

Jesus said “The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches.” Matthew 13:31-32

Tewin Cowper C of E Primary School



Believe Grow Succeed **Behaviour Policy**

Policy owner	Headteacher
Approved by	Governing Body
Approval date	1 st October 2026
Last reviewed	September 2026
Next review	September 2027, or sooner if guidance changes

1. School vision, mission and Christian values

“From the smallest seed grows the greatest of trees.”

Inspired by Jesus’ parable of the mustard seed (Matthew 13:31–32), Tewin Cowper’s vision is to be a school where the love and values of God take root and flourish. From small and humble beginnings, great things can grow. The school seeks for every child and adult to experience “life in its fullness” as they grow spiritually, socially, emotionally, morally, physically and academically.

The Roots and Fruits tree is the school’s guiding image: the school is represented by strong, supportive and life-giving branches, while each child and adult is like a bird that comes to rest, learn and be nurtured before flying on to new horizons.

Our Christian values

Love – compassion, friendship, kindness and a genuine commitment to the wellbeing of others.

Forgiveness – reconciliation, healing and fresh starts; this directly underpins the school’s restorative approach to relationships and behaviour.

Courage – facing challenges with faith, persevering with hope and inspiring confidence in one another.

Thankfulness – positivity, reflection and appreciation of the gifts and opportunities we share.

Respect – treating one another with dignity, fairness, empathy and integrity.

Honesty – building trust, accountability and safety so that everyone can speak truthfully and be heard.

Mission statement

Tewin Cowper is committed to creating a safe, nurturing and inclusive environment, grounded in Christian faith, where every member of the community is encouraged to believe in themselves, in others and in God. Through high-quality teaching, collective worship and a caring community, the school seeks to encourage belief, support growth in character, knowledge and faith, celebrate success in all its forms, and equip children and adults to make a positive difference to the world.

These values shape this behaviour policy: love informs compassion and belonging; forgiveness informs restoration and fresh starts; courage supports reflection and change; thankfulness strengthens recognition of the positive; respect protects dignity and rights; and honesty supports accountability, safeguarding and repair.

2. Policy intent

Tewin Cowper CofE Primary School adopts a therapeutic approach to behaviour. Adults respond to behaviour with curiosity, empathy and professional judgement, while maintaining clear boundaries, high expectations and the right of every child and adult to be safe, respected and able to learn.

The central question is not simply “How do we stop this behaviour?” but also “What is the behaviour communicating, what does the child need to learn, and how will we teach it?” Behaviour is understood in context: feelings, experiences, relationships, development, communication, SEND, sensory needs, safeguarding and the environment can all influence what a child is able to do at a particular moment.

Therapeutic principle: Positive experiences create positive feelings; positive feelings support pro-social behaviour. Sustainable change is developed through internal discipline, emotional literacy, co-regulation, explicit teaching and trusted relationships—not through fear, shame or punishment alone.

3. Aims

- Create a calm, safe, inclusive and supportive environment in which pupils can flourish academically, socially and spiritually.
- Teach and rehearse the behaviours, routines, emotional vocabulary and self-regulation skills pupils need for successful participation.
- Promote pro-social behaviour, self-discipline, responsibility, respect and concern for the rights and welfare of others.
- Respond consistently to unsocial, anti-social, difficult and dangerous behaviour using protective and educational consequences.
- Prevent and respond to bullying, cyber-bullying, prejudice-based and discriminatory bullying, child-on-child abuse and harmful online behaviour.
- Maintain high expectations while making lawful reasonable adjustments for pupils with SEND and other vulnerabilities.
- Work openly with pupils, parents/carers and relevant professionals, intervening early where behaviour indicates unmet need.
- Reduce the likelihood of crisis and restrictive intervention through prevention, analysis, de-escalation and individual planning.

4. Statutory framework and linked policies

This policy is written for a maintained primary school in England and has regard to sections 88–94 of the Education and Inspections Act 2006, the Education Act 2002, Equality Act 2010, Children and Families Act 2014, SEND Code of Practice, DfE Behaviour in schools guidance, Keeping Children Safe in Education 2026, DfE Searching, screening and confiscation guidance, DfE Mobile phones in schools guidance, the statutory Suspension and Permanent Exclusion guidance effective from 26 July 2026, and the DfE Restrictive interventions guidance effective from 1 April 2026.

It should be read with the school's Child Protection and Safeguarding, Anti-bullying, SEND, Attendance, Online Safety, Mobile Devices, Searching/Screening/Confiscation, Complaints, Suspension and Permanent Exclusion procedures, and Physical Restrictions and Restrictive Interventions Policy.

5. Our language for behaviour

Tewin Cowper uses the Hertfordshire Therapeutic Thinking language reflected in current local practice. The language describes behaviour rather than labelling a child. A child is not “naughty”, “difficult” or “dangerous”; a child may be displaying difficult or dangerous behaviour.

Term	Working definition
Pro-social behaviour	Behaviour which is positive, helpful and intended to promote social acceptance; shows concern for the rights, feelings and welfare of others; and benefits other people or the community.
Unsocial behaviour	Behaviour where a child is not behaving sociably or not following an instruction, but is not causing detriment to others. This can include quiet non-compliance that does not negatively affect other pupils' learning. It may communicate a need for space, regulation, support or a reduced social demand.

Anti-social / difficult behaviour	Behaviour that causes harm to an individual, the community or the environment; is likely to cause injury, harassment, alarm or distress; or violates another person's rights. 'Difficult' describes behaviour that is challenging to manage but is not, at that point, assessed as dangerous.
Dangerous behaviour	Behaviour where the reasonably foreseeable or imminent outcome is serious harm/injury to self or others, serious damage to property, or behaviour of comparable seriousness. Risk is assessed in context using the school's risk assessment/risk calculator rather than by label alone.
Conscious behaviour	Behaviour over which the pupil has sufficient awareness and control at that time to respond to teaching, boundaries and consequences.
Subconscious behaviour	Behaviour influenced by overwhelming emotion, dysregulation, communication difficulty or other factors such that the pupil's capacity to make a considered choice is significantly reduced. The immediate response prioritises co-regulation and safety; learning follows when the pupil is regulated.

6. Core expectations and behaviour curriculum

The school's Behaviour Curriculum – The Tewin Way – explicitly teaches pupils the behaviours, routines and habits that enable everyone to learn, feel safe and flourish. It is organised around Tewin Cowper's four Golden Expectations:

- **Be Ready** – ready to learn, listen and participate; prepared with the right equipment; able to follow established routines and transitions; and willing to persevere and ask for help when needed.
- **Be Safe** – behave in ways that protect our own and others' physical and emotional safety; move and play safely; use equipment appropriately; respect personal space; follow reasonable safety instructions; behave safely online; and report concerns to a trusted adult.
- **Be Honest** – tell the truth, ask for help when it is needed, report worries or concerns, take appropriate responsibility for our actions and participate honestly in reflection and repair.
- **Be Respectful** – treat others with kindness, courtesy and consideration; respect difference; allow others to learn; care for property and the environment; listen to others; and respond appropriately to reasonable instructions from adults.

The Golden Expectations are taught, modelled, practised, noticed and revisited, rather than simply displayed as rules. The Behaviour Curriculum translates them into age-appropriate routines and explicitly teaches pupils what successful behaviour looks and sounds like in different contexts, including classrooms, corridors, collective worship, playtimes, lunchtimes, clubs, educational visits and online.

Staff use the Golden Expectations consistently when recognising pro-social behaviour, giving reminders, re-teaching routines, discussing behaviour with pupils, applying protective or educational consequences and undertaking restorative conversations. Where a pupil is finding an expectation difficult to meet, staff consider what the pupil needs to learn, what may be making successful behaviour difficult, and how that behaviour can best be taught or supported.

The Behaviour Curriculum includes established whole-school routines, including the 5–4–3–2–1 attention routine, expectations for transitions and movement around school, learning behaviours, play and social interaction, care of the

environment, online behaviour, help-seeking and reporting concerns. Reasonable adjustments and personalised teaching are made where a pupil's SEND, communication, sensory, developmental or other needs affect how they access the Behaviour Curriculum.

7. What adults do: therapeutic practice

- Build positive, dependable and appropriately boundaried relationships.
- Model the calm, respectful and forgiving behaviour expected from pupils.
- Use positive phrasing, scripts, routines, repetition, structure and limited choices.
- Use descriptive praise and 'catch children getting it right', while recognising that some pupils prefer private praise.
- Reduce unnecessary audience, confrontation and shame; correct privately where practicable.
- Use emotional vocabulary and teach pupils to recognise feelings, triggers and the impact of feelings on behaviour.
- Remain curious about the function and communication of behaviour without excusing harm.
- Use co-regulation and de-escalation before escalation whenever safe and practicable.
- Give a fresh start while ensuring that harm is repaired and necessary learning takes place.

8. Regulation, de-escalation and crisis prevention

During difficult or dangerous behaviour, pupils need calm, predictable adults. Staff consider the pupil's emotional state before expecting reflection. A child who has been in crisis may need significant recovery time before an educational consequence or restorative conversation is useful.

The school's de-escalation script is:

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

Positive phrasing and limited choice are preferred to confrontation. Examples include: "Walk with me"; "Put the pen on the table"; "We can talk here or in the quiet space"; "You can begin with the words or the picture". Both options offered must be safe and acceptable.

9. Recognition and motivation

The long-term aim is intrinsic motivation: pupils increasingly choose pro-social behaviour because they understand its value, experience positive feelings from it and can predict its impact on themselves and others. Extrinsic recognition can support this journey, particularly for younger pupils or pupils who need a more immediate bridge to success.

- Specific verbal praise and positive facial/non-verbal acknowledgement.
- Stickers, thank-you notes and other age-appropriate recognition.
- Proud Tree leaves and Golden Apples where these remain part of the school's agreed system.
- Sharing success with parents/carers.
- Celebration assembly and opportunities to share learning and success with the Headteacher.
- Positions of responsibility and recognition of contribution to the school community.

10. Consequences: protective and educational

A consequence should create a learning or safety opportunity directly related to the behaviour and its impact. Consequences are not designed to shame, humiliate or make a child suffer. They should be reasonable, proportionate, lawful and adapted where required by SEND/equality duties.

Protective consequences	Educational consequences
Actions that prevent further harm or reduce immediate risk. They may temporarily limit freedom or access while safety is restored. Examples: increased supervision; supported play; changed seating/space; removal of an unsafe item; differentiated access to an activity; separating pupils where necessary for safety.	Actions that teach the pupil what they need to know or do differently next time. They answer: What does the child need to learn? How will we teach it? Examples: re-teaching a routine; practising a social script; completing interrupted learning; repairing damage; supported apology/restoration; emotional literacy work; problem-solving; targeted intervention.

Sanctions and support: DfE guidance is clear that disciplinary action and appropriate support are not mutually exclusive. A lawful sanction may be used alongside therapeutic support. The school will distinguish between a protective/educational consequence, a formal disciplinary sanction and a safeguarding response.

11. Responding to behaviour: graduated response

Presentation	Typical response
Universal / pro-social	Teach routines; build relationships; reasonable adjustments; praise and reinforcement; emotional literacy; predictable boundaries.
Unsocial behaviour	Check wellbeing/need; reduce demand or audience where appropriate; reminder/re-teach; limited choice; regulation support. Avoid escalating quiet behaviour that is not harming others.
Anti-social / difficult behaviour	Protect others' learning/rights; calm correction; educational and/or protective consequence; restoration; parent communication where appropriate; record repeated/significant incidents; consider SEND/safeguarding factors.
Persistent difficult behaviour	Analyse patterns; involve SENCO/SLT; parent/pupil meeting; Therapeutic Tree; targeted support; reasonable adjustments; risk reduction/Therapeutic Plan; external agency advice where needed.
Dangerous behaviour	Prioritise safety; summon support; remove other pupils/hazards where safer; follow risk plan; use restrictive intervention only if necessary, reasonable and proportionate; record, inform parents and review.
Serious/persistent breach	Headteacher considers formal sanctions, including suspension or, in the circumstances defined by statutory

	guidance, permanent exclusion. Support and safeguarding duties continue.
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12. Reflect, repair and restore

Restoration takes place when the pupil and others involved are emotionally ready. It is not a forced apology or an interrogation. The purpose is to revisit the experience with a calmer emotional state, understand impact, repair harm and rehearse a safer/pro-social response.

- What happened?
- What were you thinking and feeling? How might others have been thinking and feeling?
- Who has been affected and how?
- What needs to happen to put things right?
- What have we learned? What could we do differently next time?

Where a pupil has harmed another pupil, restoration will never be used in a way that compromises the harmed pupil's safety, dignity or safeguarding plan.

13. Parent/carers partnership

Parents/carers will be informed early when a pattern of anti-social/difficult behaviour is developing and after significant or dangerous incidents. Communication should include strengths and progress as well as concerns. Where progress is limited, review meetings will agree and evaluate support, reasonable adjustments and, where necessary, a Therapeutic Plan/risk reduction plan.

The school asks families to share relevant information that may help staff understand changes in behaviour or regulation. Information will be handled in accordance with safeguarding and data-protection requirements.

14. SEND, disability and vulnerability

High expectations apply to all pupils, but equitable practice may require different support or a different route to success. The school recognises that pupils with SEND may respond to confusing, distressing, sensory or communication demands through behaviour.

- Consider incidents in relation to known or possible SEND on a case-by-case basis; do not assume every incident is caused by SEND.
- Take reasonable steps to avoid substantial disadvantage to disabled pupils under the Equality Act 2010.
- Use best endeavours to meet SEND needs and secure provision in an EHC plan.
- Anticipate likely triggers and make reasonable adjustments to routines, communication, sensory demands, transitions and consequences.
- Consider assessment for unmet learning, communication or SEMH need where behaviour is persistent or unusual.
- Seek external advice/support where school-based provision is insufficient.
- Monitor behaviour, sanctions, suspensions and restrictive interventions for disproportionate impact.

15. Therapeutic Plans and risk reduction plans

A personalised plan is considered where universal provision is insufficient, behaviour is persistently difficult or dangerous, or restrictive intervention is reasonably foreseeable. The plan is designed to increase successful participation and reduce risk, not to create a lower ceiling of expectation.

- Co-produce with the pupil and parents/carers, and relevant professionals where appropriate.
- Use the Therapeutic Tree/behaviour analysis to identify pro-social behaviour, anti-social/difficult/dangerous behaviour, positive and negative experiences and feelings, triggers and protective factors.
- Set out proactive strategies, reasonable adjustments, preferred communication, regulation support, early-warning signs and de-escalation.
- Identify protective and educational consequences that are likely to teach successfully.
- Include a proportionate risk assessment and agreed crisis response where necessary.
- Name responsible staff, training needs, review dates and measures of success.
- Review after significant incidents and reduce restrictions as risk reduces.

16. Bullying, discrimination, child-on-child abuse and online behaviour

Bullying (including cyber-bullying), prejudice-based and discriminatory bullying, sexual violence, sexual harassment and harmful sexual behaviour are unacceptable. Where behaviour may also be a safeguarding concern, staff follow the Child Protection and Safeguarding Policy and report to the DSL without delay. Harmful behaviour is never dismissed as 'banter' or an inevitable part of growing up.

The school also addresses emerging online harms where they affect pupils or school life, including AI-generated humiliating or sexualised images/deepfakes, financial sextortion, online misogyny and threatening or abusive content.

17. Behaviour outside school

The school may respond to behaviour outside the premises, including online conduct, where the pupil is taking part in a school activity, travelling to or from school, wearing school uniform or otherwise identifiable as a pupil, or where the behaviour could have repercussions for the orderly running of the school, poses a threat to another pupil/staff/member of the public, or could adversely affect the school community. Any sanction is imposed when the pupil is on school premises or under the lawful charge of staff and must be reasonable.

18. Removal from the classroom

Removal is a serious response and is distinguished from a brief, supportive change of space or planned intervention. It may be used following serious behaviour or where other classroom strategies have been attempted and the pupil's presence is significantly disrupting the learning or safety of others.

- The pupil will be supervised and continue meaningful education.
- Removal will be for no longer than necessary; prolonged removal requires explicit Headteacher agreement.
- Parents/carers will be informed on the same day where a pupil is formally removed from class.
- Reintegration will take place as soon as it is appropriate and safe, with support to meet expected standards.
- Frequent removal triggers review of provision, SEND, reasonable adjustments and the effectiveness of the behaviour plan.
- Formal removals are recorded and monitored.

19. Restrictive intervention and reasonable force

Restrictive intervention is governed by the separate Physical Restrictions and Restrictive Interventions Policy. It is never a punishment. Staff use prevention and de-escalation first unless an immediate response is necessary. Any force or restriction must be lawful, necessary, reasonable, proportionate and used for the shortest time required. Statutory recording/reporting requirements effective from 1 April 2026 are followed.

20. Suspension and permanent exclusion

Tewin Cowper uses the statutory terms 'suspension' and 'permanent exclusion'. 'Fixed-term exclusion' is not used as the policy term. Only the Headteacher (including a formally appointed acting Headteacher) may suspend or permanently exclude a pupil on disciplinary grounds.

20.1 Principles and decision-making

Suspension and permanent exclusion are available behaviour-management tools; the school does not operate a 'no exclusion' policy. For most pupils they will not be necessary because earlier strategies, support and interventions are effective. A suspension may be used for a serious incident or persistent behaviour that has not improved following appropriate in-school responses. Permanent exclusion is a last resort.

- Before deciding, the Headteacher will establish the facts on the balance of probabilities and consider the pupil's account, taking age and understanding into account unless it would be inappropriate to do so.
- Relevant contributing factors will be considered, including safeguarding, bullying, SEND, disability, communication needs, mental health, bereavement or other significant circumstances.
- The school will consider whether appropriate support and reasonable adjustments have been made, while recognising that SEND does not create an absolute bar to suspension or permanent exclusion.
- A pupil must not be suspended or permanently excluded because the school believes it cannot meet their SEN/disability, because of academic attainment/ability, or because a parent will not meet a condition such as attending a reintegration meeting.
- Sending a pupil home for disciplinary reasons, even with parental agreement or for part of a day, is a suspension and the statutory process must be followed.

20.2 Suspension

A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. A suspension must have a defined end date. Lunchtime suspension counts as half a school day. A suspension cannot simply be extended or converted into a permanent exclusion; if further evidence justifies further action, a new suspension or permanent exclusion may be issued to begin after the first suspension ends, in accordance with statutory guidance.

Work will be set and marked for the first five school days. For a suspension of more than five consecutive school days, the Governing Body must arrange suitable full-time education from no later than the sixth school day. Consecutive suspensions are cumulative for this sixth-day duty.

20.3 Permanent exclusion

Permanent exclusion will only be considered where BOTH statutory tests are met:

- there has been a serious breach or persistent breaches of the school's behaviour policy; AND
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, including staff or pupils.

For the first five school days following a permanent exclusion, the school will take reasonable steps to set and mark work where the pupil is not attending alternative provision. The home local authority is responsible for arranging suitable full-time education from the sixth school day.

20.4 Notification, records and safeguarding

Every suspension and permanent exclusion, including a part-day suspension, is formally recorded. Parents/carers are notified without delay and the decision is confirmed in writing with the reasons, duration (for suspension),

representations/review rights and other information required by the statutory guidance. The local authority and Governing Body are notified as required. Where the pupil has a social worker and/or is looked after, the social worker and/or Virtual School Head are notified without delay as required.

The school will not require a parent to collect a pupil immediately as a condition of the suspension. Safe handover arrangements will be agreed. Safeguarding duties continue throughout any suspension or permanent exclusion.

20.5 Governing Body consideration of reinstatement

Circumstance	Governing Body duty
Permanent exclusion	Must convene to consider reinstatement within 15 school days of receiving notice.
Suspension(s) taking total above 15 school days in a term	Must convene to consider reinstatement within 15 school days.
Suspension/permanent exclusion causing pupil to miss a public examination or national curriculum test	Must consider within 15 school days and take reasonable steps to meet before the exam/test; if impracticable, the chair may consider reinstatement alone in a maintained school.
Suspension(s) taking total above 5 but not more than 15 school days in a term	If parents make representations, must convene within 50 school days to consider reinstatement. Without representations, no meeting is required and the board cannot direct reinstatement.
Suspension(s) totalling 5 school days or fewer in a term	Must consider any parent representations but cannot direct reinstatement and is not required to arrange a meeting.

20.6 Cancelling an exclusion

The Headteacher may cancel a suspension or permanent exclusion that has begun or has not yet begun only before the Governing Body has met to consider reinstatement. Required parties must be notified without delay with the reason; the pupil must be allowed to return without delay; and days already spent out of school count towards the 45-day annual maximum. A permanent exclusion cannot be cancelled where the pupil has already been excluded for more than 45 school days in the school year, or would have been by the time cancellation takes effect.

20.7 Reintegration after suspension

The school will support successful reintegration after suspension. A reintegration meeting is good practice but is not a condition of return: a pupil cannot be kept out of school because a parent or pupil does not attend.

- Welcome the pupil back and re-establish belonging and expectations.
- Review the incident and support only when the pupil is regulated and it is educationally useful.
- Consider what has changed and whether reasonable adjustments, SEN support, safeguarding action or a Therapeutic Plan are required.
- Agree protective and educational consequences or restoration where appropriate.
- Set clear, achievable next steps and identify a trusted adult/check-in.
- Review repeated suspensions: suspension alone should not become the default response where it is not improving behaviour.

20.8 Managed moves and off-site direction

Managed moves and off-site direction are distinct from suspension/permanent exclusion and will only be used in accordance with the statutory guidance. They will not be used to avoid the exclusion process, to pressure a family to remove a pupil, or where the arrangement is not in the pupil's best interests. Any off-site direction will be kept under review and comply with the legal framework in force.

21. Pupil transition and re-induction

- New pupils are explicitly taught the behaviour curriculum and routines.
- Information about successful strategies and reasonable adjustments is transferred between classes/key stages.
- Pupils with specific needs receive enhanced transition planning, including visits, visual information, key-adult contact or personalised routines where appropriate.
- After extended absence or suspension, staff re-teach routines and rebuild connection rather than assuming the pupil can immediately resume without support.

22. Roles and responsibilities

Role	Responsibility
Governing Body	Sets the written statement of behaviour principles; assures compliance; monitors behaviour, bullying, suspension/permanent exclusion, pupil movement, restrictive intervention and equality patterns; provides support and challenge.
Headteacher	Establishes the culture and standards; implements the policy; ensures training and consistency; makes suspension/permanent exclusion decisions; ensures lawful records/notifications; monitors impact.
SLT	Supports serious incidents, coaching and consistency; reviews data and plans; leads parent meetings where appropriate; ensures follow-up and restoration.
SENCO	Leads graduated response, reasonable adjustments and assessment of unmet need; supports Therapeutic Plans and external referrals.
DSL	Leads safeguarding response where behaviour indicates harm, abuse, exploitation or risk; ensures KCSIE procedures are followed.
All staff	Teach/model expectations; use therapeutic language and strategies; apply consequences lawfully and proportionately; record/report; follow plans; seek support early.
Pupils	Learn and practise expectations; seek help; report unsafe or discriminatory behaviour; participate in repair and learning when ready.

Parents/carers	Work in partnership, share relevant information, support agreed plans and use school procedures to raise concerns.
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23. Staff induction, training and support

All staff, including temporary staff where relevant, receive induction in the behaviour curriculum, therapeutic language, de-escalation, safeguarding links, recording expectations and how to access support. Training is refreshed and practice is reviewed through coaching, staff meetings and incident analysis. Staff who may use planned physical interventions receive appropriate current training under the school's Hertfordshire Therapeutic Thinking/Steps arrangements.

24. Recording, monitoring and evaluation

Significant incidents are recorded factually on the school's agreed system (currently CPOMS where applicable). Records distinguish observable behaviour from interpretation and record context, response, protective/educational consequences, safeguarding action and outcome.

- SLT reviews behaviour data at least half-termly.
- Analysis includes type/location/time of incidents, repeated patterns, bullying/discrimination, removals, suspensions/permanent exclusions, restrictive interventions, SEND and relevant protected-characteristic patterns.
- Dangerous behaviour and restrictive intervention trends are reported to governors at least termly in an anonymised/proportionate form.
- Leaders test whether interventions are changing pupil outcomes, not simply whether actions were completed.
- Policy and practice are reviewed annually and sooner where statutory or Hertfordshire guidance changes.

Appendix 1 – Staff response at a glance

Start with the Golden Expectations: Be Ready • Be Safe • Be Honest • Be Respectful. Identify which expectation and taught behaviour needs reinforcing or re-teaching.

Behaviour	Think	Do
Pro-social	How can I strengthen internal discipline?	Notice specifically; reinforce; connect behaviour to positive impact.
Unsocial	Is anyone being harmed? What might this communicate?	Connect; check need; re-teach/offer choice; avoid unnecessary escalation.
Anti-social / difficult	Who/what is affected? What needs protecting and teaching?	Protect learning/rights; calm boundary; protective + educational consequence; restore.
Dangerous	What is the immediate risk?	Safety first; support; de-escalate; follow plan; necessary/proportionate restriction only; record/review.

Persistent pattern	What is maintaining this? What unmet need/skill is present?	Analyse; pupil/parent voice; SENCO/SLT; Therapeutic Plan; external support; review impact.
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Appendix 2 – Reflect, repair and restore prompt

- Regulate first: is everyone ready to think?
- What happened?
- What were you thinking/feeling?
- Who was affected and how?
- What needs repairing or putting right?
- What do you need to learn/practise?
- What will help next time?
- What does the adult/school need to change or support?

Appendix 3 – Suspension/permanent exclusion compliance checklist

- Decision made only by Headteacher/acting Headteacher on disciplinary grounds.
- Facts established fairly; pupil view considered where appropriate; contributing factors considered.
- SEND/equality/safeguarding duties considered and documented.
- Correct statutory term used: suspension or permanent exclusion.
- Suspension has fixed end date; annual total checked against 45-school-day maximum.
- Permanent exclusion: both statutory tests explicitly addressed.
- Parent notified without delay and written notice contains all required information.
- LA/Governing Body/social worker/VSH notified as required.
- Work set/marked for first five days; sixth-day provision arranged where required.
- Governor reinstatement threshold and deadline identified correctly.
- No informal/unlawful exclusion, forced collection, behavioural part-time timetable or condition of return.
- Reintegration planned; meeting is supportive, not a condition of readmission.
- Any cancellation completed before Governing Body consideration and statutory notifications made.

Appendix 4 – Key external guidance

DfE – Behaviour in schools: advice for headteachers and school staff

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

DfE – Suspension and permanent exclusion from maintained schools, academies and PRUs in England, including pupil movement (effective 26 July 2026)

<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

DfE – Keeping children safe in education 2026

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE – Restrictive interventions, including use of reasonable force, in schools (effective 1 April 2026)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

DfE – Searching, screening and confiscation

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>