Micklands Primary School

Behaviour Policy and Principles

This document includes school policy on racist, homophobic, biphobic, transphobic, sexist and ableist behaviour.

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Contents

1. Behaviour Principles 3
2. Staff commitment 5
3. How we teach behaviour at Micklands 5
4. Recording and monitoring behaviour at Micklands 6
5. Seeking additional support 7
6. Racist, homophobic, biphobic, transphobic, sexist and ableist behaviour 7
7. Consequences 8
8. Therapeutic Plans 9
9. De-escalation 9
10. Restrictive interventions and use of reasonable force 10
11. Restorative debriefs 11
12. Suspension and Permanent Exclusion 12
13. Therapeutic Interventions 13
14. Monitoring and review 13
15. Appendices 14

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE 2024 ‘Behaviour in schools: advice for headteachers and school staff’
- DfE 2026 ‘Keeping children safe in education 2026’
- DfE 2018 ‘Mental health and behaviour in schools’
- DfE 2015 ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE 2026 – Restrictive interventions (including use of reasonable force in schools)
- DfE 2022 ‘Searching, screening and confiscation: advice for schools’

1. Behaviour Principles:

Our principles

Micklands Primary School follows the **therapeutic thinking** approach to behaviour which is endorsed by Brighter Futures for Children (responsible for delivering Children's Social Care, Early Help and Education services across Reading).

Therapeutic thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic. **Prosocial** is behaviour which is positive and benefits other people or society. **Unsocial** behaviour is where there is a lack in effort to behave sociably in the company of others, but not to the detriment of others. **Antisocial** behaviour is that which causes harm or distress to an individual, a group, to the community or the environment. All children have the right to learn in a safe environment and antisocial behaviour infringes on these rights.

At Micklands, we recognise that behaviour and safeguarding are intrinsically linked. Children who feel safe and supported are more able to behave positively, and concerning behaviour can be an early indicator of unmet safeguarding needs. All staff are trained to respond to behaviour in a way that protects and promotes child welfare, in line with our Child Protection and Safeguarding Policy.

This policy uses advice from the DfE publication **'Mental health and behaviour in schools'** which aims to support Micklands Primary School to support pupils whose mental health problems manifest themselves in behaviour, i.e. our policy is based on how children are feeling and how we make them feel.

Micklands Primary School understands that when children experience a range of emotional and behaviour problems - that are outside the norms for their age - they are categorised as experiencing mental health problems such as: emotional disorders, conduct disorders, developmental disorders, attachment disorders and trauma disorders, eating disorders, habit disorders, somatic disorders and psychotic disorders.

At Micklands, we also recognise that types of SEND increase the likelihood of mental health problems; for example, children with autism or learning difficulties are significantly more likely to have a mental health problem. In addition, children in need, looked after children and previously looked after children are more likely to have SEND and to experience the challenges of social, emotional and mental health problems.

'Mental health and behaviour in schools' (p.14) identifies **risk factors** such as social disadvantage, family adversity and cognitive or attention problems and recognises that children exposed to multiple risks are much more likely to develop conduct disorders (typically internalised behaviour) or behaviour problems (typically externalised behaviour). Micklands Primary School understands that risk factors can be counterbalanced by **protective factors** and that, in order to promote positive mental health, it is important that the school uses these protective factors to enable pupils to be **resilient** when they encounter problems and challenges.

Protective factors in the school

- Clear policies on behaviour and bullying
- Staff code of conduct
- 'Open door' policy for children to raise problems
- A whole-school approach to promoting good mental health
- Good pupil to teacher/school staff relationships
- Positive classroom management
- A sense of belonging
- Positive peer influences
- Positive friendships
- Effective safeguarding and child protection policies
- An effective early help process
- Understand their role in, and be part of, effective multi-agency working

- Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively.

Source: 'Mental health and behaviour in schools'

Our aims

- To support a therapeutic approach to behaviour
- To promote the inseparable link between teaching, learning and behaviour
- To improve staff confidence and safety
- To support the inclusion of those with difficult or dangerous behaviour
- To support Brighter Futures for Children to reduce and eliminate exclusions
- To give staff the tools to understand, not simply suppress, behaviour
- To ensure all children within our school dynamic receive the behaviour approach they need

This policy is how staff at Micklands are going to help behaviour to change.

Our beliefs

- Everyone in school has the right to feel safe, both physically and emotionally.
- Everyone in school has the right to be treated with respect.
- Everyone in school has the right to learn without distraction.
- That we can teach behaviour, not control it.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

General expectations

Fundamentally, all staff at Micklands have high behaviour expectations for all pupils. Staff need to know how to promote prosocial behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.

In keeping with Micklands' 'Equality Statement', we are an inclusive setting who knows that promoting equality of opportunity does not mean all children should be treated the same, i.e. we focus on what children *need* to succeed and not what they *want*.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.
The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. Pupils are encouraged to report any of these behaviours they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

Behaviour between pupils may constitute a safeguarding concern rather than solely a behaviour matter. This includes child-on-child abuse, sexual violence, sexual harassment, harmful sexual behaviour, bullying, discriminatory behaviour and abuse occurring online or outside school. Staff will not dismiss such behaviour as "banter", "part of growing up" or otherwise normalise it. Where behaviour raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and report the concern to the DSL or a deputy DSL.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

2. <u>Staff commitment:</u>

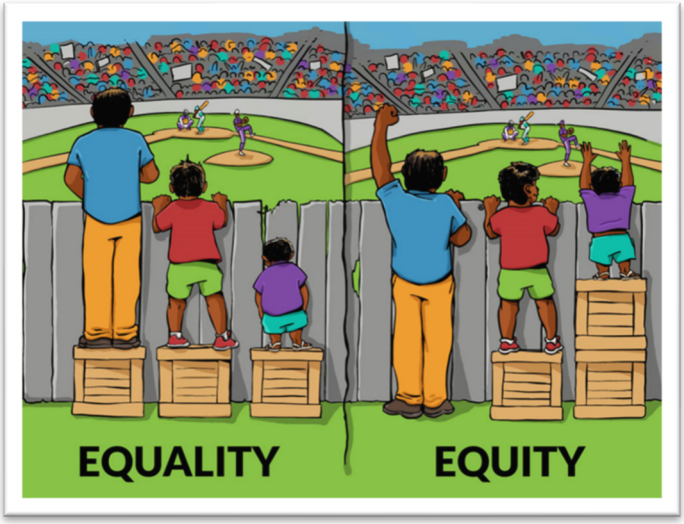
All staff should focus on de-escalation and preventative strategies rather and focusing solely on reactive strategies.

Principles on which staff actions are based

- It is the inappropriate behaviour that is rejected, not the child.
- Adults should keep the situation calm.
- A child's success at reducing inappropriate behaviour should be acknowledged.
- Children must be guided to accept responsibility for their actions (conscious or unconscious) and their consequences, both intended and unintended. It is our professional responsibility to challenge inappropriate behaviour and we should not take or deal with incidents in a personal way.

Equity and equality

In keeping with Micklands' 'Equality Statement', we are an inclusive setting who knows that promoting equality of opportunity does not mean all children should be treated the same i.e. we focus on what children ***need*** to succeed and <u>not</u> what they ***want***.



Equality is treating everybody the same.

Equity is giving everyone what they **need** to achieve success.

Therefore, some children require a **differentiated approach** with their behaviour.

3. <u>How we teach behaviour at Micklands:</u>

At Micklands, we recognise that it is not about controlling children's behaviour but about **teaching** behaviour. Behaviour can be taught in various ways:

- Micklands' personalised PSHE curriculum
- Relationships
- Role modelling
- Advocacy of the school values
- Consistency
- Routines
- Prioritising prosocial behaviour
- Planning alternatives to antisocial behaviour, e.g. prosocial ways of accessing rest breaks for those who need to leave the classroom
- Rewards and positive reinforcement (we do not use bribes)

- Feedback and recognition
- Comfort and forgiveness

Our Behaviour Curriculum teaches children how to behave positively across the day, through explicit instruction, practice, and feedback. Children learn how to be respectful, responsible, and kind through routines, modelling and restorative conversations.

Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem. Children will learn that it is their behaviour that can be unacceptable, not themselves as individuals.

4. Recording and monitoring behaviour at Micklands

Positive behaviour

We expect everyone to show respect in everything they do. By doing this we can all be happy, healthy and achieve well. While children learn how to be respectful members of the community, it is right that they are rewarded for their efforts. Children may be recognised by an adult if they demonstrate their understanding of our Respect Rainbow (Appendix 1).

When seen demonstrating their understanding of our Respect Rainbow, the children will be rewarded with house points on our online system (Crittercoin).

Children will also receive a point if they don't have any negative records during the week.

These points will also count towards their house point totals and winning house groups will also be celebrated weekly, termly and yearly.

Negative behaviour

School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying or racism. Behaviour that is unacceptable will result in consequences. These are designed principally to aid children to recognise why their behaviour is unacceptable and to give them the opportunity to change it.

Where behaviour incidents involve bullying, discriminatory behaviour, sexualised behaviour, abuse or potential harm to a child, staff will consider whether the incident also constitutes a safeguarding concern. Where it does, or where staff are unsure, the concern must be reported to the DSL or a deputy DSL and managed in accordance with the Child Protection and Safeguarding Policy.

The DSL will consider individual incidents and patterns of behaviour in the context of safeguarding and will support staff to identify where behaviour may indicate abuse, neglect, exploitation or other unmet safeguarding needs. Behaviour management action must not replace or delay an appropriate safeguarding response.

Behaviour in class will be monitored and recorded by class teachers and other adults working with the child on CPOMs. It is imperative that the details of one off and ongoing incidents are filled in accurately and immediately as this will form the evidence to trigger further support. Any emerging patterns of unacceptable behaviour will be discussed with the SENDCo and a Therapeutic Plan - collaboratively written with the pupil, parents, class teacher, Headteacher and SENDCo – may be required.

Playground behaviour will be monitored by class teachers when on duty. Serious issues will be reported to the Headteacher. Serious incidents and a repeating pattern of minor incidents such as constant interruption of the play of other children or incidents of a physical nature, which upset others, will be followed up initially by class teachers, but the SLT will be kept informed through the reporting system.

The role of the parents in supporting behaviour is key. Parents should be informed of any ongoing concerns at the earliest opportunity by the class teacher. The Headteacher/Deputy Headteacher/SENDCo will inform parents of all more serious incidents involving their children.

5. Seeking additional support

Any teachers in need of **assistance** to manage behaviour in their classroom will use the school's telephone system or send an appropriate child for support. Through their response, staff will always do their best to disempower antisocial behaviour and consider the feelings of all children present when assisting with an incident.

Telephone scripts

- To request help: 'Please could we have some help in _____'
- To request a specific person: 'Please can *(enter name)* come to _____'
- To request immediate support: 'I need help now in _____'

Face-to-face scripts

- Offering help: 'I am here to help'. An adult should reply with, 'Can you _____?'
- Telling someone to change adult: 'More help is available'. Please note - if this is said to you, you must swap places with another adult.
- If you want to ask someone for advice: 'What do you suggest?' Reply should start, 'I suggest _____'.

Key areas of behaviour to report

- Inappropriate behaviour including bullying.
- Racist, homophobic, biphobic, transphobic, sexist and ableist comments and/or abuse.
- Sexual comments, harassment and/or abuse.

All incidents of racist, homophobic, biphobic, transphobic, sexist and ableist behaviour and all incidents involving sexual comments, sexual harassment, sexual violence or other harmful sexual behaviour must be recorded and reported through CPOMS. Where an incident raises, or may raise, a safeguarding concern, the DSL or a deputy DSL must be informed in accordance with the Child Protection and Safeguarding Policy. It is vital that incidents are recorded accurately so that patterns, frequency and emerging safeguarding concerns can be identified. Relevant behaviour data and actions taken will be reported termly to the Governing Body.

6. Racist, homophobic, biphobic, transphobic, sexist and ableist behaviour

Micklands takes all racist, homophobic, transphobic, sexist and/or ableist behaviour seriously and will always address such behaviour in children and adults.

In addition, we consider racist, homophobic, transphobic, sexist or ableist comments and action to be unacceptable, even if the comment or action is not perceived to be racist, homophobic, transphobic, sexist and/or ableist by the person hearing/witnessing them.

What is a racist incident?

"Any incident which is perceived to be racist by the victim or any other person***."*** ***Crown Prosecution Service.***

What is a homophobic/biphobic incident?

"Any incident/criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a person's sexual orientation or perceived sexual orientation." ***Crown Prosecution Service.***

What is a transphobic incident?
"Any incident/criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender." ***Crown Prosecution Service.***

What is a sexist incident?
Sexism is prejudice, stereotyping, exclusion or discrimination, typically against women, on the basis of sex.

What is an ableist incident?
Ableist is prejudice, stereotyping, exclusion or discrimination on the basis of disability.

Our aims

- To educate children that racism, homophobia, biphobia, transphobia, sexism and ableism is unacceptable and will not be tolerated.
- To ensure that all staff work, and children learn, with confidence in an environment that is free from racism, homophobia, biphobia, transphobia, sexism and ableism.
- To ensure that all children have an equal share in the rising standards of educational attainment.

Examples of racist, homophobic, biphobic, transphobic, sexist and ableist incidents

- name calling
- verbal abuse and threats
- graffiti
- wearing racist, homophobic, biphobic, transphobic, sexist or ableist clothing or badges
- racist, homophobic, biphobic, transphobic, sexist or ableist comments
- ridicule of others' cultural differences
- bringing racist, homophobic, biphobic, transphobic, sexist or ableist material into school
- physical assault which is racially, sexuality, gender identity or ability motivated
- damage which is racially, sexuality, gender identity or ability motivated
- incitement to others to behave in a racist, homophobic, biphobic, transphobic, sexist or ableist way
- refusal to co-operate with others because of their ethnic origin, sexual orientation, gender identity or ability

Procedures

- The Headteacher is responsible for implementing and monitoring school policy.
- Staff and Governors will receive training regarding their responsibilities.
- Allegations will be treated seriously. Accurate records will be kept using CPOMS.
- Support will be given to the victim and reassurance that the matter will be investigated.
- If the allegation is corroborated the perpetrator will be dealt with firmly - counsel as well as consequences.
- Parents/guardians will be informed and advised of action taken.
- Staff, governors, parents and pupils will be informed in line with this policy and its procedures.
- Staff will receive training.
- Parental complaints regarding racist, homophobic, biphobic, transphobic, sexist or ableist incidents will be treated seriously and investigated in the manner in which any parental complaint is managed. If the parent is not satisfied then they will be able to take their complaint to higher levels (Headteacher, GB, LA).
- The Headteacher will report all incidents to the LA when requested.

7. <u>Consequences</u>
When children show antisocial behaviour, there needs to be **logical consequences** that are done ***for*** the child, not to the child.

At Micklands, there are two types of consequences which are used in tandem:

Protective consequences definition

- Removal of, or limited, freedom to manage harm.

Educational consequences definition

- The learning, rehearsing or teaching so the freedom can be returned.

When staff think about educational consequences, they give consideration to these questions:

- What does the child need to learn?
- How will I teach them?
- How long will the consequences need to last?
- How will I know that they have learnt / that the problem has been solved?

Examples of protective and educational consequences:

Protective	Educational
• Increased staff ratio • Limited access to outside space • Escorted in social situations • Restricted off site activities • Differentiated teaching space, i.e. a change in group dynamics • Exclusion	• Completing tasks • Rehearsing and practicing • Assisting with repairs or the planning for repairs to damaged property/belongings • Educational opportunities • Research of the real-world implications • Constructive conversation and exploration

8. Therapeutic Plans

In our policy, the Behaviour Processes document is the plan for the majority of our children; some children, however, may require a Therapeutic Plan to formalise strategies that differentiate from policy.

Following an initial analysis, the Therapeutic Plan identifies different antisocial behaviours shown by a child and the corresponding strategies staff should use to respond.

The procedure to writing a Therapeutic Plan typically involves:

1. Anxiety Analysis
2. Conscious and Subconscious Checklists
3. Therapeutic Tree
4. Therapeutic Plan Risk Calculator
5. Collaborative writing of the Therapeutic Plan involving the pupil (if appropriate), family, Headteacher, Class teacher and SENDCO

If a child has a Therapeutic Plan, it **must** be followed by all staff members. It makes clear the words, actions and consequences that will apply to risky and/or dangerous behaviours that a specific child may be presenting with, e.g. climbing or running away. Staff unfamiliar with a child's plan should radio for help from someone who knows it.

9. De-escalation

All staff need to know how to promote prosocial behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Key principles

- Staff should always speak to children respectfully and calmly - reducing conflict and leading by example.
- Staff should always help children to try to reduce conflict and to avoid escalating any situation.

- The importance of using a calm stance and de-escalation script in a conflict situation.
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be an opportunity for 'Reflect, Repair & Restore'.
- An individual risk management plan should be completed for any child for whom there is 'foreseeable' risk that they may behave in a way that will cause harm to themselves, others or property.
- The importance of handling children in a safe way.
- The importance of being proactive in managing children's behaviour, i.e. trying to avoid situations which may cause conflict.
- The importance of recording incidents and the harm caused by them.

The **de-escalation script** is a prepared script to be used when a child is trying to engage adults or others in conflict. The script all staff should use is:

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

It is important that all staff use the same script. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down.

10. Restrictive Interventions and Use of Reasonable Force

At Micklands Primary School, we are committed to a therapeutic, preventative approach to behaviour. Restrictive interventions, including the use of reasonable force, are **only ever used as a last resort** and in line with statutory guidance.

Definition

Restrictive interventions are actions that **limit a child's movement, liberty or freedom to act independently**. These may include:

- Physical restraint (e.g. holding, guiding, blocking movement)
- Preventing a child from leaving a space (seclusion)
- Other actions that restrict a child's freedom of movement

This does not include normal physical contact such as guiding a child by the hand or offering comfort, where the child is free to move away.

Principles for Use

Any use of restrictive intervention must meet all of the following conditions:

- **Necessary** – to prevent immediate risk of harm to the child or others, or serious damage to property
- **Reasonable** – appropriate to the circumstances
- **Proportionate** – the minimum force used for the shortest possible time
- **Time-limited** – stopped as soon as the risk has reduced

Restrictive interventions are **never used as a punishment, sanction, or to enforce compliance**.

Staff must always consider the individual needs of the child, including age, size, SEND, medical needs, and any known trauma.

Seclusion

Seclusion is defined as **preventing a child from leaving a space**, for example by:

- Locking a door
- Physically blocking an exit
- Creating a situation where the child believes they cannot leave

Seclusion is a **high-risk restrictive intervention** and:

- Must **not be used as a behaviour management strategy**, punishment, or for staff convenience
- May only be used in **exceptional circumstances** to prevent immediate risk of harm
- Must be **continuously supervised** by a member of staff
- Must take place in a **safe, suitable and non-distressing environment**
- Must be **ended as soon as it is safe to do so**

The school's expectation is that the use of seclusion is **minimised and reduced over time**.

Prevention and Planning
The school prioritises **prevention and de-escalation** at all times.

Where there is a foreseeable risk of a child requiring restrictive intervention:

- A **Therapeutic Plan** and/or risk assessment will be in place
- Staff will be made aware of agreed strategies
- The focus will remain on **reducing the need for restrictive interventions over time**

Recording and Reporting
All significant incidents involving restrictive interventions must be:

- **Recorded on CPOMS and in the bound and numbered book** as soon as possible, including:
    - What happened before, during and after the incident
    - The reason the intervention was necessary
    - The type and duration of the intervention
    - The outcome and any injuries or distress caused
- **Reported to parents/carers** as soon as reasonably practicable

Senior leaders will:

- Monitor incidents to identify patterns
- Review practice to ensure it remains appropriate
- Take action to reduce the frequency of restrictive interventions

Where the use of a restrictive intervention gives rise to a safeguarding concern, including a concern about the conduct of a member of staff, this will be managed immediately in accordance with the Child Protection and Safeguarding Policy and, where applicable, the school's procedures for allegations or low-level concerns about adults.

Staff Training and Support
All staff receive training in:

- De-escalation strategies
- Therapeutic approaches to behaviour
- Safeguarding responsibilities

Where appropriate, specific staff will receive additional training in the **safe use of restrictive interventions**.

Staff are expected to:

- Act in the best interests of the child at all times
- Use the **least restrictive option available**
- Seek support where needed

11. <u>Restorative debriefs</u>
'An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.' Professor George Wright, 1999

Restorative debriefs are about how we will talk to a child after an incident so that it doesn't happen again.

Restorative debrief script

- Tell me the story in your own words.
- What were you thinking before, during and after the incident?
- Who has been hurt or upset?
- How can this harm be repaired?
- Can we plan for a different response to the same experiences or feelings? Next time you feel ____, what are you going to do? When I'm starting to feel a little bit _____, I will.
- Do there need to be protective/educational consequences?

Differentiated resources staff may use

- Supported thinking
- Social stories
- Role-play with dolls/teddies/animals/pets
- Comic strip conversations
- Signing or signalling
- Emotion cards
- Complete a Therapeutic Tree with the child

12. Suspension and Permanent Exclusion

Suspension and permanent exclusion will only be used where appropriate and in accordance with current DfE statutory guidance.

A suspension may be used in response to serious or persistent breaches of the school's Behaviour Policy where other appropriate strategies have not been successful or where the seriousness of an incident warrants suspension.

Permanent exclusion will only be used as a last resort where the headteacher is satisfied that there has been a serious breach, or persistent breaches, of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In exceptional circumstances, a permanent exclusion may be considered for a serious first or one-off incident.

In considering suspension or permanent exclusion, the headteacher will take account of all relevant circumstances, including the pupil's age, SEND or disability, safeguarding needs and any contributing factors which may have affected the pupil's behaviour. The school will consider whether appropriate support and reasonable adjustments have been made.

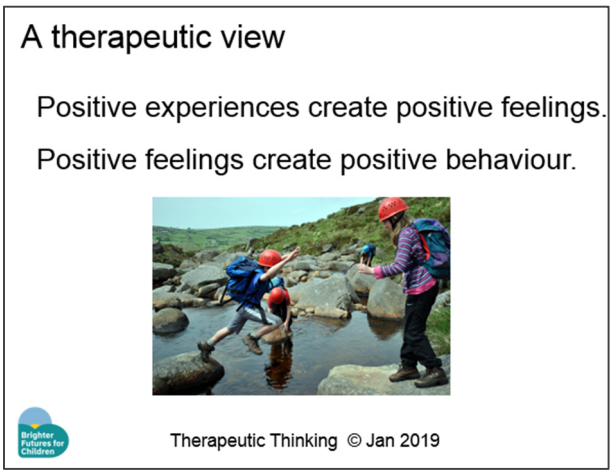
Where behaviour leading to suspension or permanent exclusion also raises a safeguarding concern, safeguarding action will be taken in parallel and in accordance with the Child Protection and Safeguarding Policy.

Following a suspension, the school will support the pupil's successful reintegration into school and consider what additional support may be required to reduce the risk of recurrence.

Bullying, discriminatory behaviour, sexual harassment, sexual violence and other harmful behaviour will be taken seriously and may result in suspension or permanent exclusion depending on the circumstances and seriousness of the incident.

13. Therapeutic Interventions

When planning an intervention (learning or behaviour related) for a child at Micklands, we always give consideration to whether or not it is therapeutically healthy, i.e. will it create positive feelings?



Play therapy	A trained play therapist delivers play therapy. It is a talk-based therapy to help children develop their social and interaction skills through an individual activity.
Daily check ins	The school ELPs complete daily check ins with identified children across the school to support their wellbeing.
Mental Health First Aider	We have two MHFAs on site who have an in depth understanding of mental health and the factors that can affect wellbeing.
ELP	There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. ELP is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. ELP work can be delivered on an individual basis or in small groups - small groups are especially beneficial in developing social and friendship skills. Sessions are fun, we use a range of activities such as: games, role-play with puppets or arts and craft.
Drawing and Talking	A trained drawing and talking therapist delivers Drawing and Talking. It is a therapeutic intervention which allows children to discover and communicate their emotions through a non-directed technique.

14. Monitoring and review

The effectiveness of this policy will be monitored by the Headteacher and Deputy Headteacher through incident reports. This will be reported to the Governors through the Headteacher's termly report. This policy will be reviewed by the Headteacher and Governors every year.

The next scheduled review date for this policy is **31st August 2027.**

15. Appendices

Appendix 1 – Micklands' Respect Rainbow

Respect Rainbow

R – Rights

E – Everyone

S – Self

P – Property

E – Environment

C – Communication

T – Thoughtfulness

Micklands Primary School Behaviour Curriculum

Our Vision

At Micklands, we believe children flourish when they feel safe, understood, and supported to behave positively. Our Behaviour Curriculum provides a clear, consistent, therapeutic framework to teach and model positive behaviour across the school day. It is rooted in our school values and underpinned by our Respect Rainbow.

Intent – Our Aspirations for Children

We want every child at Micklands to:

- Feel safe and included in our school community.
- Understand and live by our Respect Rainbow values.
- Be explicitly taught how to behave positively.
- Practise positive behaviours across different contexts.
- Receive consistent, calm and supportive responses from adults.

Our Core Behaviour Principles – The Respect Rainbow

We expect everyone in our school community to show **respect in everything they do**. The Respect Rainbow sets out the specific behaviours we model, teach and reinforce every day:

1. **RIGHTS - Respect your own and others' rights**
   – We know and understand about our rights. Everyone has the right to feel safe, to learn and to be heard. We do everything that we can to ensure that nobody is denied these rights.
2. **EVERYONE - Respect everyone**
   – We treat all people with respect, kindness, fairness and compassion. We celebrate diversity and do not accept discrimination against anyone.
3. **SELF - Respect yourself**
   – We take pride in who we are, how we behave, and what we do. We strive to achieve our best academically and to be a positive influence on others.
4. **PROPERTY - Respect your own, others' and school property**
   – We look after things with care and responsibility. We understand that we are fortunate to have things and so we treat them with respect.
5. **ENVIRONMENT - Respect the environment**
   – We care for our classroom, school, community and the wider world. We know that the world needs us to take care of it, even if we can only do a small amount.
6. **COMMUNICATION - Show respect through communication**
   – We speak, write and listen kindly and clearly. We don't use words that upset or hurt others and we think about how we can use our language for good.
7. **THOUGHTFULNESS - Show respect through thoughtfulness**
   – We notice others' needs, act with empathy, and try to make things better. We act if we see something that is not right, and we do all we can to improve the world around us.

These principles are taught explicitly, and continuously revisited in PSHE, assemblies, everyday routines and restorative conversations.

Implementation – How We Teach Behaviour

At Micklands, we don't control behaviour—we teach it. We follow a therapeutic model built around the following steps:

1. **Create** a safe, inclusive and respectful culture.
2. **Identify** the expected behaviours linked to our Respect Rainbow.
3. **Model** the behaviours explicitly and consistently.
4. **Teach** why these behaviours matter and how to practise them.
5. **Practise** through routines, role-play and real-life contexts.
6. **Notice** and reinforce positive behaviour with praise and recognition.
7. **Adapt** for children who need differentiated support

How Behaviour is Taught Throughout the Day

<table>
<tr><th colspan="2">Start of the Day</th></tr>
<tr><th>Children will…</th><th>Adults will…</th></tr>
<tr><td>Turn off mobile phones before entering the school site (Year 5 and 6 if walking to/from school alone only).
Not use any of the climbing apparatus or outside gym.
Walk through the gates and across the playgrounds to their classrooms.
Walk calmly and quietly in the school corridors.
Put away belongings quickly and sensibly in the cloakroom.
Keep their cloakroom areas tidy from this point in the day onwards.
Enter classrooms calmly and quietly.
Hand mobile phones in (Year 5 and 6 if walking to/from school alone only)
Say good morning to friends and adults.
Find their seat and begin morning work quickly.</td><td>Greet children warmly on the playground (SLT and ELSAs) and at the building/classroom door as they enter.
Have morning work and resources prepared.
Support calm transitions.
Notice children showing positive behaviour and recognise them for this.</td></tr>
<tr><th>Why is this important?</th><th>When will children learn this?</th></tr>
<tr><td>To provide a calm, purposeful start to the day.
To ensure all children are ready for their learning.
For children and adults to feel valued and welcomed which sets a positive tone for the day ahead.
To ensure cloakrooms are tidy and do not present with trip hazards.</td><td>Foundation Stage:
Children will be taught how to enter a classroom calmly, say good morning and start their activities – with increasing independence.
Children should be fluent and independent in these behaviours by Christmas. Additional support to be put into place for children who are not showing this behaviour so that they are ready for Year 1.
Key Stage 1:
Staff will reinforce/consolidate these behaviours so that children can confidently use a cloakroom outside of their classrooms.</td></tr>
</table>

	Key Stage 2: • Staff will build on this by expecting children to do this with automaticity whilst offering support to peers who may require additional support.
Adaptations that may be required for children to learn these behaviours…	
• Additional practice timetabled in for children. • Additional adult support for children, especially when cloakrooms move outside the classroom in Year 1 onwards. • Daily social stories to support learning the morning routine and expected behaviours. • Use of Blossom for children that find the transition to school difficult.	

In the Classroom	
Children will…	**Adults will…**
• Quickly and silently settle for the start of the lesson. • Organise any equipment needed, as instructed by the adult. • Remain in their allocated space, unless instructed. • Ensure work spaces are tidy. • Follow adult instructions first time they are given. • Actively listen and engage with learning by sitting up straight and tracking the teacher. • Follow the adult's instructions regarding the level of conversation required. • Show respect to their peers when working in groups. • Try their hardest with all tasks or activities. • See mistakes as a part of learning. • Ask for help when it is needed. • Ask permission before leaving the classroom.	• Model the behaviours that we expect from children so that they are clear on expectations. • Teach and expect quiet, calm classrooms. • Use the silent signal of hands up. • Ensure all resources are prepared in advance. • Ensure classroom environment is well-organised, clear and tidy (including teacher desks). • Provide clear instructions. • Ensure tasks are designed in the most effective way to embed learning. • Ensure tasks have been adapted through scaffolding for, particularly, the lowest 20% of attainers. • Actively engage with all children. • Notice children showing positive behaviour and recognise them for this.
Why is this important?	**When will children learn this?**
• To create a calm, positive and productive learning environment. • To ensure children have the best opportunity to make excellent progress.	Foundation Stage: • Children will be taught calm, quiet transitions, modelled by adults and copied by children.

<table>
<tr>
<td>

- To promote pride in children's learning.
- To develop excellent communication and language skills.

</td>
<td>

- They will learn to respond to the silent signal of hands up from an adult.
- They will listen to others through circle time and turn taking.
- They will be taught how to tidy up.
- They will learn that mistakes are how we learn.
- They will be taught to ask for help when it is needed.
- They will be taught collaborative working (e.g. think, pair, share).

Key Stage 1:

- Staff will teach good transitions between carpet and table-based activities within lessons.
- Children will learn how to ask for help in lessons.

Key Stage 2:

- Adults will expect children to do this with automaticity whilst offering support and/or understanding to peers who may require additional support.

</td>
</tr>
<tr>
<td colspan="2">Adaptations that may be required for children to learn these behaviours…</td>
</tr>
<tr>
<td colspan="2">

- Additional practise for children in small groups or 1:1.
- Behaviours broken down into smaller steps of learning.
- Additional adult support for children.
- Therapeutic plans.
- Report cards.
- Own workspace, away from distractions.
- Planned time away from the classroom for a movement break or similar.
- Daily social stories to support learning the classroom routine and expected behaviours.

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</table>

<table>
<tr>
<th colspan="2">Transitions</th>
</tr>
<tr>
<th>Children will…</th>
<th>Adults will…</th>
</tr>
<tr>
<td>

- Wait for an adult instruction before making a transition.
- Leave/return to their classroom (or other area) quietly and calmly.
- Have everything they need with them, so that they don't need to return.

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<td>

- Monitor transitions carefully.
- Model the behaviours that we expect from children so that they are clear on expectations.
- Teach and expect quiet, calm transitions.
- Use the silent signal of hands up.

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<tr><td>

- Walk in corridors and the playground until they reach their destination.
- When required, walk in a single-file line until they reach their destination.
- Re-enter the classroom (or other area) in a quiet and calm manner.

</td><td>

- Provide clear instructions.
- Notice children showing positive behaviour and recognise them for this.

</td></tr>
<tr><td>Why is this important?</td><td>When will children learn this?</td></tr>
<tr><td>

- To create a calm, positive and productive environment.
- To promote pride in children's behaviour.
- To provide a calm, purposeful continuation of the day.
- To ensure all children are ready for their learning.

</td><td>

Foundation Stage:

- Children will be taught calm, quiet transitions, modelled by adults and copied by children.
- They will learn to wait for adult instructions before starting a transition.
- They will learn to respond to the silent signal of hands up from an adult.

Key Stage 1:

- Staff will teach good transitions from the classroom to other areas of the school.
- They will ensure children are fluent in waiting for adult instructions before starting a transition.

Key Stage 2:

- Adults will expect children to do this with automaticity whilst offering support and/or understanding to peers who may require additional support.

</td></tr>
<tr><td colspan="2">Adaptations that may be required for children to learn these behaviours…</td></tr>
<tr><td colspan="2">

- Use a lining up order when required.
- Additional practise for children in small groups or 1:1.
- Behaviours broken down into smaller steps of learning.
- Additional adult support for children.
- Daily social stories to support learning the transition routines and expected behaviours.

</td></tr>
</table>

<table>
<tr><th colspan="2">Play and Lunch</th></tr>
<tr><td>Children will…</td><td>Adults will…</td></tr>
<tr><td>

- Listen and respond appropriately to all adults.

</td><td>

- Follow all rotas and timetables in place (unless a change is required).

</td></tr>
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<tr>
<td>

Interact appropriately with other children, showing respect and being mindful of personal space.
Play appropriately:

Include other children
Share resources
Resolve conflict without harm
Not hurt others
Not play fight or play roughly

Seek adult support when needed.
Follow the rules of specific activities (e.g. no slide tackling in football)
Help to tidy up play equipment.
Put litter in the bin.
Stay in/away from designated areas as instructed.
Follow all rotas and timetables in place.
Sit down or stand still (if wet) while eating.
Be encouraged to eat a healthy snack at breaktime (e.g. fruit and vegetables).
Eat lunch in the hall or in designated areas.
Not damage equipment or the school site.
Not climb or walk on benches.
Look after the toilets and not play in them.
At the end of play/lunch signal, stop talking, stand still and respond to the silent hands up signal.
Line up quickly, quietly and calmly when asked.

</td>
<td>

Liaise with other staff to cover planned absences.
Be on time for duty or to collect children from the end of play and lunch.
Remain on the playground for the duration of the break time.
Model picking up litter and praise children doing the same.
Model healthy eating at breaktimes.
Actively engage with children and build positive relationships with them.
Demonstrate and ensure safe and appropriate use of equipment.
Deal with incidents of anti-social behaviour.
At lunchtime, lunch staff escalate more serious behaviour matters to the lunchtime supervisor or SLT as appropriate.
Notice children showing positive behaviour and recognise them for this.

</td>
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<tr>
<th>Why is this important?</th>
<th>When will children learn this?</th>
</tr>
<tr>
<td>

Playtimes will be enjoyable for children and adults.
Following the rules and expectations will ensure children and adults are safe during unstructured times.
It will reduce loss of learning time as there will be fewer incidents.
Lessons will start on time.

</td>
<td>
Foundation Stage:

Children taught how to play with toys/objects.
Children taught how to share and turn take.
Children taught how to treat plants.
Children taught about the different places they can be at lunchtimes.

</td>
</tr>
</table>

	• Children taught how to respond to the playtime stop signal and how to walk back to class quietly and calmly. • Children taught how to play with each other. and use language to communicate how they are feeling, instead of harmful actions such as biting or kicking. • Children are taught to sit down while eating. Key Stage 1: • Children continue to practise and consolidate these skills, so that they know how to behave at playtimes. • Practise how to use equipment safely. • Staff will reinforce and build on these behaviours as the children move to using the main playgrounds. Key Stage 2: • Staff will build on this by expecting children to show these behaviours on the playground and take additional responsibilities such as supporting younger children and setting up activities.
Adaptations that may be required for children to learn these behaviours…	
• Additional practice timetabled in for children (e.g. scaffolded play situations in a small group with an adult). • Positive play for children who need adult support in learning how to ask to play, to play and to share, turn take etc. • Additional adult support for children on the playground to mediate and structure play with peers. • Separate playtimes or play areas for children who need the space but not the other children around them. • Daily social stories to support learning the expected behaviours of the playground. • ELSA and/or social skills intervention. • Time inside to reflect on actions and be reminded of expectations.	

<table>
<tr><th colspan="2">Dinner Hall</th></tr>
<tr><th>Children will…</th><th>Adults will…</th></tr>
<tr><td>Sensibly walk to, from and in the hall.
Line up quietly and sensibly to collect hot dinners.
Find a place and sit quietly when they have their food.
Remain seated while eating.
Use a quiet voice and only speak to those on their table.
Put their hand up to get an adults' attention.
Use table manners—using cutlery.
Say please and thank you.
When finished eating, clear their plate/lunch box.
Only eat and touch their own food.
Ask for permission to leave the hall.
When signalled (hand up), stop immediately, put hand up, remain silent and listen.</td><td>Model using quiet, calm voices.
Greet children as they come into the hall.
Settle the children.
Monitor lunches and inform class teachers of any concerns.
Interact with the children when they are eating.
Remind children about appropriate noise levels.
Reinforce expectations about walking.
Role model what is expected.
Support children with table manners.
Notice children showing positive behaviour and recognise them for this.</td></tr>
<tr><th>Why is this important?</th><th>When will children learn this?</th></tr>
<tr><td>To ensure lunch times are safe, successful and enjoyable.
To develop and practise life skills.
To develop social skills.
To promote healthy, balanced lifestyles.</td><td>Foundation Stage:
To use cutlery.
To use a quiet voice in the dining hall.
To line up calmly and quietly for food.
To say their name and please and thank you when they have been given their food.
Key Stage 1:
Children continue to practice and consolidate these skills.
Key Stage 2:
Staff will build on this by expecting children to show these behaviours in the lunch hall and take additional responsibilities such as helping young children or helping to tidy up.</td></tr>
<tr><th colspan="2">Adaptations that may be required for children to learn these behaviours…</th></tr>
<tr><td colspan="2">Additional practise timetabled in for children (e.g. scaffolded role-play eating situations).</td></tr>
</table>

- Adult support for children who need to learn how to eat their food and behave positively in the lunch hall.
- Separate lunchtime eating spaces (e.g. in an office space or lunch club).
- Daily social stories to support learning the expected behaviours of the lunch hall.
- Social skills intervention.
- Support from an older child.
- Time inside to reflect on actions and be reminded of expectations.

<table>
<tr><th colspan="2">PE/Sporting Events</th></tr>
<tr><th>Children will…</th><th>Adults will…</th></tr>
<tr><td>Attend school wearing the correct PE kit on the right day.
Remove any jewellery and ensure long hair is tied up.
Walk to and from the hall, playground or field sensibly.
Use equipment safely, following adult direction.
Actively participate in the lesson.
Work as part of a team.</td><td>Model the behaviours that we expect from children in PE lessons themselves so that they are clear on expectations.
Wear appropriate clothing for teaching lessons.
Monitor appropriate noise levels, depending on the lesson content.
Provide appropriate activities for children without kit.
Encourage all children to achieve their best.
Liaise with parents regarding children without kit/incorrect kit.
Notice children showing positive behaviour and recognise them for this.</td></tr>
<tr><th>Why is this important?</th><th>When will children learn this?</th></tr>
<tr><td>To ensure PE lessons are safe.
To keep children fit and healthy.
To promote healthy lifestyles, now and in the future.
To develop sportsmanship.</td><td>Foundation Stage:
Children will learn to wear their PE kits at school on the days it is needed.
PE lessons start in Foundation Stage where behaviour expectations are also taught.
Key Stage 1:
Staff will reinforce and build on these behaviours.
Key Stage 2:
Staff will build on this by expecting children to show these behaviours and take part in representing the school at sporting events.</td></tr>
<tr><th colspan="2">Adaptations that may be required for children to learn these behaviours…</th></tr>
</table>

• Daily social stories to support learning the expected behaviours for PE and sporting events. • Additional adult support. • Visual aids and a checklist. • Time inside to reflect on actions and be reminded of expectations.

Trips and visits	
Children will…	**Adults will…**
• Understand that they are representing Micklands and our values. • Follow adult instructions first time they are given. • Actively listen and engage with the learning by listening to the adult and engaging with activities. • Follow the adult's instructions regarding the level of conversation required. • Not engage in conversation with members of the public. • Sit down at all times while traveling and use seat belts where appropriate. • Show respect to their peers at all times. • Ask for help when it is needed. • Ask permission before leaving a designated area or activity. • Follow the normal rules for unstructured times and eating.	• Plan and organise interesting and engaging trips and visits. • Ensure a thorough risk assessment has been carried out in a timely manner before a trip or visit. • Ensure accompanying adults have read and understand the risk assessment. • Be prepared in advance for everything that is needed for the trip/visit. • Prioritise children's safety at all times. • Model the behaviours that we expect from children on trips themselves, so that they are clear on expectations. • Engage with activities and support children to be able to take part. • Seek support from the school office, SLT or DSL if required. • Notice children showing positive behaviour and recognise them for this.
Why is this important?	**When will children learn this?**
• To ensure trips and visits are safe, successful and enjoyable. • To support and enhance classroom learning. • To widen educational and cultural experiences. • To develop and practise life skills. • To develop social skills.	Foundation Stage: • Children will learn to follow adult instructions when outside of school. Key Stage 1: • Staff will reinforce and build on these behaviours. • Staff will teach children about how to engage with the public safely. Key Stage 2: • Staff will build on this by expecting children to show these behaviours at

	all times, representing Micklands in an exemplary manner.
Adaptations that may be required for children to learn these behaviours…	
• Social stories to support learning the expected behaviours for trips and visits. • Additional adult support. • Visual aids and a checklist. • Time away from peers/activities to reflect on behaviour and be reminded of expectations. • Support from a parent on visits/trips if safety cannot be assured within the school's resources. • Non-attendance at off-site activities if safety cannot be assured.	

End of Day	
Children will…	**Adults will…**
• Collect their belongings quickly, calmly and sensibly. • Clear their work space and ensure it is left tidy. • Help tidy the rest of the classroom. • Collect their mobile phones and leave them off until they have left the school site (Year 5 and 6 if walking to/from school alone only). • Line up quietly and sensibly. • Wait for adult instruction before leaving the classroom. • Ensure they take all belongings when leaving. • Wait until their teacher has said they can go to their adult. • Stay with their adult once collected. • Not use any of the climbing apparatus or outside gym. • Promptly leave the school site.	• Model and show children what they expect at the end of each day. • Ensure the lesson is stopped to provide sufficient time for children to prepare for the end of the day. • Follow all safeguarding procedures for dismissing children—if in doubt, seek support from the office, a member of SLT or DSL. • Communicate with class teachers regarding any changes to school pick up arrangements. • Know who is collecting children prior to the end of the day (including list of children with permission to walk alone). • Monitor cloakroom activity. • Give children clear instructions about the expectations. • Take any children who have not been collected to the office area. • Notice children showing positive behaviour and recognise them for this.
Why is this important?	**When will children learn this?**
• To ensure children are collected safely. • To avoid parents having to wait. • To provide a positive end to the school day.	Foundation Stage: • Children are taught to tidy up. • Children are taught to collect belongings.

• To give an opportunity for class teachers to liaise with parents, if needed. • A tidy, clean classroom and cloakroom environment supports the cleaners and to reduces anxiety at the end of the day. • Good home-school communication and relationships.	• Children are taught to wait for parents with their teacher. Key Stage 1: • Children continue to practice and consolidate these skills with increasing independence. Key Stage 2: • Staff will build on this by expecting children to show these behaviours, independently leaving classrooms and cloakrooms tidy and in good order at the end of each day.
Adaptations that may be required for children to learn these behaviours…	
• Additional practise timetabled in for children of how to get ready at home time. • Timetable adaptations may be required. • Daily social stories to support learning the expected behaviours of getting ready for home time. • Adult support – 1:1 or in a small group at the end of the day. • Visual aids and a checklist.	

Celebrating Positive Behaviour

We use an online system to record house points and celebrate positive behaviour:

- Points are given for demonstrating Respect Rainbow values.
- Other points may be awarded at various points in the year (e.g. for taking part in Sports Day etc).
- Respect Rainbow bands may be given out in addition by SLT

Scripted Behaviour Support

We use clear, non-confrontational scripts:

1. **Statement of reality** – "*Name*, you're calling out while I'm speaking."
2. **Directive instruction** – "*Name*, I need you to listen quietly. Thank you."
3. **Choice language** – "If you choose to keep talking, you'll need to move. Make the right choice."
4. **De-personalised norms** – "At Micklands, we respect learning so everyone can succeed."

Responding to Behaviour: Educational and Protective Consequences

We teach children to understand and improve behaviour using:

Educational Consequences	Protective Consequences
These are used to help the child learn about their behaviour; how and why they should improve it. *For example:* • Rehearsing positive responses • Planning how to repair harm • Social stories, role-play or research • Discussion: "What will you do next time?"	These are used to protect the child or others from harm. *For example:* • Limited access to play areas • Increased adult support • Supervised transitions • Change of group dynamics • Internal exclusion • Suspension and exclusion

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Restorative Debriefs

Following incidents, children participate in calm, reflective conversations using a reflection form and discussion. This helps the child to understand their behaviour, why it occurred, how it affected others and helps them to consider how they might do things differently next time. It also encourages restoration through apology.

Staff Consistency and Commitment

All Micklands staff:

- Prioritise calm, respectful de-escalation.

- Use the Respect Rainbow language daily.
- Adapt support for equity—not uniformity.
- Follow our agreed Behaviour Curriculum and policy.
- Seek help using established scripts and systems when needed.

Ongoing CPD includes trauma-informed practice, therapeutic responses, and inclusive strategies.

Parental Involvement

At Micklands, we recognise that families are the most important influence on a child's behaviour. Our Behaviour Curriculum works best when there is a strong partnership between home and school.

We ask that parents and carers support our Respect Rainbow approach by:

- **Reinforcing the Respect Rainbow at home**, using our shared language of respect and rights.
- **Trusting the school's approach**, even when a behaviour issue arises, and working with us in a calm, respectful manner to help a child succeed.
- **Talking positively with their child about behaviour**, including celebrating good choices and discussing what can be learned when mistakes happen.
- **Supporting restorative approaches**, such as helping children understand how to repair harm and reflect on behaviour calmly.
- **Attending meetings** when needed to agree shared strategies for support.
- **Sharing relevant information** (e.g. changes at home, emotional events) that may impact behaviour, so we can respond supportively.

We are committed to:

- Keeping parents informed; not just when there is a concern, but also when behaviour is improving.
- Listening to parents' perspectives and experiences.
- Working together to support children who find behaviour difficult.

We believe behaviour is learned and taught and with strong school–home collaboration, every child can learn the skills they need to thrive.

Monitoring and Review

The impact of our Behaviour Curriculum is evaluated each term through:

- Negative behaviour records.
- House point records.
- Child and staff feedback.
- SLT monitoring and learning walks.
- Governor review and reports.

Adjustments are made where needed to ensure equity, effectiveness and consistency.