Cedars Park Primary School

"No limit to learning"

Positive Relationships and Behaviour Policy

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1. Relevant Legislation, statutory requirements and guidance.

- *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, 2022)
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and PRUs in England* (DfE, 2023)
- *Searching, Screening and Confiscation: Advice for Schools* (DfE, 2022)
- *Keeping Children Safe in Education* (2025)
- *Equality Act 2010, Part 6: Education* (April 2010)
- *Education and Inspections Act 2006, Section 89* (November 2006)
- *Special educational needs and disability code of practice: 0 to 25 years* (DfE, January 2015)
- *Ofsted School Inspection Toolkit* (November 2025)

2. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Cedars Park Primary School can be found in Section 7.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Cedars Park Primary School's responses can be found in the school's Anti-Bullying Policy.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Cedars Park Primary School can be found in Section 7.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of behavioural adaptations, and return freedoms.

3. Aims

At Cedars Park Primary School, we recognise the links between behaviour, feelings and experiences.

Our approach to behaviour management is aligned with 'Therapeutic Thinking'. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd.

Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

4. Staff training and development

At Cedars Park Primary School, we recognize every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognize that every member of staff requires support and training to achieve this.

a. Induction

i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.

ii. *Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

iii. *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (See Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities and expectations of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

b. Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

c. A culture of learning and support

At Cedars Park Primary School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

d. Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague

- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review (Professional Growth and Personal Development)

5. Roles and Responsibilities

a. Governors/Trustees

The Local Advisory Board/Trustees is/are responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this policy in conjunction with the Principal
- Monitoring the policy's effectiveness through conversations, visits, feedback and data.
- Holding the Principal to account for its consistent and effective implementation.

b. Principal

In addition to all elements of Section 5a and 5d, the Principal is responsible for:

- Reviewing and approving (with governors/trustees) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors/trustees) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 5a, school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and Professional Growth and Personal Development
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Cedars Park Primary School's stated aims and the principles of this policy

- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Principal
- Contributing to the induction of new staff (see Section 4a)
    - Creation and review of a behaviour curriculum
    - Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e. Parents and carers

Parents and carers should:

- Collaborate with the school around the support provided for their child
- Get to know the school's relationships and behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's relationships and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with their child's class teacher, in the first instance.
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly (via the school's Behaviour Lead)
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

  The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of all children. The school will inform specific parents / carers about their child's valued and detrimental behaviour as appropriate.

f. Pupils

Pupils will experience the following during their induction to the school:

• They will be taught about valued behaviour at Cedars Park Primary School, and that by attending the school they understand these ambitions
• They will be recognised and celebrated for valued behaviour
• This policy remains relevant beyond school, for example on the way to and from school, on trips and visits, as well as in the community when they can be identified as a member of the school
•They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
• Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour

6. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterized by a concern for the rights, feelings and welfare of self or others.

a. Behaviour Curriculum - Intent

At Cedars Park Primary School, our valued behaviours are underpinned by our School Rules:

Cedars Park ABC
A – Always give 100%
B – Be healthy and safe
C – Care for and respect everyone and everything

In addition, our School Values are embedded within our behaviour curriculum. These are:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Each one is linked to feelings the school aims to create for pupils, and includes brief descriptions of what this looks and sounds like. More detail can be found in the school's behaviour curriculum document.

Leadership

We want children to develop a love of learning, optimism and confidence. We want them to be leaders in their own learning. We teach children to attempt all learning tasks and maintain concentration on these; strive to achieve their targets; and recognize their own strengths and next steps.

Organisation

We want children to be ready to learn. Children should attend school regularly and arrive on time; move calmly around the school; respond promptly to adults' instructions; and take care of resources and equipment. We want children to feel proud that they are a part of the Cedars Park team.

Resilience

We want to nurture children's ability to persevere in the face of adversity and develop a sense of belonging: speaking calmly to all adults and peers; helping themselves when they are stuck or facing challenge; accept that making mistakes is a way to learn and improve; and asking for help when they need it.

Initiative

We want our inclusive environment to develop our children into critical thinkers who feel safe, comfortable, seen and heard. Our children understand they can ask questions; share their ideas; and be bold and take risks with their learning. We want our children to develop into independent learners who think for themselves.

Communication

We want children to feel valued, trusted and appreciated. Pupils are supported to be effective communicators by speaking confidently with adults and peers; taking part in debates and discussions; learning to hold meaningful, two-way conversations; using specific vocabulary when talking about their learning; greeting adults and peers politely; sharing their experiences; expressing how they are feeling; and use non-verbal communication effectively.

Elements of Regulation

A key part of teaching children to self-regulate is through the use of 'Elements of Regulation' (more commonly known as 'Zones of Regulation').

Children are taught about the four elements:

Air: Feelings such as sad, ill, bored, or tired.
Earth: Feelings such as happy, focused, calm, or ready to learn.
Water: Feelings such as overexcited, silly, anxious, or nervous.

Fire: Feelings such as angry, frustrated, elevated, or scared.
(Please note that vocabulary used to describe each Element progresses in complexity as children move through the school)

The aims of this whole school strategy are as follows:

- Help children recognise the different Elements they may be experiencing and learn how to change or maintain their emotional state as needed.
- Expand their emotional vocabulary so they can express how they feel.
- Identify a variety of calming and alerting strategies to support self-regulation.

The programme aims to improve children's emotional literacy, so that they are better able to experience and interpret the world around them.

b. Behaviour Curriculum – Implementation

i. Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Cedars Park Primary School, we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour.

Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at Cedars Park Primary School are likely to include some of the following:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- The use of stickers, stamps
- Contact with home: postcards, phone calls, invitation to visit school
- Celebration awards during school assemblies: certificates of commendation / thanks / 'Cedars Stars' / House Cup / trophies.

When children join Cedars Park Primary School, they will become a member of a 'House'.

The four houses are called:

- Chestnut (red)
- Pine (green)
- Elm (purple)
- Oak (yellow)

Within the houses, children will take part in a range of team based activities that will accumulate points throughout the year. These include events such as:

- Spelling Bees
- Times Tables challenges
- Book 'Mastermind' competition
- Sports Day and Inter-house sporting tournaments
- Whole school enterprise challenges

Children can also achieve house points individually for showing our valued behaviours. For example:

- Consistently completing homework tasks to a high standard and undertaking further learning at home, independently
- Excelling at extra responsibilities throughout school, e.g. young librarians, young leaders, gardeners, school council, ICT Ambassadors
- Demonstrating our core values of leadership, organization, resilience, initiative and communication

The House with the greatest number of House Points at the end of each half term will enjoy a reward, which could be a non-uniform day, extra break time or a picnic lunch at the local park.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

c. Behaviour Curriculum – Impact

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals

- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using Arbor.
- Regular discussion in year team / key stage meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc

7. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Cedars Park Primary School, we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and Trust SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

i. Some detrimental behaviours may not be unusual at Cedars Park Primary School and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to

detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. E.g. Adam, put the pen down on the table. Thank you.
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. E.g. Adam, shall we talk here or in the corridor?
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. E.g. Adam, you can listen from there. The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined in 7ai. In addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the

level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c.

  Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
- reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
- scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
- increasing adult input / supervision for a defined period of time
- use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
- increasing / adapting praise and celebration of valued behaviour when it is displayed.

b. Analysing patterns of detrimental behaviour

Adults with specific leadership and management responsibilities have a duty to systematically collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

i. Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents on Arbor and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.
ii. Groups of pupils - the school's Phase leaders and Behaviour Leader are responsible for regularly monitoring detrimental behaviour across their key stages through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Principal at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the Relationships and

Behaviour Policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

c. Responding to dangerous behaviour

Dangerous behaviour is defined by any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the Trust Suspensions and Exclusions Policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Principal, or Vice Principal (in which case the Principal will be informed on the same day the decision is taken). In all cases, educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

i. **Bullying**. Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Cedars Park Primary School and the school will always take action to address it. A full description of the school's response can be found in the school's Anti-Bullying Policy.
ii. **Prohibited items**. These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Principal and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. More detail about

searching and confiscation can be found in the school's Searching, Screening and Confiscation Policy.

iii. **Prejudice and discrimination**. All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Cedars Park Primary School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by staff using CPOMS, monitored by the Principal, and be fully reviewed regularly (at least half termly) by the Principal and members of the senior leadership team. At Cedars Park Primary School, we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour. More detail can be found in the school's RSHE Policy.

iv. **Child-on-child sexual violence and sexual harassment**. This can be defined as behaviour that is most likely to include (but may not be limited to):

- non-consensual sexual activity
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- sexting
- upskirting

These behaviours are never acceptable at Cedars Park Primary School and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports.

All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Further consideration of the school's response to child-on-child abuse, in addition to those outlined in 7ci, 7cii, and 7ciii can be found in the Trust Safeguarding and Child Protection Policy.

8. Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

At Cedars, we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We will

not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for school leaders on the facts of the situation.

As part of our graduated response, we will always consider whether a pupil's SEND has contributed to the behaviour seen and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we refer to the Equality Act 2010 and SEND Code of Practice.

Where appropriate, we will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. In addition, we will seek to try and understand the underlying causes of behaviour and whether additional support is needed and then put this in place where appropriate.

9. Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

At Cedars Park, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy DSL) when an incident raises a safeguarding concern.

In cases where the school suspects a pupil of criminal behaviour online, we will follow the guidance on suspected criminal behaviour. When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy DSL) as the most appropriate person to advise on the school's response.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour**. However, often incidents that occur online will affect the school culture. At Cedars, we will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

10.Behaviour Outside of School Premises:

The school has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

The school will apply sanctions in line with those set out above for incidents outside of school where appropriate.

Conduct outside the school premises, including online conduct, that school may sanction pupils for include misbehaviour:

- when taking part in a school-organised or school related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

11. Signposting to External Support Agencies

a. Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. www.anti-bullyingalliance.org.uk

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. https://www.antibullyingpro.com/

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. For our Parent Advice Line call 020 7823 5430 (Mon-Tues, 10am-5pm)

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. www.bullyinginterventiongroup.com

Restorative Justice Council: Includes best practice guidance for practitioners 2011. https://restorativejustice.org.uk/

b. Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools. https://www.childnet.com/

Digizen: provides online safety information for educators, parents, carers and young people. Internet Matters: provides help to keep children safe in the digital world. http://www.digizen.org/

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. https://www.thinkuknow.co.uk/

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

c. LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT learners and tackle LGBT prejudice-based bullying.
http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. 0800 1000 143

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. http://www.schools-out.org.uk/training.htm

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.
https://www.stonewall.org.uk/

d. SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. https://www.mencap.org.uk/

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. https://www.changingfaces.org.uk/

Cyberbullying and children and young people with SEN and disabilities: Advice provided by

the Anti-Bullying Alliance on developing effective anti-bullying practice.
https://www.antibullyingalliance.org.uk/sites/default/files/field/attachment/cyberbullying-and-send-modulefinal%281%29.pdf

e. Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied. https://www.minded.org.uk/

PSHE Association – guidance and lesson plans on improving the teaching of mental health Issues.
https://www.pshe-association.org.uk/curriculum-and-resources/resources/psheassociation-lesson-planning-tool

f. Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
https://annefrank.org.uk/contact/

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
https://educateagainsthate.com/

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. http://www.theredcard.org/england
Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. http://www.kickitout.org/

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.
https://tellmamauk.org/

12. Monitoring

The Principal and Vice Principal monitor the effectiveness of this policy on a regular basis. This is reported to the Local Advisory Board and, if necessary, makes recommendations for further improvements.

13. Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgmental way.

14. Review

This policy will be reviewed every year as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

Appendix 1:

Behaviour Principles – Summary

Principles

- **A commitment to a positive and respectful culture within our school or setting**

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.

- **Behaviour is a form of communication**

Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

- **Not all behaviours are a choice**

Children and Young People (CYP) with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

- **Behaviours can change and improvement can be secured**

Expectations of pupil's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected and improvements secured.

- **Clear boundaries are paired with an individualised graduated response where needed**

A nurturing and structured environment is used to keep CYP safe. A clear well-communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a CYP's needs including educational, mental health and other needs or vulnerabilities.

- **Children may develop academically and emotionally at different rates**

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning.

- **Children and young people are supported to develop internal discipline/self-regulation and resilience**

A variety of feedback, rewards, or consequence systems are used to develop CYP as resilient independent learners with positive emotional wellbeing and behaviour.

- **A commitment to equality and equity**

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some CYP may need additional support to increase positive emotional wellbeing and support behaviour.

- **A commitment to exclusion reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

- **Engagement of families, outside agencies and the wider community is sought when planning support for CYP**

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for CYP. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

Appendix 2:

Restorative Debrief

Debrief is a necessary component of a behaviour curriculum. It is essential for behaviour change. Restorative debrief needs to be curious, not critical. It should explore the child's dysregulation and their values and beliefs.

Without teaching there is no learning; without learning there is no progress. Debrief creates a system of evaluation and review to establish what happened, how it happened, and how we use teaching and learning to develop the skills and motivation to enable behaviour change.

1. Establish an authentic connection. Ensure the child feels comfortable and supported.
2. Explore what happened. Allow them to tell their story. What situations, relationships and dynamics led to a reaction?
3. Support their story with non-judgmental accurate descriptions
4. Explore what people were thinking and feeling before, during and after the incident.
5. Identify who or what has been affected and how.
6. Consider how we can repair harm to people or property.
7. Plan for a different response to the same experiences or feelings re-occurring.

Questions to help review:
• What would you like to happen next?
• How can we make things better for you?
• How can you help to put this right?
• How can we make it ok for you to go back to class?
• What do you think others might need?

Checklist

o Has the child had sufficient time and support to normalise their feelings before the de-brief process starts?
o Has the child had an opportunity to share their experience, including what happened before, during and after an incident
o Has restorative debrief explored the child's dysregulation and their values and beliefs?
o Has the child been helped to identify their feelings before, during and after an incident?
o Has the child been helped to empathise with the experience and feelings of others?
o Has the child been helped to understand and accept the need for any protective consequences?
o Has the child been helped to engage in the need for educational consequences?
o Has the child been helped to identify how relationships can be rebuilt?
o Has the child been helped to develop strategies to respond differently when faced with the same situation?
o Have we completed the required recording?

o Has everybody involved in the incident received support? (child witnesses, adult witnesses etc.)

Appendix 3:

Self-regulation prompts

Adult prompts for initialising self-regulation and the use of the Elements of Regulation:

1. Let's do a Elements check-in
2. How are you feeling? Shall we try a tool?
3. ____ is making me feel ____
4. Let's regulate together
5. How can I help you with this feeling?
6. It's okay to feel …..
7. All zones are OK
8. I've noticed that your body is… What zone are you in.

It is important where possible not to label the emotion for the child or young person, as you may incorrectly label it and prevent the child from developing their own emotional literacy.

Appendix 4:

Descalation-scripts

The specific de-escalation script should be used like a menu.

Any element can be chosen as an appropriate response to the aggression or challenge presented by the student.

A de-escalation script is designed to remove heat from a situation and create space and time.

Child's name, followed by either:

• I can see something has happened or

• I am here to help or

• Talk and I will listen or

• Come with me and……

Appendix 5

Positive phrasing

Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity.

It is often beneficial to support a positive phrase with a motivator such as ‘thank you’.

Using ‘please’ will suggest an element of choice so should be reserved for low-level behaviours.

Using ‘thank you’ suggests you expect the student to comply.

Neither please nor thank you would be used in a high level, dangerous situations.

The positive phrase would be delivered assertively but without aggression.

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Walk with me to the library
- Stay seated in your chair

Appendix 6

Limited Choice

Limited choices often follow directly from positive phrases ‘Peter we are going inside, do you want to walk on your own or with me,… on your own or with me, Peter?’

Positive phrases and limited choices should be punctuated with take up time (an opportunity for the child to think , process and consider).

- Where shall we talk, here or in the library?
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Appendix 7

Disempowering Scripts

Detrimental empowered behaviour needs as little interaction as possible while waiting to empower (interact positively) with any valued behaviour as soon as it is evident.

The aim is to create a situation where the detrimental behaviour is ineffective; valued behaviour is effective.

Necessary observation for safety reasons should be from a distance with no unnecessary verbal communication.

It is an effective strategy to empower other valued behaviours in the dynamic while disempowering detrimental behaviours in any individual.

- You can listen from there.
- Come back into the room when you are ready.
- We will carry on when you are ready.
- You can keep the book until the end of the lesson.

Appendix 8

Examples of Educational Consequences

Educational consequences provide a planned logical response to a behaviour. Logical responses to detrimental behaviour help children learn and develop valued behaviour, enabling behaviour change.

Several consequences might be appropriate to illicit understanding and then establish restorative practice.

Learning and understanding the relevance of a task:
• If a child refuses to complete a group science project, they might be asked to revisit the project in a smaller group or 1:1
• Discussing how their contribution impacts the final outcome and why collaboration matters.
• If a pupil is careless with school equipment, the teacher could explain the cost of replacing it and link it to situations at home (e.g., "If a phone breaks, it can't be used and it costs money to replace").

Rehearsing and practising behaviour:
• If a student calls out repeatedly in class, they could practise raising their hand and waiting to be called on during a role-play with the teacher or peers.
• 1:1 rehearsal with support staff

Understanding and assisting with repairs:
• If a pupil scribbles on a desk, they help clean it
• learn about looking after shared spaces either through 1:1 or group sessions

Educational opportunities (chance to learn):
• If a child uses hurtful language, they might attend a short workshop or guided session about respectful communication and kindness.
• Social stories
• Behaviour mapping

Researching the implications of behaviour:
• If a student throws litter on the playground, they could research how litter affects the local environment and share their findings in assembly or a class discussion.

Conversation and exploration (developing empathy, tolerance and understanding):
• After excluding someone from a game, the pupil might join a guided conversation with the other child to talk about feelings, fairness, and inclusion.

Restorative debrief (Appendix 2):
• A structured sit-down after an incident where the child explains what happened, who was affected, and how they can make things right, leading to a plan for better choices next time.

Appendix 9

The Zone Board



The Zone Board will be phased out over the academic year 2026-2027. This will allow for adjustment by pupils, parents and staff.

In Autumn Term the Zone Board will be used as follows:

Children will move up the Zone Board for showing:

- our School ABC's
- demonstrating our school values in lessons and around school

Children will be moved to Orange for showing Inconvenient Behaviour. They will then need to have a reflection during the next break time. Staff will no longer say, 'I am moving you down,' or 'I am moving you to Orange.' They will simply say, 'Johnny, shouting out is inconvenient behaviour and is disturbing the learning of others.' The member of staff will then move their picture down the Zone Board.

Children will be moved to Red for showing Difficult Detrimental Behaviour or Dangerous Detrimental Behaviour. In these cases, a Protective or Educational Consequence will need to be put in place,

beyond just a reflection with a member of staff. In the case of Dangerous Detrimental Behaviour, a member of SLT should be called. Again, staff will not be naming that they are moving the child down.

Behaviour Examples:

Inconvenient Behaviours	Difficult Detrimental Behaviours	Dangerous Detrimental Behaviours
• Calling out • Being out of their seat without permission • Fiddling with equipment • Not following an instruction • Distracting others	• Repeated calling out • Repeatedly being out of their seat without permission • Continuing to fiddle with equipment • Repeatedly not following an instruction • Continuing to distract others • Being unkind • Mis-using equipment	• Prejudice behaviour • Physical violence • Vandalism • Unprovoked serious incidents • Failure to comply with instructions

In Spring Term the Zone Board will be used as follows:

Children will only move up the Zone Board for previously stated reasons. The Orange and Red Zones will no longer be used.

However, staff will continue to name and identify Inconvenient and Detrimental behaviours and continue to put in place protective and educational consequences.

In the Summer Term, the Zone Board will not be used at all.