Behaviour Policy

November 2025

This is a Statutory Policy
This policy was adopted in November 2025 and in consultation with staff and Governors

It was ratified by the Board of Governors on

REVIEW: This policy will be reviewed annually (next review November 2026)

APPROVAL: Headteacher & staff plus governors at a full governing board meeting.

AGREED:

Chair of governors: _____

Headteacher: _____

This statement describes our agreed practice

When a child needs further support than our Behaviour Curriculum, and in line 'Therapeutic Thinking Essex Steps', we use a graduated approach and utilise our Behaviour Policy. This statement describes our agreed practice in line with 'Therapeutic Thinking Essex Steps'. At Broomgrove Infant School, we use the terms valued and detrimental behaviour. Valued behaviour is behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of others and benefits other people or society. Detrimental behaviour is behaviour that causes harm to an individual the community or the environment. It is likely to cause injury, harassment alarm or distress. It is behaviour that violates the rights of others.

Our behaviour policy details how we support the inclusion of children with detrimental behaviour(s) with the understanding that all behaviour is communication of an unmet need. Where an area of concern remains unresolved, we will use the graduated response of the framework provided by 'Therapeutic Thinking Essex Steps. (Appendix 1)

Aims of the policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. These procedures apply to all children, staff, governors and volunteers working in the school. The aim of our procedures is to promote valued behaviour choices in the following ways:

- To create a culture of valued behaviour: for learning, for community, for life
- To build a community which values kindness, care, good humour and empathy for others.
- To promote a positive, calm and safe environment where all children flourish.
- To ensure that children are treated fairly, consistently and shown respect.
- To support children in making choices about their behaviour(s) and have the opportunity for restorative practices.
- To establish a framework for staff which focuses on consistencies, high expectations for all and forming positive relationships as a key element in promoting valued behaviours.
- To support staff confidence and safety, provide a comprehensive, clear and unambiguous set of planned responses for staff reference. (Appendices 2,3 and 4)

Children's Rights

To reinforce the school's values, we recognise that all children have 3 key rights and responsibilities:

- We all have the right to learn in a calm, supportive and purposeful atmosphere in which effective teaching and learning can take place and the responsibility to *let others learn*
- We all have the right to be treated with respect and the responsibility to *treat others with respect*
- We all have the right to feel safe and secure and the responsibility to *keep everybody safe*

Responsibilities

Senior Leadership Team and Governing Board

The headteacher and governors have a critical role in identifying and developing values and expectations that are shared by children, parents and staff. They should:

- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day.
- Ensure senior leaders explicitly model the valued behaviour and social skills they want children and staff to use, for example naming feelings in order to develop children's emotional vocabulary.
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.
- Monitor the effectiveness of the behaviour policy and ensure that it is consistently applied through climate walks, lesson visits, serious incident reports, one plan meetings and pupil progress meetings.

All staff

Staff are expected to set the right example to children in matters of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of children within sight or sound of them by:

- Meeting and greeting the children at the classroom door every day.
- Being curious about behaviour and question what the behaviour is trying to communicate about the situation. Staff respond to behaviour from a position of curiosity and empathy, demonstrating compassion, kindness and hope rather than blame and shame.
- Clearly explaining and teaching the class and school rules to the children.
- Model valued behaviours and build positive relationships
- Setting high but achievable standards for children's work and behaviour and providing feedback that is appropriate and thorough.
- Encouraging active participation and responsibility for their own learning which includes opportunities for self-evaluation.
- Staff are ambitious for the achievement of all pupils, regardless of starting points and the challenges they face. All pupils have equitable access to a rich, broad and balanced curriculum, without exception.
- Remain calm when managing detrimental behaviour.

- Ensure restorative practice is employed once a child has calmed in order to restore relationships and engage in reflective discussion that enable children to learn from detrimental behaviour.

Parents and Carers
We believe that it is important that parents are involved in the reinforcement of valued behaviour.

- On enrolment parents sign a home/school agreement which clearly sets out expectations of behaviour, attendance and punctuality.
- Parents should ensure that their children know the standard of behaviour expected in school.
- The school will inform parents if they are concerned about a child's behaviour.
- The school works in close partnership with outside agencies which provide information and support for parents wishing to learn more about how they can support valued behaviour and attendance from home. For example, half termly Tendering Families First parent drop in mornings, Essex Wellbeing Service or signposting to 'The Maze' or 'The Ministry of Parenting'.

A Restorative Approach
"*You can't teach children to behave better by making them feel worse. When children feel better, they behave better." Pam Leo-an independent scholar in human development and author.*

A restorative approach to behaviour is one that puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. At Broomgrove Infant school, we understand that our children are on a learning journey and this includes learning how to be social with their peers and adults. We also understand that children may make mistakes when they are learning and thus choose to adopt a restorative approach. Our staff are aware that a child's behaviour is linked to their emotional state and is a child's way to communicate an unmet need. For this reason, we will support children in our school to ensure that they always learn from their mistakes and restore any harm that they have done. In order for a child to be able to revisit and learn from events, we provide an opportunity for all those involved to calm themselves so that they are able to respond to the restorative conversations that are a central part of our school behaviour policy and very much our adopted therapeutic approach.

Inclusion
As a school, we aim to give every child, every chance, every day. Behaviour is a form of communicating positive and negative emotions and feelings. Children with specific identified Special Educational Needs may need a flexible approach to the way we acknowledge successes and identify

appropriate reasoned consequences. Some children may need an adapted and personalised approach to help encourage valued behaviours and in addition to their One Plan, may have an agreed Individual Risk Reduction Plan (in accordance with Therapeutic Thinking Essex Steps), agreed by school and home.

Consequences

At Broomgrove Infant School, we are committed to developing valued behaviour and raising self-esteem for all children. Positive correction is encouraged as the preferred method through rule reminders and referring children to the valued behaviour they should be aiming for, rather than emphasising detrimental behaviour.

However, we recognise that from time to time there will be a need for consequences. Logical consequences to detrimental behaviour help children learn and develop valued behaviour enabling change. At Broomgrove Infant School, a consequence must be:

- Clear to the child as to why the consequence is being applied.
- Explicit in what changes in behaviour are required.
- Clear to the child that it is the valued behaviour rather than the child that is the reason for the consequence.

Staff are able to ensure consequences are logical by linking the response to the detrimental behaviour. For example, "You did not complete enough maths so *obviously* you can not go swimming" compared to " You did not get out of the pool last week when asked and we were all late back *obviously* you can't go to the pool until you are confident that you will get out when asked."

At Broomgrove Infant School, consequences follow a logical progression; some would require the immediate attention of the headteacher, and involvement of parents. Consequences follow the continuum of:

- Facial expression of disapproval
- Reinforcement of valued behaviour and opportunity to reflect on and adjust behaviour
- Restorative conversation

Consequences for continued detrimental behaviour could include:

- Time out in an area of the classroom in order to self-regulate or co-regulate with a member of staff.
- Time to regulate in another agreed area of the school.
- Once calm, begin the restorative process to revisit the experience by re-telling and exploring the story with a changed set of feelings. This could include 'Comic Strip Conversations', role play with dolls/ puppets or the

creation of a Social Story to explicitly teach valued behaviours. (Appendix 5)
- Class teacher may talk informally with parents
- Taken to a Senior School Leader
- Taken to Headteacher and discussion with parents

We also recognised that the classroom environment can be overwhelming for some children, and may use a 'separation space' as a planned differentiated environment. This is where a child is educated and supported out of the classroom to regulate their emotions because of identified sensory overload. A separation space may be needed until we have taught a child with subconscious behaviour to cope with being reintegrated into a bigger dynamic or taught a child with conscious behaviour that their behaviour is preventing them being reintegrated into a bigger dynamic and as such justifies the separation space as a protective consequence. We also understand that children may demonstrate both conscious and subconscious behaviour and that this will require identification using the 'Therapeutic Thinking Essex Steps' approach. Gradual reintegration back into the classroom, at a pace that meets a child's needs, remains our priority.

Physical Contact

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, this may include:
- To comfort a child or young person in distress
- 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 others Appendix 6

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 takes place, staff must consider the following:
- The child's age and level of understanding
- The child individual needs and history
- The location where the contact takes place (ideally it should not take place in private without others present)

Physical Contact at our school is defined as hugging, hand holding or lap-sitting.

A sideways on hug, with the adult putting their hands on the child'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 to turn themselves into them.

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, 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 for a little extra security if it is required. It is deemed appropriate to touch others on the upper arm and shoulders.

Lap-sitting is discouraged, so neither staff nor children are vulnerable. Children should be taught to seek comfort / attention through other means. If a child attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position alongside the adult.

Serious Incident Form Recording

At Broomgrove Infant School, much of the support we put in place for children to prevent difficult and dangerous behaviour is proactive. However, we understand that incidents of detrimental behaviour will still occur. The most effective tool we use for supporting children with behavioural change is a structured discussion with a trusted adult.

When dealing with a serious incident all staff should hold the following statements in mind.

- Shared values and beliefs
- Shared principles of communication and de-escalation
- Shared risk assessment
- Shared reparation, reflection and restoration.

Any incidents where a child has caused physical harm to their peers, staff or self, damaged property, absconded, sworn, committed an act, which could be seen as bullying, racist, homophobic or discriminatory should be recorded on a Serious Incident Form after the member of staff has put in place protective and educational consequences. The member of staff dealing with the incident would ensure that all parts on the first page of the Serious Incident Form are completed and a member of the senior leadership team has been informed.

Detrimental behaviours are to be detailed as an accurate description rather than over described. For example:
"*The child whilst angry pulled over a small bookcase containing 20 books"* rather than *"The child wrecked the classroom." Or "The child used racist language directed towards another child"* rather than *"The child was rude."*

It is essential that the child's restorative conversation is completed when they are regulated and able to revisit events. Procedures are in place for supporting a child after any significant incident, as it is essential to safeguard their emotional well-being and help them reflect and progress. Therefore, the original member of staff, or an agreed alternative staff member, would ensure that the child's restorative conversation is completed before passing the completed form to the member of the senior leadership team.

Our Serious Incident Form has a framework for restorative conversation the reverse of this form to help guide this process. (Appendix 6)

Fixed – term and permanent exclusions

Headteacher

In the case of a child behaving in an abusive, violent or disruptive manner it will be at the discretion of the headteacher to engage the exclusion procedure **from the next session**.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a child, they must:

- Inform the parents immediately giving reasons for the exclusion.
- Inform the Local Authority, Governing Board and Social Care (if appropriate)
- Make it clear to the parents that, if they so wish, they can appeal against the decision and must make this appeal to the governing board.
- If a permanent exclusion occurs, the headteacher must also inform the Local Authority, Governing Board and Social Care (if appropriate).
- Following a period of exclusion, a child and their parent will be required to meet the headteacher before returning to school.

The Governing Board

To safeguard decisions made by the headteacher in relation to fixed term and permanent exclusions, the governing board:

- May be required to form a pupil discipline committee, which should comprise three, non-staff members. The committee should consider, on behalf of the governing board any parent/ carer representations made following a fixed term exclusion consider reinstating or upholding the headteacher's decision to permanently exclude a child

- Cannot in the case of a fixed-term exclusions, extend the period set by the headteacher.
- If the pupil discipline committee decides that a child should be reinstated, the headteacher must comply with this ruling.

Monitoring

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis. They will:

- Report to the governing board on the effectiveness of the policy and if necessary, make recommendations for further improvements.
- Keep a record of any child who is suspended for a fixed-term or who is permanently excluded, and report upon this termly to the governors without naming the child/ren.

It is the responsibility of the governing board to:

- Monitor the rate of suspensions and exclusions.
- Ensure the school policy is administered fairly and consistently.
- Review the policy annually – this may be carried out earlier if deemed necessary.

Appendix 1

Therapeutic Thinking Graduated Approach

Universal Behaviour Curriculum	❑ Check existing knowledge, skills and understanding. ❑ Complete pupil induction (routines and valued behaviours). ❑ Establish a realistic starting point. ❑ Establish realistic next steps. ❑ Identify opportunities for teaching and learning linked to real-world experiences. ❑ Provide guided and supported practice of skills. ❑ Review progress. ❑ Refer to Behaviour Policy.
Universal Plus Behaviour Policy	❑ Check if the identified behaviour is covered in policy. ❑ Support the pupil in line with policy. ❑ Monitor and record the impact of policy on progress. ❑ Review progress. ❑ Implement further analysis and planning.
Targeted Early Prognosis	❑ Describe the behaviour factually and unemotionally. ❑ Gather appropriate and authentic pupil voice. ❑ Gather information from parents/carers and staff. ❑ Gather information from multi-agency colleagues. ❑ Ensure collated information informs planning. ❑ Set a review date. ❑ Review progress. ❑ Implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	❑ Update and review all information within Targeted. ❑ Consider involvement of multi-agency colleagues. ❑ Complete Risk Calculator. ❑ Identify protective consequences. ❑ Identify educational consequences. ❑ Analyse dysregulation and values and beliefs (subconscious and conscious). ❑ Complete Anxiety Analysis for relevant variables. ❑ Create a Predict, Prevent & Progress plan. ❑ Set a review date. ❑ Review progress. ❑ Implement further analysis and planning.
Specialist Therapeutic Plan	❑ Update and review all information within Targeted and Targeted Plus. ❑ Consider involvement of multi-agency colleagues. ❑ Complete the Therapeutic Tree for the individual pupil ❑ Complete a detailed Therapeutic Plan. ❑ Set a review date. ❑ Consider group dynamic options. ❑ Review progress. ❑ Involve multi-agency colleagues in review and identifying next steps.

Appendix 2

- Use the child's name
- Acknowledge their right to their feelings
- Tell them why you are there
- Offer help
- Offer a 'get out' (positive phrasing)

Appendix 3

De-escalating Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and …….

Appendix 4

30 Second Script

- I have noticed you are….
- You know our rule about…
- Do you remember when….(highlight an example of the child succeeding in following the rule)
- That is the behaviour I need to see.
- I know you can do it/ succeed.
- Thank you for listening.

Give 'take up time' walking away if appropriate

Appendix 5

Restorative processes
Staff to be curious:

- Tune in to how the pupil communicates their feelings, wants and needs?
- Explore the context. What situations, relationships and dynamics lead to a reaction?
- Explore and make sense of what you see. What is the function of the behaviour?
- Notice how changes however subtle in behaviour communicates feelings or needs.
- Look for ways to engage in the positive

Restorative Conversation Record - Pupil

What happened?
What were you thinking at the time?
How did this make people feel?
What has been affected?
What should we do to put things right?

How can we do things differently in the future?

Appendix 6

Physical Contact

Should a member of staff be required to make physical contact with a pupil '*in an emergency, to avert danger to the child or others'* as per page 8 of our Behaviour Policy, the member of staff will adhere to the Therapeutic Thinking Essex Step On Physical Intervention guidelines.

These state that:

Restricting breathing (hyperflexion) is **not permitted**. A child or adult held in any way which results in their shoulders being held forward of their hips will start to impact on the natural movement of the abdomen, diaphragm and chest. This can lead to restricted breathing. This is specifically relevant where the child may be seated in chairs or held seated on the floor. Factors such as height, weight, obesity, breathing difficulties and heart conditions could all increase the risk of hyperflexion.



Basket type holds rely on the child being restricted around their abdomen, diaphragm or chest and are **not permitted**. Restricted breathing could occur when adult arms, the student's own arms or their clothing is held in a way that could restrict the free movement.





Pulling and dragging would be where staff attempted to move a child holding a hand or wrist and pulling on an extended arm is **not permitted**. Factors such as instability of joints, muscle tone and balance could all increased risk. Small, young and developing children would have increased risk of injury. Where children are held or moved, we should aim to maintain a 'Penguin Shape' where the child's arms are by their sides, and nothing is impacting on the abdomen, diaphragm or chest.





The following can all result in a sense of violation, pain or restricted breathing:

- The use of clothing or belts to restrict movement (Wheelchairs/pushchairs)
- Holding a person lying on their chest or back
- Pushing on the neck, chest or stomach
- Extending or flexing of joints (pulling and tugging)
- The following can all result in significant injury:
- Forcing a student up or down steps or stairs
- Dragging a student from a confined space
- Lifting and carrying ,including carrying young students capable of walking
- Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency)

Members of staff will communicate intent to pupils; this communication can include reassurance 'I am here to help' and positive phrasing 'breath with me, take a big breath, look at Mrs. smith etc. (akin to a running commentary). Use of our de-escalation script (Appendix 3) will also take place.

Stance

When physically intervening, the member of staff must take into account stance. Stance describes the adult standing in a way that:

- Maximises balance
- Protects the back
- Is aware of hip security
- Is aware of head safety
- Avoids bending or twisting

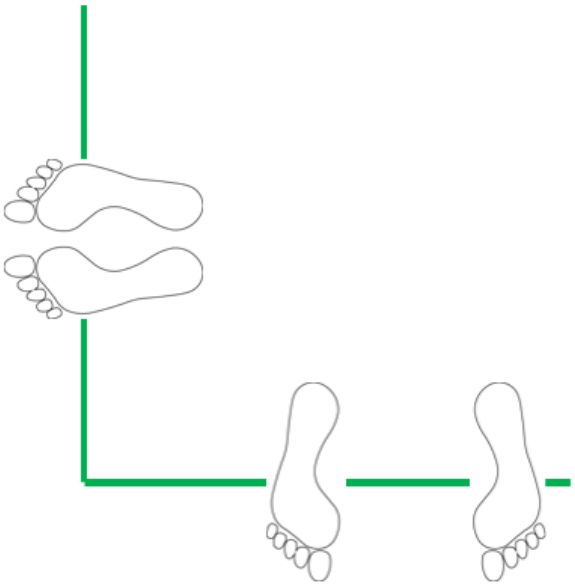


- Feet set at least shoulder width apart
- Soft knees
- Contact at the hip
- Head aware
- Body aligned, no unnecessary twist or bend

Stance L shape

- Feet set at least shoulder width apart
- Soft knees
- Adults' feet make an L shape with child's feet. Head aware
- Body aligned , no unnecessary twist or bend





Hip to hip

Refers to standing beside a child ensuring the hip is in contact with the child as close to their hip as possible. To achieve this staff may need to kneel or even sit on the floor when working with small children.





Hip to hip, slightly behind

Refers to standing beside a child ensuring the hip is in contact with the child as close to their hip as possible. Slightly behind suggests tucked just behind the child to aid forward movement



Octopus shape

Refers to a child who is physically struggling with arms and legs moving and twisting. A struggling child held by hands or wrists or held in a way that allows their body to twist and bend puts strain on joints and can lead to abrasion and bruising.

Penguin shape

Refers to a child held so they are not twisting and turning putting strain on vulnerable joints.

- Arms safely secured by their sides
- Held hip to hip
- Maintained standing where possible



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

- Stance
- Hip to hip
- Arm is offered – explicit teaching
- Student accepts the invite
- Communicate intention
- Draw elbow in for extra security



Supportive hug to support, guide or escort or to communicate comfort or reward:

- Stance
- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script





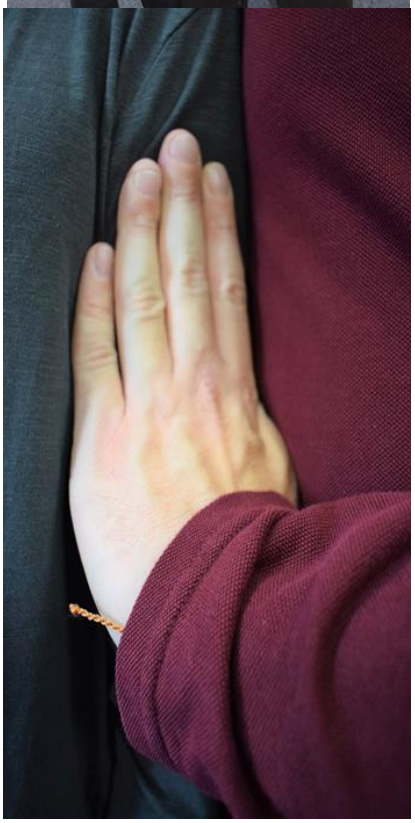
Supportive arm to support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script









Supportive arm paired to support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script



Staff have lowered to kneeling to maintain stance

Open mitten to support, guide or escort, used to move a student away

- 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 communicate to support, guide or escort

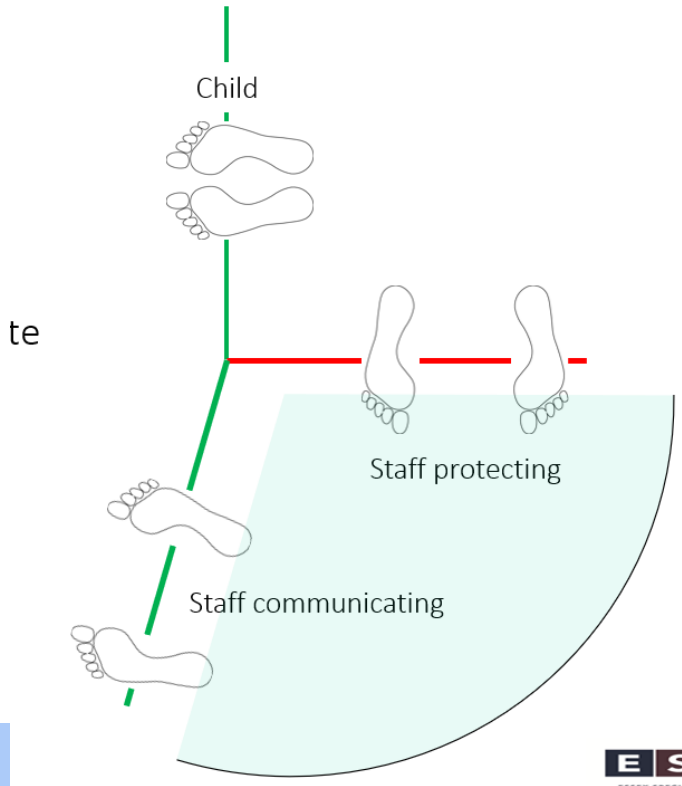
- Stance
- Contact just above elbow
- Intermittent eye contact
- Free hand reassuring or directing
- Communicate intention, consider de-escalation script



Open mitten arc guide

As the danger increases staff should arc from beside the child to stance L shape.

- Side by side to communicate
- Stance L shape to protect

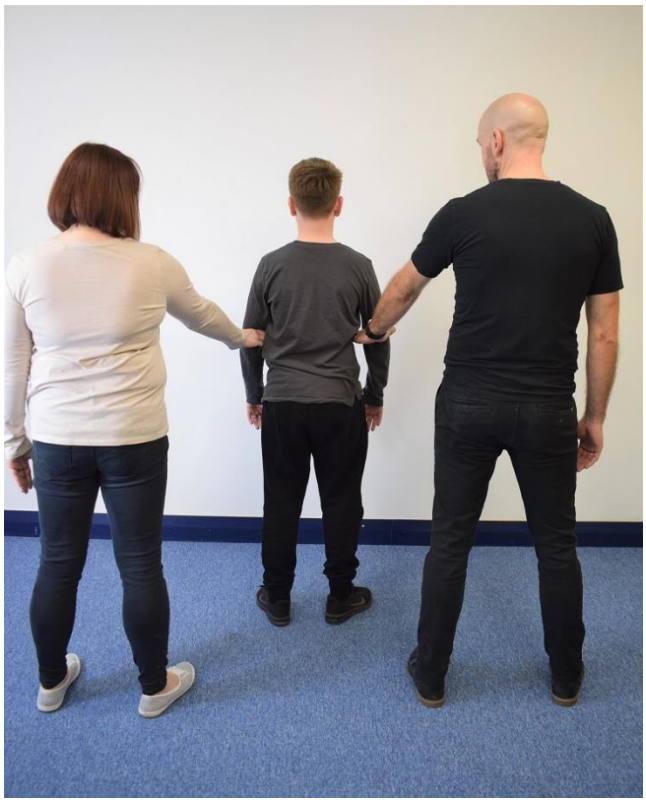


Open mitten guide to support, guide, escort, or protect, used to move a student away

- Stance L shape
- Maintain penguin shape
- Palm parallel to the floor
- Staff positioned behind with extended arm to protect
- Communicate intention, consider de-escalation script



Open mitten paired



Open mitten can be used:

- To provide low level protection when close to a child
- To turn a child away from a stimulus
- To guide a child in a preferred direction
- To guide a child away from physical or verbal conflict
- To encourage

Open mitten escort to support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script





Open mitten escort-paired to support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script





Open mitten escort-principle

Students who are allowed to plant their feet may drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options.

Remember the desired outcome is SAFETY NOT DESTINATION.