special Educational Needs and Disabilities;

previous support and interventions.

9.3 Immediate Response

Where serious behaviour occurs, staff will:

- remain calm;
- prioritise the safety of all pupils and adults;
- seek support from a member of the Senior Leadership Team via the allocated radio;
- take reasonable steps to de-escalate the situation;
- avoid unnecessary confrontation;
- preserve the dignity of all involved wherever possible.

Where necessary, Positive Handling and Reasonable Force may be used in accordance with the school's procedures and statutory guidance.

9.4 Requesting SLT Behaviour Support

The Senior Leadership Team is available to support staff when behaviour is serious, persistent or cannot be managed safely through the agreed classroom strategies.

For routine or low-level incidents, staff should normally apply the school's graduated behaviour response before requesting SLT assistance.

For persistently difficult behaviour, a strategy meeting will be arranged involving the class teacher, a member of the Senior Leadership Team and the pupil. The pupil's parent or carer may also be invited where appropriate. The purpose of the meeting is to explore the reasons for the behaviour and agree a clear, practical plan to prevent it from recurring. The agreed strategies, responsibilities and review arrangements will be recorded and shared with those involved.

Immediate SLT support should be requested where:

- serious or significantly disruptive behaviour continues despite appropriate intervention;
- a pupil has caused physical pain or injury to another person;
- a pupil's behaviour presents an immediate or developing risk of harm to themselves or others; or
- the member of staff reasonably believes that additional support is needed to maintain safety and restore learning.

Where there is an immediate risk of harm, staff should request SLT assistance without delay and should not wait until each stage of the graduated response has been completed.

Staff must consult the daily SLT Behaviour Support Rota and contact the primary SLT member on duty. If that person is unavailable, the named secondary SLT member should be contacted.

The duty SLT member should be called using the designated radio stating that SLT support is needed.

9.5 Investigation

Serious behaviour incidents will be investigated appropriately and may include:

- speaking with pupils involved;
- obtaining witness accounts;
- reviewing relevant information;
- considering any safeguarding concerns;
- consulting relevant staff.

The school will seek to ensure that decisions are fair, proportionate and based on the available evidence.

9.6 Communication with Parents and Carers

Parents or carers will normally be informed by a member of the SLT as soon as reasonably practicable when their child has been involved in a serious behaviour incident.

Communication will include, where appropriate:

- the nature of the incident;
- actions taken by the school;
- the impact of the behaviour on others;
- any support, interventions or reasonable adjustments being implemented;
- expectations moving forward;
- any agreed next steps, review arrangements or behaviour targets.

The school is committed to working collaboratively with parents and carers to support positive outcomes for pupils whilst ensuring the safety and wellbeing of the wider school community.

9.7 Follow-Up Support

Following a serious behaviour incident, the school may implement additional support, including:

- restorative conversations;
- individual behaviour targets;
- a Therapeutic Behaviour Support Plan;
- pastoral support;
- SEND review where appropriate;
- involvement of external agencies;
- reintegration planning following suspension.

The purpose of any follow-up support is to help pupils learn from their behaviour, maintain positive relationships and achieve long-term success.

9.8 Serious Behaviour and Safeguarding

The school recognises that significant changes in behaviour can sometimes indicate unmet needs, emotional distress or wider safeguarding concerns.

Where appropriate, behaviour incidents will be considered alongside safeguarding procedures and the Designated Safeguarding Lead will be consulted. Any concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy.

10. Inclusion, SEND and Reasonable Adjustments

At The Bellbird Primary School, we are committed to ensuring that every pupil feels safe, valued and able to succeed. We recognise that some pupils may require additional support to achieve our high behavioural expectations and that behaviour may, at times, be influenced by an identified or unidentified special educational need or disability.

Whilst behavioural expectations remain consistent for all pupils, the support provided to help pupils meet those expectations may differ according to individual need.

We believe that equity is not treating every child the same; it is providing every child with the support they need to succeed.

10.1 Understanding Behaviour

We recognise that behaviour is often a form of communication and may indicate an unmet need. Some pupils may experience difficulties with communication and interaction, emotional regulation, sensory processing, anxiety, attention and concentration, social understanding or adapting to change.

Staff will seek to understand and respond to these needs whilst maintaining high expectations and supporting pupils to make positive choices.

The school recognises that pupils are more likely to succeed when they feel safe, understood and supported. Positive relationships, consistent routines, emotional regulation strategies and timely intervention help pupils to engage successfully in learning and school life.

Where appropriate, behaviour concerns will be considered alongside a pupil's educational, social, emotional and developmental needs to ensure that appropriate support is in place.

10.2 Reasonable Adjustments

Where appropriate, the school may implement reasonable adjustments to remove barriers to learning and participation.

These may include:

- adapted classroom routines;
- visual timetables and prompts;
- clear and concise instructions;
- additional processing time;
- movement or sensory breaks;
- alternative methods of communication;
- adapted seating arrangements;
- modified transitions;
- access to regulation spaces;
- additional adult support;
- personalised support strategies.

Reasonable adjustments do not remove expectations. They enable pupils to access support whilst maintaining the safety and wellbeing of the whole school community.

10.3 Co-regulation

There are some occasions where a child might experience big feelings or experience overwhelm / dysregulation to an extent where they are not able to self-regulate without adult support. In school, adults will co-regulate with a child to support them. Co-regulation refers to the process by which one person's regulated state supports another person to regulate their own emotions and nervous system. In practice, this usually means a calm attuned adult helping a distressed or dysregulated child to return to a state of relative calm.

Co-regulation with a child- your calm to meet their storm.	
REGULATE (Adult)	• Be aware of your own emotional state as an adult so as not to add to the distress in the room. • Deliberately slow your breath and model slow, deep breaths. • Have a brief internal check-in to ensure your calm can meet their storm.
REDUCE	• Reduce distraction techniques if these are not initially effective. • Reduce demand on the child. You are a safe steady presence.

	• Reduce your tone and volume- low and slow. • Reduce your sense of urgency- speed communicate urgency and urgency communicates danger. Don't rush the child or hurry to move them. • Reduce your movement- sit calmly with the child and not attempt to move them if they are not ready. There is no rush. • Reduce the number of words you are using and the language complexity i.e. offer two clear choices, first / then. Use visuals to support clear language if needed. • Your priority is to stay with the child providing calm safety in the moment.
REASSURE	• Stay close without crowding- physically present and available without demanding engagement or action. • Reassure the child that they are safe. • Reassure the child that you are with them and here to help. 'I'm here', 'You're safe', 'We will figure this out together'. • Acknowledge feelings or narrate them for the child. • Reassure that it is normal to have big feelings.
RESET	• Only offer reset activities when the child is calmer. • Offer reset activities to help restore self-regulation: snack or drink, a walk, toys, fidgets, jobs or errands, heavy work, Ready to Learn activities. • Regulation / reset space: Offer the child to move to a safe space to aid self-regulation i.e. classroom, Starling's room sensory room, quiet office. • Offer small genuine choices within safe limits to restore a child's agency. i.e. would you like to sit over here or there?'

10.4 Use of Regulation Spaces

At The Bellbird Primary School, we recognise that some pupils may benefit from access to a calm and supportive environment to help them regulate their emotions and return successfully to learning.

Where appropriate, pupils may be supported through access to designated regulation spaces, including:

- The Starling Room;
- The Sensory Room.

These spaces are intended to support emotional wellbeing, co-regulation and self-regulation. They are not used as a punishment or exclusion from learning.

Access to regulation spaces may form part of a classroom support strategy, reasonable adjustment, Therapeutic Behaviour Support Plan.

The aim is to support pupils to return to learning feeling safe, calm and ready to succeed.

10.5 Graduated Support

Where behaviour concerns persist, the school will follow a graduated approach by:

- identifying potential underlying needs;
- gathering information from staff, parents and external professionals;
- implementing targeted strategies;
- reviewing their effectiveness;
- adapting support where required.

Behaviour will always be considered alongside a pupil's educational, social and emotional needs.

10.6 Working with Parents and External Agencies

Parents and carers are essential partners in supporting behaviour.

The school will work collaboratively with families and, where appropriate, external professionals to identify effective strategies and secure positive outcomes for pupils.

Advice and support may be sought from services such as:

- Specialist Teaching Services;
- Early Support (for EYFS children);
- Speech and Language Therapy;
- Occupational Therapy/ Physiotherapy;
- Emotional Health and Wellbeing Service
- YOUNited;
- Play Therapy
- Universal Family Support Services;
- Social Care where appropriate.
- Targeted Support

10.7 Suspension and permanent exclusion

The school recognises that pupils with SEND may be more vulnerable to suspension or permanent exclusion if appropriate support is not in place.

Before considering suspension or permanent exclusion, the school will consider, where appropriate:

- whether reasonable adjustments have been implemented;
- whether behaviour may be linked to an identified or emerging SEND need;
- whether further assessment or support is required;
- whether alternative strategies could reduce the likelihood of future incidents.

However, SEND does not prevent the use of suspension where a pupil's behaviour has seriously affected the safety, welfare or education of others. Decisions will always be made on an individual basis and in accordance with statutory guidance.

11. Therapeutic Behaviour Support Plans

Some pupils require support beyond the universal approaches outlined within this policy.

Where behaviour is persistent, complex or presents a risk to the pupil or others, an individualised Therapeutic Behaviour Support Plan may be developed.

The purpose of a Therapeutic Behaviour Support Plan is to identify proactive strategies, reasonable adjustments and consistent approaches that support a pupil to regulate their behaviour, develop positive relationships and participate successfully in school life.

11.1 When a Plan May Be Required

A Therapeutic Behaviour Support Plan may be introduced where a pupil:

- demonstrates persistent behaviour that significantly affects learning;
- requires support beyond the school's universal behaviour procedures;
- experiences significant emotional dysregulation;
- presents behaviour that places themselves or others at risk;
- has an identified or emerging SEND need requiring additional behavioural support;
- returns following a suspension;
- requires coordinated support from multiple professionals.

The decision to implement a plan will be made by the Senior Leadership Team in consultation with parents or carers, relevant staff and the SENDCo.

11.2 Content of the Plan

Plans will be personalised and may include:

- strengths, interests and protective factors;
- identified triggers or patterns;
- early signs of dysregulation;

- preventative and supportive strategies;
- reasonable adjustments;
- regulation strategies;
- agreed adult responses;
- restorative approaches;
- positive reinforcement;
- communication arrangements with parents or carers;
- success criteria and review dates.

The emphasis will always be on prevention, support and inclusion.

Where appropriate, plans may also identify preventative approaches, communication needs, regulation strategies and any agreed responses to foreseeable risks.

11.3 Reviewing Plans

Therapeutic Behaviour Support Plans are working documents and will be reviewed regularly to:

- celebrate progress;
- evaluate the effectiveness of strategies;
- adapt support where required;
- ensure provision remains appropriate;
- identify when support can be reduced.

Our long-term aim is to develop pupils' independence, self-regulation and confidence so that additional support becomes less necessary over time.

Therapeutic Behaviour Support Plans are intended to provide proactive support and reduce the likelihood of serious incidents. However, where a pupil's behaviour continues to significantly impact the safety, welfare or education of themselves or others, the school may consider further action in accordance with Section 12: Suspension and Permanent Exclusion.

12. Suspension and Permanent Exclusion

At The Bellbird Primary School, we are committed to maintaining a safe, calm and inclusive learning environment where every pupil can succeed.

The vast majority of behaviour concerns are addressed through positive relationships, reasonable adjustments, restorative approaches and graduated support. However, there are occasions when suspension or permanent exclusion may be necessary to protect the safety, welfare or education of others.

All decisions relating to suspension and permanent exclusion will be made in accordance with current Department for Education statutory guidance, including *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England*, and the principles of fairness, proportionality and natural justice.

12.1 Principles

When considering suspension or permanent exclusion, the school will:

- place the safety and wellbeing of pupils and staff at the centre of decision-making;
- consider the individual circumstances of each case;
- ensure decisions are lawful, reasonable and proportionate;
- consider any safeguarding concerns or underlying needs;
- consider whether reasonable adjustments have been made where appropriate;
- work in partnership with parents, carers and external agencies where appropriate.

12.2 Suspension

Only the Headteacher, or a member of staff acting in the absence of Headteacher, may suspend a pupil.

Suspension may be considered where a pupil has:

- seriously breached the school's behaviour expectations;
- significantly endangered the safety or welfare of others;
- committed a serious incident of physical aggression;
- engaged in serious bullying or discriminatory behaviour;
- committed a serious act of vandalism or theft;
- possessed a prohibited item;
- repeatedly demonstrated serious disruptive behaviour despite support and intervention;
- seriously compromised the safe and orderly running of the school.

Each decision will be considered on its own merits and in light of the individual circumstances of the case.

12.3 Permanent Exclusion

Permanent exclusion is a last resort and will only be considered where:

- there has been a serious breach of the school's behaviour expectations; and
- allowing the pupil to remain in school would seriously harm the education, safety or welfare of the pupil or others.

Before making a decision, the Headteacher will consider all available evidence and any relevant mitigating circumstances.

12.4 Pupils with SEND

The school recognises its duties under the Equality Act 2010 and the SEND Code of Practice.

Before making a decision regarding suspension or permanent exclusion, the school will consider, where appropriate:

- whether the behaviour may be linked to an identified or emerging SEND need;
- whether reasonable adjustments have been implemented;
- whether further assessment or support is required;
- whether alternative strategies could reduce the likelihood of future incidents.

However, the school also has a responsibility to maintain the safety, welfare and education of the wider school community. A pupil with SEND may still be suspended or permanently excluded where the circumstances make this necessary and lawful.

12.5 Communication with Parents and Carers

Parents or carers will be informed without delay of any suspension or permanent exclusion.

Communication will include, where appropriate:

- the reasons for the decision;
- the length of any suspension;
- arrangements for education during the suspension;
- arrangements for reintegration, where applicable;
- support and interventions being implemented;
- information regarding parents' rights to make representations and, where applicable, appeal decisions through the appropriate statutory processes.

The school will continue to work collaboratively with families throughout the process.

12.6 Following Suspension

Where a pupil has been suspended, the school will work proactively to support a successful return to education.

This will normally include:

- a reintegration meeting involving the pupil, parents or carers and relevant staff;
- a review of any Therapeutic Behaviour Support Plan;
- consideration of additional support or reasonable adjustments;
- clear expectations for a successful return;
- ongoing monitoring and support.

The purpose of reintegration is to rebuild relationships, support positive behaviour and maximise the likelihood of future success.

13. Positive Handling and Reasonable Force

The Bellbird Primary School is committed to ensuring that all pupils and staff are safe.

We believe that positive relationships, effective behaviour management and early intervention should prevent the vast majority of incidents from escalating. However, there may be exceptional circumstances where the use of reasonable force is necessary to prevent harm.

The use of reasonable force will always be lawful, necessary, proportionate and used only for the minimum time required.

13.1 Principles

Any use of reasonable force will be guided by the principles of necessity, proportionality and the use of the minimum force for the shortest time necessary.

Reasonable force will only ever be used:

- as a last resort;
- to prevent injury to pupils or adults;
- to prevent serious damage to property;
- to prevent behaviour that seriously disrupts the safe running of the school;
- where less restrictive strategies have been unsuccessful or are clearly inappropriate.

Reasonable force will never be used:

- as a punishment;
- to secure compliance where there is no immediate risk;
- in a manner that compromises the dignity of the pupil;
- where a less restrictive option is available.

13.2 Preventative Approaches

The school seeks to reduce the likelihood of physical intervention through:

- strong relationships;
- consistent routines;
- effective classroom management;
- restorative practice;
- positive behaviour support;
- Therapeutic Behaviour Support Plans;
- reasonable adjustments for pupils with additional needs.

13.3 Use of Reasonable Force

All members of school staff have the legal power to use reasonable force where it is necessary, proportionate and reasonable in the circumstances.

Examples may include preventing a pupil from:

- injuring themselves;
- injuring another person;
- causing serious damage to property;
- leaving a safe area where this presents immediate risk;
- seriously disrupting learning where other strategies have failed.

Staff will use the minimum level of force necessary and cease the intervention as soon as it is safe to do so.

13.4 Recording and Reporting

Any incident involving reasonable force will be:

- reported immediately to a member of the Senior Leadership Team;
- recorded on MyConcern before the end of the school day wherever possible;
- shared with parents or carers as soon as reasonably practicable;
- reviewed by senior leaders to identify any lessons that can be learned.

The record should include:

- the events leading to the incident;
- the reason reasonable force was necessary;
- strategies attempted before physical intervention;
- the type and duration of the intervention;
- any witnesses to the incident;
- any injuries sustained;
- actions taken following the incident;
- communication with parents or carers.

13.5 Debrief and Review

Following any incident involving reasonable force:

- the pupil will receive appropriate support once calm;
- staff involved will have the opportunity to debrief;
- the incident will be reviewed by senior leaders;
- Therapeutic Behaviour Support Plans will be updated where necessary;
- additional support or training will be considered where appropriate.

The school is committed to learning from every significant behaviour incident in order to continually improve practice and reduce the need for future physical intervention.

13.6 Appropriate Physical Contact

The school does not operate a "no contact" policy. Appropriate physical contact may be used when providing first aid, comforting a distressed pupil, supporting personal care, guiding a pupil who willingly accepts support or demonstrating an activity. Staff will always exercise professional judgement and follow safeguarding procedures.

13.7 – Seclusion

The Bellbird Primary School does not use seclusion as a behaviour management strategy or punishment.

Where a pupil accesses a regulation space such as the Starlings Room or Sensory Room, they remain free to leave and this does not constitute seclusion.

Any situation involving restriction of movement for safety reasons will be managed in accordance with statutory guidance, recorded appropriately and shared with parents.

14. Searching, Screening and Confiscation

The Bellbird Primary School is committed to maintaining a safe environment where all pupils can learn and thrive. On rare occasions, it may be necessary to search pupils or confiscate items in order to safeguard members of the school community or maintain good order and discipline.

The school will always act lawfully, proportionately and respectfully, following current Department for Education guidance.

14.1 Searching Pupils

The Headteacher and authorised members of staff have the legal power to search a pupil or their possessions where there are reasonable grounds for suspecting that the pupil may have a prohibited item or an item that could compromise safety or discipline.

Searches will always:

- be carried out respectfully and sensitively;
- take account of the pupil's age, understanding and any additional needs;
- be proportionate to the circumstances;
- comply with current statutory guidance.

Where possible, searches will be carried out by a member of staff of the same sex as the pupil, with another member of staff present as a witness. Exceptions may apply where there is an immediate risk to safety or where waiting would increase the level of risk.

14.2 Prohibited and Restricted Items

Prohibited and restricted items may include:

- knives or offensive weapons;
- alcohol;
- illegal drugs;

- stolen items;
- tobacco products;
- cigarette papers;
- vapes and e-cigarettes;
- fireworks;
- pornographic images;
- any article that has been, or is likely to be, used to commit an offence or cause injury or damage.

Possession of a prohibited item will be treated as a serious behaviour incident and may result in suspension or permanent exclusion.

14.3 Confiscation

Staff have the authority to confiscate any item that:

- poses a risk to health or safety;
- disrupts teaching and learning;
- is prohibited by law;
- is likely to be used to cause harm or damage;
- is contrary to the school's behaviour expectations.

Confiscated items will be returned where appropriate. Some items may be retained, disposed of or handed to the police in accordance with statutory guidance.

Parents or carers will normally be informed where significant items have been confiscated.

14.4 Screening

The school reserves the right to implement screening procedures where appropriate and in accordance with Department for Education guidance in order to maintain the safety and wellbeing of the school community.

14.5 Electronic Devices

Where there is reason to believe that an electronic device contains evidence relating to bullying, safeguarding concerns, criminal activity or serious breaches of school rules, authorised staff may examine, and where appropriate search, the device in accordance with current statutory guidance.

Where necessary, the school may refer the matter to the police or other relevant agencies.

14.6 Recording

The school will maintain appropriate records of searches, screening and confiscation where required by law, where safeguarding concerns arise, or where the incident is considered significant.

Records will be made on MyConcern and parents or carers will be informed as appropriate.

15. Monitoring and Review

The Bellbird Primary School recognises the importance of monitoring behaviour to ensure that this policy is implemented consistently, fairly and effectively.

Behaviour information recorded on MyConcern and other school systems is used to identify patterns, evaluate the effectiveness of interventions and ensure that pupils receive appropriate support.

15.1 Monitoring Behaviour

The Headteacher and Senior Leadership Team will regularly review behaviour information to:

- ensure behaviour expectations are being applied consistently;
- identify emerging patterns and trends;
- evaluate the effectiveness of interventions and support strategies;
- identify pupils who may require additional support;
- ensure behaviour systems remain fair and inclusive.

Monitoring may include analysis of:

- the frequency and nature of behaviour incidents;
- incidents involving physical aggression, bullying or discriminatory behaviour;
- use of reasonable force;
- suspensions and permanent exclusions;
- behaviour patterns relating to vulnerable groups, including pupils with SEND and pupils with safeguarding concerns.

Behaviour data will also be reviewed to ensure that behaviour systems are implemented fairly and that no group of pupils is unfairly disadvantaged.

Where patterns or concerns are identified, leaders will review practice and implement appropriate support, interventions or staff training.

15.2 Governor Oversight

The Governing Body will receive regular information regarding behaviour to enable governors to:

- monitor the effectiveness of this policy;
- fulfil their statutory responsibilities;
- support and challenge school leaders;
- ensure behaviour systems remain fair, inclusive and effective.

15.3 Staff Development

Behaviour management forms part of the school's ongoing programme of professional development.

Staff will receive appropriate training in:

- behaviour management;
- restorative practice;
- safeguarding;
- SEND and reasonable adjustments;
- de-escalation strategies;
- positive handling and reasonable force;
- relevant statutory guidance.

New members of staff will receive induction into the school's behaviour expectations and procedures.

Staff who may be required to use positive handling will receive appropriate training in prevention, de-escalation, legal responsibilities and safe intervention techniques.

15.4 Policy Review

This policy will be reviewed annually by the Headteacher and Governing Body, or sooner if required by:

- changes to legislation or statutory guidance;
- significant changes to school practice;
- emerging trends identified through monitoring.

The review process may consider:

- behaviour data;
- staff feedback;
- pupil voice;
- parental feedback;
- governor feedback;
- outcomes from relevant external reviews.

The school is committed to continually refining its approach to behaviour in order to maintain a safe, calm, inclusive and aspirational learning environment.

16. Partnership with Parents and Carers

At The Bellbird Primary School, we believe that positive behaviour is most effectively supported when school and home work together in partnership.

We are committed to building positive, respectful and trusting relationships with families through open communication, shared expectations and collaborative problem-solving.

Parents and carers are encouraged to:

- support the school's values and behaviour expectations;
- work collaboratively with staff to support positive outcomes;
- share information that may affect their child's wellbeing or behaviour;
- engage with support plans and review meetings where appropriate;
- treat all members of the school community with courtesy and respect.

Where concerns arise regarding behaviour or the implementation of this policy, parents are encouraged to discuss these initially with the class teacher and, where appropriate, a member of the Senior Leadership Team or the Headteacher.

Should concerns remain unresolved, parents may follow the school's Complaints Policy.

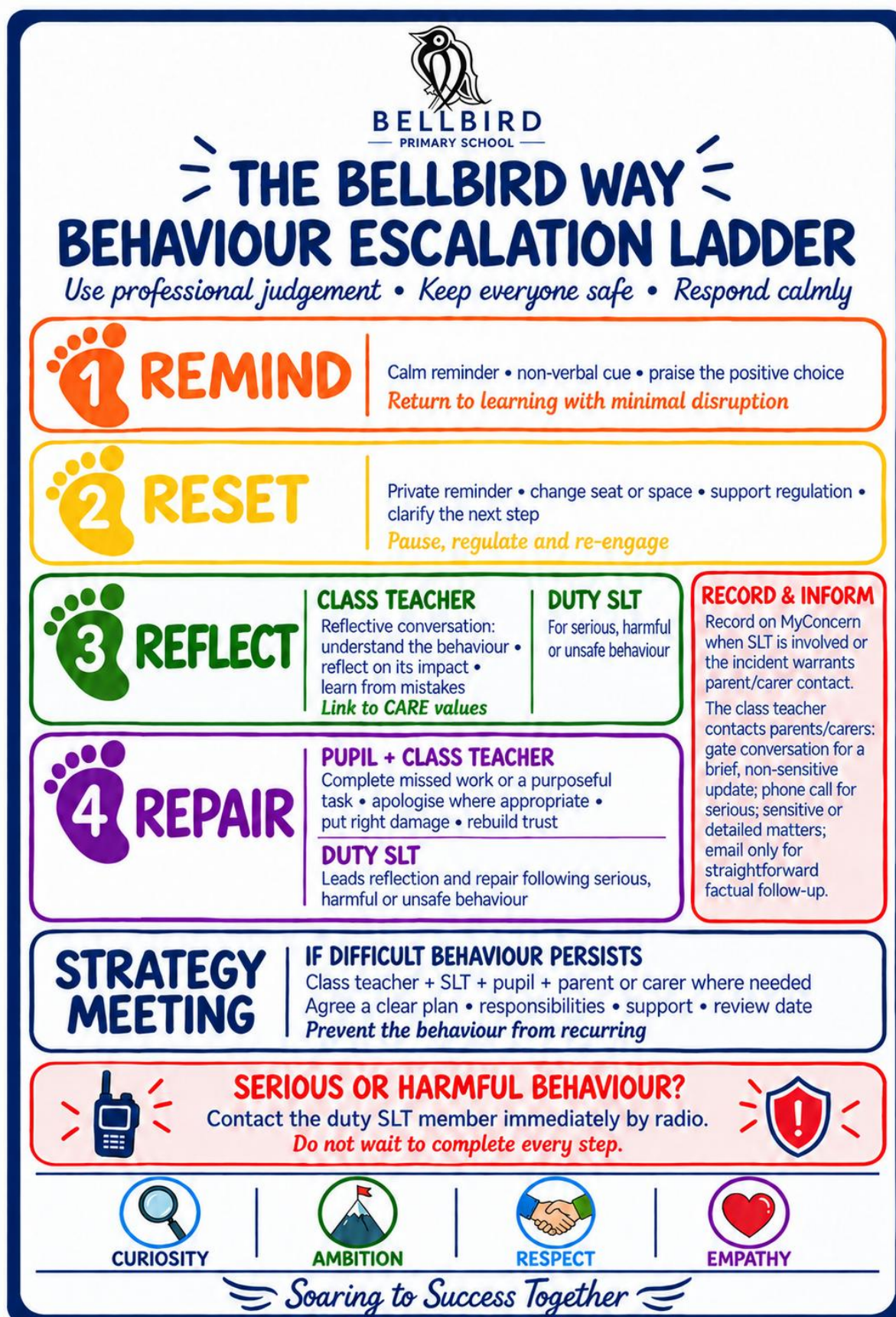
Appendices

The following appendices form part of this Behaviour Policy and provide practical guidance for staff. They may be updated independently of the main policy where operational practice

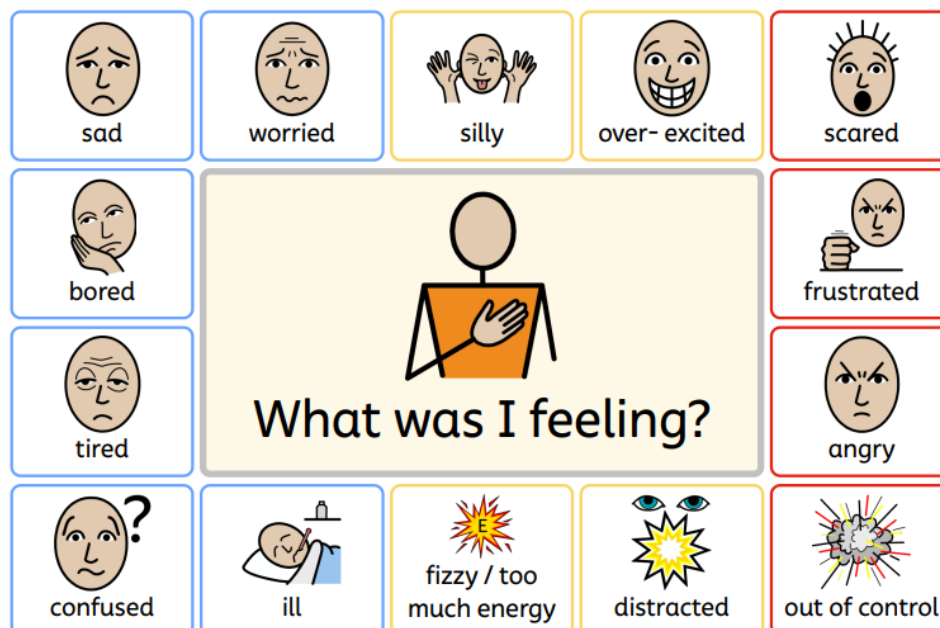
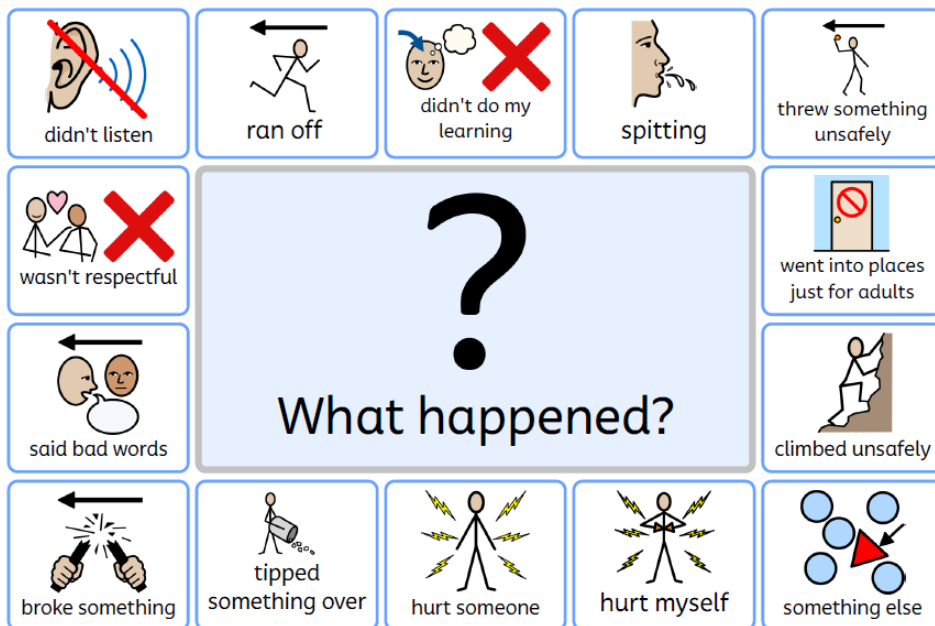
1. The Bellbird Behaviour poster
2. The Bellbird Behaviour Escalation Ladder
3. Reflection Time Widget prompt
4. Types of Behaviour
5. Restorative Conversation Prompts
6. Therapeutic Behaviour Support Plan Template
7. Strategy Meeting Template
8. Positive Handling and Reasonable Force Record
9. Suspension letter
10. Reintegration Meeting Record
11. Permanent exclusion letter
12. Supporting Regulation and Positive Behaviour

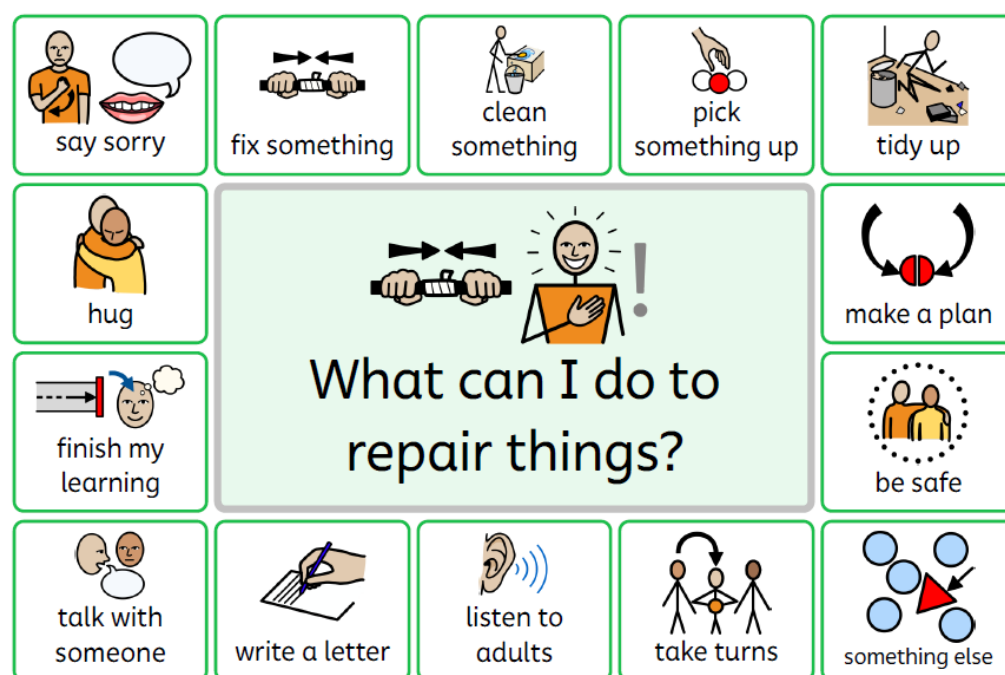
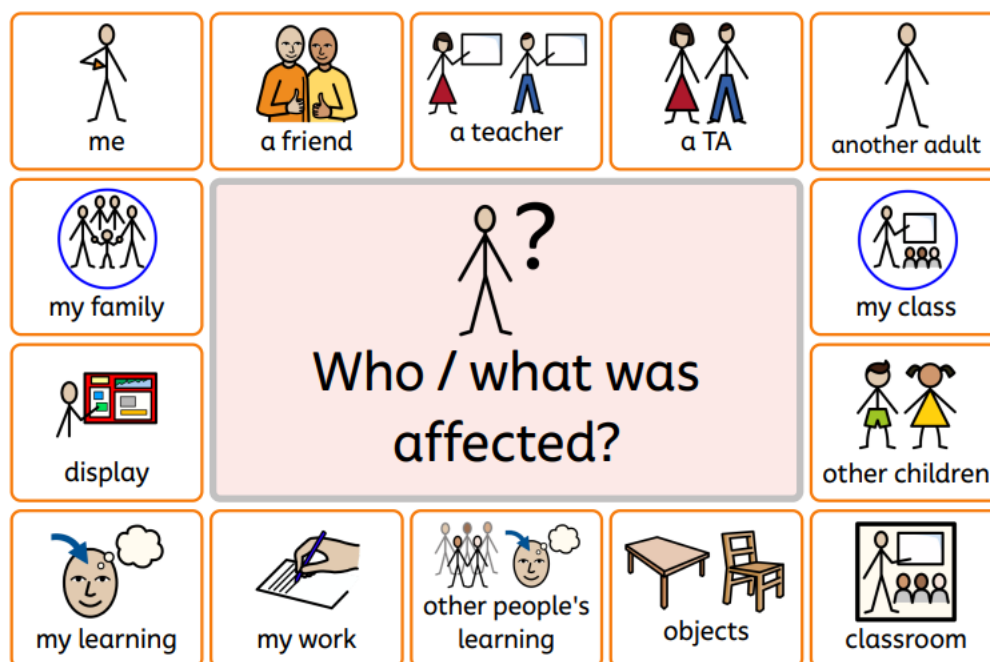


Appendix 2 – The Bellbird Behaviour Escalation Ladder (adults)



Appendix 3 – Reflection Time Prompt







Appendix 4 – Types of Behaviour

Positive Behaviour	
Pro-Social behaviour	Interpersonal / Social Behaviours • Politeness: Using basic manners like saying "please" and "thank you" or holding doors open. • Sharing / Taking Turns: Ready and willing to share resources such as books, toys, or school supplies. Patiently waiting for a turn during discussions, games, or when using shared equipment. • Helping: Offering assistance to peers with schoolwork, cleaning up messes without being asked, or helping someone who is physically hurt. • Cooperating & teamwork: Working effectively with others in group tasks, games, or projects. • Inclusion: Actively inviting others to play, making sure everyone is included in activities, and welcoming new students. • Conflict Resolution: Attempting to settle disagreements constructively and using words to express needs and feelings. • Active Listening: Paying attention when others are speaking and making appropriate eye contact.
	Emotional Support & Empathy • Comforting: Showing concern and providing support to a classmate who is sad, crying, or upset. • Empathising: Recognising and being considerate of other people's feelings. • Complimenting: Giving authentic praise or positive feedback to classmates.

	• Kindness: Speaking gently to others, showing kindness to younger children, and performing small, random acts of kindness. Academic progress, effort or attainment. School Participation & Stewardship Volunteering: Offering to take on extra responsibilities or helping the teacher with classroom tasks. Caring for Surroundings: Taking care of the environment, such as picking up litter or showing care for classroom plants or animals. Academic effort/ progress / attainment • Peer tutoring / explaining: Voluntarily explaining a difficult concept or helping a classmate. • Academic Interest & Attention: Showing active interest and engagement in lessons. • Perseverance & Resilience: Staying with a difficult task rather than giving up. • Subject specific success: Attainment or success within a particular subject / area. • Subject specific progress: progress within a particular subject / area.
--	---

Difficult Behaviour	
Un-Social Behaviour	• Calling out/talking to a friend. • Not listening to instructions. • Playing / fiddling with equipment at an inappropriate time. • Rocking on, getting up from their chair. • Leaving their desk / carpet / group at an inappropriate time without permission. • Low level emotional upset: crying, anxiety, anger. • Emotional withdrawal / low level shutdown: freezing, refusing to communicate, choosing not to interact, refusing to complete the learning activities set, refusing to participate in an activity, subconscious and safe hiding. • Choosing to do another activity than the one the class is doing.
Anti-Social Behaviour	• Shouting/calling out / interrupting disruptively. • Distracting and/or disrupting others' learning. • Verbal anti-social behaviour: mimicking, mocking, name calling, silent treatment, sarcasm, blaming, mild threats, answering back. • Getting cross or shouting at a child. • Low level physical behaviour- pushing, shoving, mild restraining, pinching, hair pulling, scratching. • Unintentional injury to others. • Banging/ making noises. • Excluding others or withholding affection. • Refusal to carry out an adult's request. • Throwing small equipment. • Leaving the classroom without permission. • Low level damage to property / environment.

	• Pushing over furniture. • Low level, accidental, subconscious or occasional swearing. • Spitting on the floor. • Climbing but coming down immediately when asked. • Single Incidences of developmentally expected and exploratory sexual behaviour- a boy entering a girls toilet area. • Temporarily taking another's possession.
--	---

Persistent / Sustained Difficult Behaviour

Persistent / Sustained Un-Social or Anti-Social Behaviour	Unsocial behaviour as above but... • Behaviour has persisted / been sustained during the lesson despite check-ins and reminders. • Behaviour has persisted / been sustained for a longer period of time over more than one lesson • A different therapeutic strategy is needed.
--	---

Serious Behaviour

Distressing, Subconscious Anti-Social Behaviour	• Self-Injury: head banging, hitting, cutting, burning, wound picking, pulling out hair, scratching, consuming harmful / inedible substances (pica). • Significant emotional distress: significant and sustained crying, anxiety, physical or verbal distressed shouting, or dysregulation. • Significant withdrawal / shutdown: freezing, sustained refusing to communicate, subconscious hiding. • Significant fight or flight reaction: subconscious shouting or screaming, subconscious non directed hitting or kicking out, subconscious running away, subconscious climbing, subconsciously leaving the school building, subconsciously exiting the school site. • Severe repetitive behaviour or rigidity: extreme inflexibility, ignoring boundaries or routines. • Repeated subconscious, non-directed swearing. • Subconscious unhygienic behaviour: Smearing or spitting. • Self-exploratory subconscious sexual behaviour: i.e. single incidents of developmentally or contextually inappropriate self-exploratory sexual behaviour i.e. touching one's own private parts. See Cambridgeshire Sexual Behaviour Toolkit
Aggressive / Physical Anti-Social Behaviour	• Physical aggression to a child which is at risk of or causes low-level harm or injury: kicking, biting, slapping, one off directed spitting, cutting, low level stabbing, deliberate restraining • Low level subconscious physical aggression to a staff member through distress or overwhelm: low level or accidental kicking, low level pushing or hitting out. • Physically intimidating behaviour: threats, yelling or intimidation intended to cause emotional or psychological harm. • Property / environmental damage: throwing objects or furniture, kicking or hitting doors, taking signs off the wall. Not sustained or persistent. • Stealing another person's property: without permission.
Verbally Abusive Anti-Social	• Conscious, high level swearing at someone else. • Repeated or persistent conscious incidences of directed swearing.

Behaviour	• Shouting at a staff member. • Verbal abuse (racial, homophobic, inciting hatred). • Verbal bullying or humiliation. • Verbally intimidating behaviour- verbal threats, yelling or intimidation intended to cause emotional or psychological harm. • Use of non-verbal gestures intended to threaten or abuse.
Sexually Inappropriate, Problematic or Concerning Behaviour	• Conscious or unconscious inappropriate sexual behaviour for their age: Single incidences of developmentally or contextually inappropriate sexual behaviours. Socially acceptable withing peer group, generally consensual and reciprocal. See Cambridgeshire Sexual Behaviour Toolkit • Conscious or unconscious problematic and concerning sexual behaviour for their age: Developmentally unusual and socially unexpected. No overt elements of victimization. Consent may be unclear. May not be reciprocal. May involve a balance of power. May be compulsive. See Cambridgeshire Sexual Behaviour Toolkit

Dangerous or unsafe behaviour	
Dangerous or Unsafe Anti-Social Behaviour	• Conscious or subconscious dangerous physical aggression to a child which risks or causes a high level or significant injury- kicking, biting, hitting, fighting, choking. • Conscious or subconscious dangerous physical aggression to a staff member which risks or causes high level or significant injury - kicking, biting, hitting. • Conscious or subconscious persistent or sustained physical aggression- to staff member or child. • Conscious or subconscious dangerous intimidating behaviour- high level threats, intimidation or abuse intended to cause severe emotional or psychological harm. • Conscious or subconscious significant, persistent or sustained damage to property / environmental damage- throwing large or heavy objects, kicking or hitting doors / windows, consciously breaking property i.e. glass or windows. • Consciously unsafe hiding. • Consciously unsafe & repeated spitting at a child or staff member. • Consciously unsafe climbing or persistent / sustained unsafe subconscious climbing. • Conscious or subconscious abusive sexual behaviour for their age- includes misuse of power, coercion and force to ensure compliance, lacking informed consent or not freely given, may include elements of expressive violence. See Cambridgeshire Sexual Behaviour Toolkit • Conscious or subconscious violent sexual behaviour for their age: Physically violent sexual abuse. Highly intrusive. Instrumental violence which is physiologically and / or sexually arousing to the perpetrator. Sadism. See Cambridgeshire Sexual Behaviour Toolkit • Consciously leaving or attempting to leave the school site. • Consciously not following adult instructions where this poses a safety risk.

Appendix 5 – Restorative Conversation Prompts

Understanding What Happened

- What happened?
- Can you tell me about what happened from your point of view?
- What were you thinking or feeling at the time?
- What have you thought about since?

Understanding the Impact

- Who has been affected by what happened?
- How do you think they felt?
- How has this affected learning, relationships or the school community?
- How would you feel if this happened to you?

Taking Responsibility

- What part did you play in what happened?
- Is there anything you would do differently if this happened again?
- What have you learned from this situation?

Repairing Relationships

- What needs to happen to put things right?
- Is there anything you can do to repair the situation?
- What support do you need to make a positive choice next time?

Moving Forward

- What will you do differently next time?
- What strategy could help you if you feel this way again?
- Who could help you if you are finding things difficult?

Restorative Actions

Where appropriate, pupils may be supported to restore relationships through actions such as:

- offering a sincere apology;
- replacing or repairing damaged property;
- completing unfinished learning;
- helping to restore the environment;
- carrying out an agreed restorative action;
- demonstrating positive behaviour over time to rebuild trust.

Appendix 6 – Therapeutic Behaviour Support Plan Template

When a child is exhibiting, serious or dangerous behaviour, staff should undertake the following steps to devise a Therapeutic Behaviour Support plan to support the child. This should be completed by Senior teachers in conjunction with the child's class teacher. The Therapeutic Support Plan details a child's likely behaviour and consistent strategies for adults to use with the child. It will be informed by the reflections from the Strategy Meeting. If Specialist Practitioners are involved with the child, then their advice should be woven into the plan.

A meeting will be arranged to share this with parents. The child may also have a child friendly safety plan to help them to understand how to keep safe in school.

The Bellbird Primary School: Therapeutic Behaviour Support Plan



Date started:			Review date:	
Year Group:	Class:	Wave of Support:	Area of SEND need:	Diagnoses:

Type of Behaviour	Behaviours noticed	Strategies to respond	Next Steps
Valued / positive behaviours: Behaviours we want to encourage and			

Planned experiences: to encourage regulation, positive and valued behaviours	•
Debrief methods: Post incident recovery and debrief	•

Parental Support or signposting	•
Any next steps	•

Name	Role	Signed	Date
Mr James Puxley	Headteacher & Plan Co-ordinator		
	Parent		

Appendix 7 – Strategy Meeting Template

When a child is showing persistent or escalating difficult or serious behaviour, staff will undertake a Strategy meeting to reflect on behaviour, what it is communicating and to devise strategies to support the child's behaviour.

BELLBIRD STRATEGY MEETING



Name: _____ Date: _____ Year Group/ Class: _____

What is going well (home and school)?	What behaviour has been noticed / observed?
What is the context (home and school)?	Any SEND, mental health or diagnosis?

BELLBIRD STRATEGY MEETING



Name:

Date:

Year Group/ Class:

What is going well (home and school)? • What strategies are working well? • What are the positives?	What behaviour has been noticed / observed? • Accurate, non-judgemental description of noticed / observed behaviour. • Including severity and frequency. • What do you see? Externalising and internalising behaviour. • What do you hear?
What is the context (home and school)? • Where is the behaviour happening? • When is the behaviour happening? • Are their <u>particular staff</u> members / children involved? • Are there any obvious triggers? • Has anything recently changed for the child? • Is the home context impacting on behaviour? • Is there anything about the child's community, background or culture that should be considered?	Any SEND, mental health or diagnosis? • Does the child have a known diagnosis? • Is the child undergoing investigation for a diagnosis? • Do they have traits of SEND? • Are there any mental health concerns? • Do they have a medical condition that might impact on behaviour?
What is the behaviour communicating? • Sensory- sensory overload or sensory seeking. • Escape or avoidance- occurring due to perceived demand, task avoidance, defiance, procrastination, leaving the room. • Attachment seeking- needing attention or connection though verbal or social interactions, proximity, positive affirmation or negative interaction. • Tangible gains- enables them access to a person, situation or item that they prefer. • Physical- pain, medical issues, overnight discomfort	What support has been tried / is in place? • In class support. • Adult support. • SEND Support. • Zones of Regulation. • Sensory Input. • Therapeutic Behaviour Plan • Specialist Teacher / Practitioner • EHCP

Appendix 8 – Positive Handling and Reasonable Force Record

This record has been completed because positive handling or reasonable force was used during an incident. Any intervention was undertaken in accordance with the school's Positive Relationships and Behaviour Policy and current statutory guidance.

The purpose of this record is to provide a clear and factual account of the incident, the actions taken by staff and any support agreed moving forward.

Pupil Details

Pupil Name: _____

Year Group/Class: _____

Date of Incident: _____

Time of Incident: _____

Location: _____

Staff Involved

Staff directly involved:

Other staff/witnesses:

Description of Incident

Please provide a factual and objective account of the incident, including events leading up to the intervention.

Known Triggers or Antecedents

Please record any known triggers, warning signs or factors that may have contributed to the incident.

Reason Positive Handling or Reasonable Force Was Necessary

The intervention was necessary to:

- ☐ Prevent injury to the pupil
- ☐ Prevent injury to another pupil
- ☐ Prevent injury to a member of staff
- ☐ Prevent serious damage to property
- ☐ Prevent a pupil leaving an area where there was immediate risk
- ☐ Prevent behaviour that created a significant risk to safety
- ☐ Other (please specify)

Strategies Used Prior to Physical Intervention

Please record any strategies attempted before positive handling or reasonable force was used.

- ☐ Reminder

- ☐ Reset
- ☐ Verbal de-escalation
- ☐ Redirection
- ☐ Regulation support
- ☐ Change of environment
- ☐ Additional adult support
- ☐ Other

Details of the Intervention

Please describe the intervention used and why it was necessary.

Approximate duration: _____

Injury or Damage

Injuries

Were any injuries sustained?

- ☐ No
- ☐ Yes

Details:

Property Damage

Was any property damaged?

- ☐ No
- ☐ Yes

Details:

Pupil Voice

Where appropriate, record the pupil's account of the incident.

Actions Following the Incident

- ☐ Pupil supported and debriefed
 - ☐ Restorative conversation completed
 - ☐ Parent/carer informed
 - ☐ Senior Leadership Team informed
 - ☐ MyConcern record completed
 - ☐ Behaviour Support Plan reviewed
 - ☐ Risk Reduction Plan reviewed
 - ☐ SENDCo informed
 - ☐ Safeguarding concern considered
 - ☐ Other
-
-

Communication with Parents and Carers

Date contacted: _____

Staff member making contact: _____

Summary of discussion:

Review and Next Steps

Agreed actions, support or follow-up arrangements:

Completed By

Name: _____

Role: _____

Signature: _____

Date: _____

Senior Leadership Review

Reviewed by: _____

Role: _____

Date: _____

Outcome:

- ☐ No further action required
 - ☐ Behaviour Support Plan required/reviewed
 - ☐ Risk Reduction Plan required/reviewed
 - ☐ Additional support identified
 - ☐ Further monitoring required
 - ☐ Other
-
-
-

Date recorded on MyConcern: _____

Appendix 9 – Suspension letter

The Bellbird Primary School
Soaring to Success
Link Road
Sawston
Cambridgeshire
CB22 3GB

Telephone: 01223 833216
Email: office@thebellbird.cambs.sch.uk

Date: _____

PRIVATE AND CONFIDENTIAL

Dear Parent/Carer,

Suspension of [Pupil Name]

I am writing to inform you that I have made the decision to suspend **[Pupil Name]** from The Bellbird Primary School.

Start Date: _____

End Date: _____

Number of School Days Suspended: _____

Reason for Suspension

This decision has been made in accordance with the school's Positive Relationships and Behaviour Policy and current Department for Education statutory guidance.

Educational Provision

Work will be provided for your child during the suspension period.

Attendance During the Suspension Period

For the first five school days of the suspension, you are responsible for ensuring that your child is not present in a public place during normal school hours without reasonable justification.

Reintegration Meeting

A reintegration meeting has been arranged to support your child's successful return to school. You and your child are expected to attend this meeting

Date: _____

Time: _____

Location: _____

Your Rights

You have the right to make representations regarding this suspension to the Governing Body.

Support Moving Forward

The school remains committed to working in partnership with you and your child to secure a positive outcome. Any support, interventions or next steps will be discussed as part of the reintegration process.

Yours sincerely,

Appendix 10 - Reintegration Meeting Record

This record should be completed following a suspension to support a successful return to school. The purpose of the meeting is to restore relationships, identify any support required and agree a positive way forward.

Pupil Details

Pupil Name: _____

Year Group/Class: _____

Date of Reintegration Meeting: _____

Date Returning to School: _____

Length of Suspension: _____

Meeting Attendees

☐ Parent/Carer

☐ Pupil

☐ Headteacher

☐ Member of Senior Leadership Team

☐ Class Teacher

☐ SENDCo

☐ Other

Details:

Review of Incident

Summary of behaviour leading to the suspension:

Pupil Voice

What does the pupil understand about the incident?

What support does the pupil feel would help them succeed?

Reflection and Restoration

What has the pupil learned from the incident?

What needs to happen to repair relationships and move forward positively?

Support and Adjustments

The following support, strategies or adjustments have been agreed:

- ☐ **Increased adult support**
- ☐ **Behaviour monitoring**
- ☐ **Personal Behaviour Support Plan**
- ☐ **Risk Reduction Plan**
- ☐ **Check-in/check-out support**
- ☐ **Regulation strategies**
- ☐ **Access to the Ready Room**
- ☐ **Access to the Sensory Room**
- ☐ **SEND review**
- ☐ **External agency involvement**
- ☐ **Other**

Details:

Expectations Moving Forward

Agreed expectations for the pupil:

Agreed actions for school:

Agreed actions for parents/carers:

Additional comments:

Signatures

Parent/Carer: _____

Pupil: _____

Staff Member Leading Meeting: _____

Date: _____

MyConcern Updated: ☐ Yes ☐ No

Date Updated: _____

Appendix 11 – Permanent Exclusion Letter

The Bellbird Primary School

Link Road
Sawston
Cambridgeshire
CB22 3GB

Telephone: 01223 833216
Email: office@thebellbird.cambs.sch.uk

Date: _____

PRIVATE AND CONFIDENTIAL

Dear Parent/Carer,

Permanent Exclusion of [Pupil Name]

I am writing to inform you that I have decided to permanently exclude [Pupil Name] from The Bellbird Primary School with effect from [date].

This decision has been made following careful consideration of all available evidence and in accordance with the school's Positive Relationships and Behaviour Policy and current Department for Education statutory guidance.

Reason for Permanent Exclusion

In reaching this decision, I have considered the individual circumstances of the incident, any support and interventions previously implemented, and the impact of the behaviour on the education, safety and welfare of pupils and staff.

Educational Provision

The Local Authority is responsible for arranging suitable full-time education for your child from the sixth school day following this permanent exclusion.

Attendance During the First Five School Days

For the first five school days following the permanent exclusion, you are responsible for ensuring that your child is not present in a public place during normal school hours without reasonable justification.

Governors' Review

The Governing Body is required to consider this permanent exclusion.

You have the right to:

- **make representations to the Governing Body;**
- **attend the meeting considering the exclusion;**
- **be accompanied by a friend or representative;**
- **provide information that you wish governors to consider.**

Further details regarding the meeting arrangements will be provided separately.

You may provide written representations to the Governing Body and may attend the meeting to present your views. Any written information that you wish governors to consider should be submitted to the school prior to the meeting.

Independent Review Panel

If the Governing Body upholds the decision to permanently exclude your child, you have the right to request an Independent Review Panel.

You also have the right to request that a Special Educational Needs (SEN) expert attends the Independent Review Panel, regardless of whether your child has identified SEND.

Information about how to request an Independent Review Panel and the timescales involved will be provided if applicable.

Information about the timescales for requesting an Independent Review Panel, together with the contact details for the relevant authority, will be provided if the Governing Body upholds the permanent exclusion.

Moving Forward

The school will work with the Local Authority and relevant agencies to ensure that appropriate arrangements are made to support your child's continuing education.

Yours sincerely,

Appendix 12 – Supporting Regulation and Positive Behaviour

Practical guidance for staff, including:

- regulation and co-regulation strategies;
- use of the Ready Room and Sensory Room;
- regulation resources and sensory supports;
- Anchor Plans and Sensory Plans;
- restorative and reparatory actions;
- approaches that support pupils to return successfully to learning.

